

Annette Klosa-Kückelhaus and Martina Nied Curcio (Eds.). *Dictionary Use and Dictionary Teaching. New Challenges in a Multilingual, Digital and Global World.* 2024, viii + 301 pages. ISBN 978-3-11-137229-7 (Hardcover); 978-3-11-137329-4 (ePDF); 978-3-11-137358-4 (ePUB), ISSN 0175-9264. Lexicographica. Series Maior 166. Berlin/Boston: Walter de Gruyter. Price € 109.95 (Hardcover), open access (ePDF/ePUB).

In contemporary language learning and knowledge acquisition contexts, the value of dictionaries and dictionary resources has transcended their traditional role as mere repositories and retrieval tools for linguistic information, evolving into essential vehicles that facilitate knowledge construction and the cultivation of linguistic competence (Ezeh et al. 2022; Sycz-Opoń 2024). Driven by digitization and artificial intelligence (AI), the form, structure, and dissemination media of dictionaries and dictionary resources have undergone profound transformations, yet their social functions and educational value remain undiminished (Trinh et al. 2021; Tono and Kawamoto 2024; Ojochegbe et al. 2025). From foundational education to specialized learning stages, dictionary use not only supports text comprehension and production but also fosters learners' information retrieval skills and critical thinking abilities (Waloyo et al. 2021; Fajt et al. 2024). Research confirms that dictionaries serve as indispensable tools in native language education and play an irreplaceable role in foreign language learning (Peters and Fernández 2013; Qulmamatova 2025). Since the 1990s, particularly following the publication of the Common European Framework of Reference for Languages (Council of Europe, 2001), the educational functions of dictionaries have regained prominence. In foreign language teaching and learning, dictionaries not only assist teachers and learners in verifying existing knowledge and refining language output but also cultivate problem-solving abilities and habits of autonomous learning. In the context of globalization and digitization, dictionary use and pedagogy continue to attract sustained attention and in-depth investigation from the international academic community.

In 2021, the international conference "New Challenges in Dictionary Teaching" was convened at Roma Tre University in Italy, under the auspices of the Erasmus Mundus program "European Master in Lexicography." In 2023, a thematic workshop titled "Dictionaries and Their Use in Foreign Language Classes: New Challenges in a Multilingual, Digital, and Global World" was held within the framework of the 20th World Congress of the International Applied Linguistics Association, hosted by the University of Lyon in France. The edited volume *Dictionary Use and Dictionary Teaching: New Challenges in a Multilingual, Digital and Global World* represents a compilation of contributions solicited from these two events, edited by Annette Klosa-Kückelhaus and Martina Nied Curcio, and featuring representative studies from select conference participants. Comprising eleven articles, the volume systematically examines the novel demands imposed by digital transformation and multilingual contexts on dictionary use and pedagogy. Its content is structured across two interrelated sections: the first focuses on the application of dictionaries and online translation tools in

the teaching of English, German, and Romance languages, integrating empirical research to reveal contradiction between tool evolution and pedagogical adaptation; the second addresses systemic solutions from the perspectives of pedagogical frameworks and resource development, exploring pathways to optimize dictionary pedagogy and design learner-oriented dictionary resources. The volume not only addresses core issues in lexicography and foreign language education but also provides significant scholarly references for future dictionary pedagogy and educational policy formulation.

In the first section's opening article, "Using dictionaries in teaching (and learning) English as a Foreign Language — the beginning of a longitudinal research project," Dringó-Horváth and Márkus conduct a longitudinal study on dictionary use and pedagogy among graduates of English and German as foreign language (EFL/GFL) programs at Károli Gáspár University of the Reformed Church in Hungary. Utilizing surveys administered in 2020 and 2023, the researchers employed a self-developed questionnaire (comprising 21 background items and 69 scale items across 10 dimensions) to analyse the data systematically. Findings reveal trends in dictionary use from 2020 to 2023: a significant decline in ownership and usage frequency of print dictionaries, contrasted with a significant rise in ownership and utilization of machine translation software. In formal educational settings, including primary, secondary, and higher education classrooms, instruction in dictionary skills has weakened, with learners increasingly relying on self-study to acquire such competencies. The study indicates that self-study negatively impacts mastery of dictionary skills, particularly those involving digital dictionary functions. The authors argue that current trends reflect "digital autonomy in dictionary use," wherein learners favour digital tools, but deficiencies in formal education for dictionary skills limit their efficacy.

