



Symposium title: Dictionaries and their use in foreign language classes. New challenges in a multilingual, digital, and global world

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Symposium format:

- Symposium Multimodal

Symposium mode:

- Hybrid

Sub-themes:

- X LANGUAGE RESOURCES: multi-modality (including gesture), corpora, artifacts
- X LANGUAGE & TECHNOLOGY: media, tools, digitals humanities, Natural Language Processing (NLP)
- X LANGUAGE IN USE: communication, interaction, conversation analysis, discourse, corpus, media
- X LANGUAGE TEACHING AND LEARNING: teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods

Argument

Foreign language learners quite often either use e-dictionaries or other information found online to overcome linguistic problems. And yet it looks as if they have great difficulties with using dictionaries and online resources adequately, profitably, and successfully to solve language questions.

At the same time, foreign language teachers do not really seem to be familiar with the current dictionary landscape and partly insist on the use of a single (monolingual) print dictionary in class. With regard to their students, they believe that they are trained in using online dictionaries or apps and therefore (wrongly) assume that they have adequate dictionary usage skills. As a result, dictionaries as a topic are often completely banned from the classroom. In today's digital, global and multilingual world, however, adequate competence in dictionary use is an important communicative strategy (Council of Europe 2001). Dictionary didactics should therefore be integrated into foreign language teaching. Against this background, we are interested in questions such as the following:

- How can adequate dictionary usage competence be promoted as part of media competence among teachers and learners?
- What will dictionary didactics look like in the future? How can the use of (online) dictionaries and other lexical online resources be integrated into teaching? How should educational guidelines, curricula, and teaching materials reflect these changes?
- What educational policies should be taken?



- How should modern lexical resources and dictionaries be designed to support learners?
- How can dictionary usage research contribute to further developing dictionary didactics?

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