Michele F. van der Merwe's study, "Glossary use of multilingual student teachers in South Africa," examines the utilization of the MobiLex trilingual dictionary (Afrikaans, isiXhosa, and English) among undergraduate student teachers at Stellenbosch University's Faculty of Education. To rigorously assess the practical effects of dictionary pedagogy, the researcher employed a progressive research design featuring pre-test survey — teaching intervention — post-test survey, incorporating correlational surveys and quantitative analysis. Results demonstrate a significant improvement in post-test terminology scores — from 27.9 (out of 40) in the pre-test to 34.4 — following the intervention. The study confirms that integrating multilingual specialized dictionary usage into pedagogy effectively enhances multilingual student teachers' terminological awareness and practical application skills.

Carolina Flinz and Laura Pinnavaia's article, "English and German thesauri for language production: Examining the user-friendliness of two electronic thesauri," critically analyses the user-friendliness of two online thesauri — Thesaurus.com for English and Openthesaurus.de for German — for non-native speakers. Targeting second-year undergraduate students in language and literature at the University of Milan (English class: 39 students; German class: 26 stu-

dents, with language proficiency generally aligning with CEFR B1/B2 levels), the study empirically investigates non-native learners' experiences with these thesauri in language production scenarios for English and German as foreign languages. Through synonym-finding exercises, the research evaluates the practical efficacy of the tools. Findings indicate that non-native learners commonly encounter challenges in information retrieval, inaccurate synonym selection, and insufficient experience with online dictionaries. The authors recommend that future thesaurus designs prioritize learner needs, such as through interface optimization and provision of contextual examples, to develop tools better suited for non-native speakers.

In their paper titled "Die Verwendung automatischer Übersetzungsprogramme im Wirtschaftssprachunterricht romanischer Sprachen," Magdalena Zehetgruber and Johannes Schnitzer investigate the utilization of online machine translation (OMT) tools by students in the International Management program at the Vienna University of Economics and Business during their acquisition of French, Italian, and Spanish. Employing surveys and practical translation tasks, the study examines students' tool selection, usage frequency, application contexts, and output efficacy. Results reveal that blind trust in OMT outputs due to insufficient discernment leads to translation errors, prompting students to desire more in-class guidance on OMT use. The researchers advocate integrating OMT into foreign language curricula and fostering "machine translation literacy" to enhance translation accuracy.

Anja Smith's study, "(Re)defining the role for the dictionary: towards a concept for a phraseopragmatic GFL dictionary for French learners," targets French native speakers learning German, analysing their perceptions and needs regarding dictionary functions via surveys. It elucidates the interconnections between dictionary-centredness and user-centredness, as well as knowledge-orientedness and communication-orientedness, while noting that existing dictionaries lack explicit explanations of phrases, fixed collocations, usage contexts, and rules. The author proposes constructing a German learner's dictionary for French native speakers based on a phrasicon: organizing entries around phrases with a focus on context and pragmatics; presenting contextualized examples through contrastive analysis of native (French) and target (German) languages to guide learners in actively dissecting interactions among linguistic functions, syntactic structures, and cultural connotations, thereby enhancing comprehension and analytical skills in German. The author emphasizes that such restructured dictionaries serve not as dominators of the learning process but as facilitators of autonomous learner inquiry.

The five articles in the first section illuminate transformational trends in dictionary use during the digital era — from reliance on traditional print dictionaries to prioritization of digital dictionaries, machine translation software, and other digital resources — and pedagogical innovations shifting from teacher-centred directive instruction to learner-centred autonomous inquiry models. The "digital autonomy" dilemma and the "machine translation literacy" crisis reflect imbalances in the "tool-learner-pedagogy" relationship. The teaching inter-

vention, user-friendliness analysis, and phraseopragmatic dictionary conceptualization unfold within a framework of "pedagogical practice-tool design-conceptual innovation," advocating learner-centred dictionary design and pedagogical integration. Whereas the first section adopts a problem-oriented approach focusing on contradictions between tool evolution and pedagogical adaptation, the second section employs an "evaluation-practice-innovation" framework, addressing scientific assessment of dictionary use skills, alignment between curriculum standards and pedagogical practice, teacher digital literacy training, and synergistic application of corpora and dictionaries, aiming to construct a systemic framework for dictionary teaching in the digital age.

Yukio Tono and Naho Kawamoto's study, "Developing and calibrating 'can do' descriptors for dictionary use by EFL learners using the Rasch model," focuses on assessing dictionary use competencies among EFL learners. Building on the CEFR, the researchers developed a 32-item "can do" list of dictionary skills for EFL learners, encompassing four key stages: Before dictionary consultation, Macrostructure, Microstructure, and Application. Surveying 223 Japanese university students and applying Rasch model analysis, the study delineates difficulty levels across these stages. It proposes linking each descriptor to CEFR levels to develop and calibrate a comprehensive set of "can do" descriptors tailored for EFL learners, primarily focusing on maximizing the use of diverse dictionary data types.

Andrea Abel's research, "The use of (online) dictionaries at the interface of curricular requirements and practice," examines the status of dictionary resources in curriculum standards and their application in pedagogical practice within South Tyrol's educational system in Italy. Through surveys of German, Italian, and English teachers, findings reveal that although framework guidelines for South Tyrolean schools emphasize the importance of print and digital dictionaries in primary and secondary education, approximately 20% of teachers do not utilize dictionary resources as recommended in daily teaching, and they lack familiarity with digital tools. The author advocates enhanced teacher training in digital literacy to systematically integrate digital dictionary resources into instruction, thereby promoting efficient application of lexicographic resources in language teaching and bridging gaps between curricular requirements and practice.

Martina Nied Curcio's article, "The use of lexicographic online resources by foreign language teachers and the effectiveness of teacher training courses," observes that with advancing digitization, dictionary forms have evolved from traditional print formats to online configurations such as dictionary + grammar table and dictionary + parallel text corpora. To investigate foreign language teachers' current use of these resources and the efficacy of training in online dictionary use, the researcher recruited 50 Italian teachers of German as a foreign language for an 8-hour workshop on dictionary use, accompanied by pre- and post-workshop questionnaires. Results indicate that before training, teachers exhibited weak online dictionary skills and insufficient awareness of digital tools, favouring print dictionaries in classrooms; post-training, 100% acknowl-

edged the workshop's value and expressed willingness to incorporate online dictionaries into lessons, with 94% desiring further training. Based on these findings, the researcher advocates a hybrid approach integrating direct and indirect dictionary instruction to embed online lexicographic resources in foreign language curricula, thereby cultivating media literacy among educators and learners while fostering proficient and adept users of digital dictionaries.

Valeria Zotti's article, "Have electronic corpora made dictionaries obsolete? Some encouraging results from an international teaching experience in the field of French artistic vocabulary," uses French artistic vocabulary as an entry point to explore the pedagogical and applicative value of traditional dictionaries amid the proliferation of digital corpora. The author conducted teaching experiments in the Master LTTAC at the University of Lille in France and the International Master LSC at the University of Bologna. Systematically comparing three authoritative French dictionaries (TLFi, DAF, GR/PR) with three monolingual corpora (Frantext, frTenTen17, LBC Français) in artistic text comprehension and translation, the study finds that dictionaries retain irreplaceable advantages, with information curated by lexicographers offering greater precision and reliability. In contrast, corpora supplement unrecorded domain-specific collocations and contemporary usages but suffer from information redundancy. The author concludes that dictionaries remain indispensable pedagogical tools, and electronic corpora do not render them obsolete.

Shigeru Yamada's article, "The 'super' instruction in the use of EFL dictionaries," proposes a "super" instructional approach transcending traditional dictionary pedagogy to enhance the efficacy of EFL dictionaries, addressing deficiencies in grammar, defining vocabulary, frequency principles, fine semantic differences, encyclopaedic knowledge, pronunciation, and error correction. The author advocates collaboration between non-native and native teachers: non-native teachers, sharing linguistic and cultural backgrounds with students, lead instruction to target language challenges precisely, while native speaker involvement compensates for non-native teachers' limitations in linguistic nuances and cultural insights. The author suggests teacher-publisher partnerships, whereby teachers provide feedback on relevant teaching points and examples to inform dictionary improvements, enhancing presentation, content, and user-friendliness.

In the paper titled "Integrating Frame Semantic Resources in EFL Instruction with a Focus on Deliberate Metaphor," Thomai Dalpanagioti explores the interdisciplinary nature of metaphor research, lexicography, and EFL pedagogy. Addressing the issues of inadequate representation of metaphors in foreign language instructional materials and the lack of learner development in metaphorical competence within EFL teaching practices, this study leverages Frame Semantics and Deliberate Metaphor Theory as its theoretical underpinnings to propose practical implementations for integrating lexicographic resources into EFL instruction. To foster deeper learner comprehension of metaphors and enhance their productive use, Dalpanagioti designs a scaffolded sequence of frame-based tasks: these progress from receptive skill training to productive

skill development, while evolving from controlled formats to open-ended ones. Empirical analysis indicates that learners in the experimental group, who underwent frame-aided instruction, exhibited significantly superior metaphorical competence relative to their counterparts in the control group, who did not receive this intervention. The author advocates linking frame-evoking elements to lexical items and phrases in CEFR-referenced resources, creating simplified iterations of frame semantic repositories, and curating a task bank centred on frames and metaphors to furnish systematic resource support for EFL pedagogical activities.

The six articles in the second section delve into the deep integration of lexicography and foreign language teaching, systematically addressing contradictions between tool evolution and pedagogical adaptation to construct a collaborative ecosystem of "tool-pedagogy-learner." Tono and Kawamoto's CEFR- and Rasch model-based "can do" descriptors provide a scientific framework for EFL dictionary use competency assessment; Abel uncovers disjunctions between framework guidelines and practice in South Tyrol, underscoring the urgency of teacher digital literacy training; Nied Curcio validates the efficacy of direct and indirect dictionary teaching via workshops in enhancing teachers' online dictionary competence; Yamada introduces novel approaches through "super" instruction to elevate EFL dictionary pedagogical efficacy; Dalpanagioti proposes gradient task systems integrating frame semantic resources into metaphor pedagogy, offering new paradigms for lexicographic resource application in specialized language skill cultivation.

Overall, *Dictionary Use and Dictionary Teaching: New Challenges in a Multilingual, Digital and Global World* systematically addresses the complex challenges facing dictionary use and pedagogy in digital, global, and multilingual contexts. The eleven studies compiled in the volume not only present the latest achievements at the intersection of lexicography and foreign language education but also offer diverse empirical investigations and pedagogical cases, providing multidimensional insights for academia and education. Diverging from prior lexicographic research paradigms centred on tool ontology, this volume focuses on dynamic interactions among "tool-learner-pedagogy," underscoring lexicography's interdisciplinary significance in education, applied linguistics, and digital humanities. Building upon the volume's exploration of dynamic interactions among tools, learners, and pedagogy — particularly through innovative integrations like frame semantic resources in metaphor instruction — one particularly noteworthy extension emerges in the application of dictionary learning to literature courses, with a focus on science fiction genres. In literature classrooms, dictionaries transcend their role as reference aids, evolving into catalysts for nuanced textual interpretation and intercultural insight. For instance, in multilingual settings, learners use bilingual or specialized dictionaries to unpack complex vocabulary in sci-fi works, such as decoding futuristic neologisms in novels like Strugatsky brothers' *Roadside Picnic* or Philip K. Dick's *Do Androids Dream of Electric Sheep?* This approach fosters vocabulary expansion while encouraging critical thinking about language evolution, world-

building, and speculative concepts like AI. Pedagogically, teachers can design activities where students collaboratively build custom digital dictionaries for sci-fi genres, incorporating entries with etymological notes, contextual examples, and multimedia links to enhance engagement. In global contexts, this method bridges linguistic barriers, allowing non-native speakers to explore themes of alienation or technological ethics through precise lexical exploration. Empirical studies in the volume demonstrate that such dictionary-driven strategies improve reading comprehension, creative writing skills, and intercultural competence, particularly in diverse classrooms. By adapting digital dictionaries with AI features — like predictive search or augmented reality overlays — educators can simulate immersive sci-fi environments, making abstract ideas tangible. This not only revitalizes literature pedagogy but also aligns with the volume's emphasis on digital innovation, preparing students for a multilingual, tech-infused future. Ultimately, applying dictionary learning in sci-fi literature courses exemplifies how lexicographic tools can transform passive reading into active, interdisciplinary inquiry, sparking curiosity and innovation across educational levels. Although certain studies are limited by sample scale and geographic scope, this does not undermine their overall scholarly value. On the contrary, it expands new horizons for follow-up research, particularly in multilingual pedagogy, learner dictionary competency cultivation, and digital resource adaptation. The volume not only deepens theoretical understanding of dictionary use-pedagogy relationships but also furnishes practical references for teacher training, curriculum design, dictionary compilation, and educational policy formulation. This scholarly contribution facilitates the evolution of lexicography research toward intelligent, digital, and global directions, injecting fresh vitality into sustainable multilingual educational ecosystems and inspiring further cross-cultural and interdisciplinary innovations.

Acknowledgements

This study was supported by the North China University of Science and Technology Humanities and Social Sciences Later-Stage Funding Project (Grant No. 2024SKHQ06).

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