

Pedagogical Specialised Lexicography: The representation of meaning in English and Spanish business dictionaries

Pedro A. Fuertes-Olivera & Ascensión Arribas-Baño.

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Volume 11 of the prestigious series *Terminology and Lexicography Research and Practice* (TLRP) is a worthy successor and is deeply indebted to the other Spanish contribution to the collection: María Teresa Cabré's (1999) *Terminology. Theory, methods and applications*. In fact, the authors share with her predecessor the claim that analysis of the General Theory of Terminology (GTT) is an inadequate tool to explain the complexities occurring in special communication from social, linguistic and cognitive perspectives. Of particular interest is the fact that recent LSP research is mostly concerned with the lexicon and the compilation of LSP dictionaries, but understood in terms of the principles of a new discipline focusing on the needs of its users. This is the connecting theme for the final goal of this volume (as stated by the authors in pages 2-3): "the compilation of a dictionary used by translators, professional interpreters or LSP students alike should serve as an auxiliary tool in the teaching-learning of the language for specific purposes and contribute to the learning of the speciality itself. This could only be possible if the compilers pursued a pedagogical orientation".

Traditionally, dictionaries have been underused and relegated to a secondary role, perhaps because they are not primarily teaching materials, being used instead as reference works in the context of other activities. The comparative analysis of current business dictionaries in English and Spanish undertaken by Fuertes-Olivera and Arribas-Baño examines to what extent the dictionaries selected follow the principles of pedagogical lexicography and favour the communicative or the knowledge orientation. An adequate balance between these two aspects is essential and the authors adopt a middle ground position.

In order to prove the empirical relevance of the previous statements, the authors select eight monolingual and bilingual (English-Spanish/Spanish-

English) business dictionaries. All of them cover more than one field related to business English and/or Spanish. A uniform criterion has been applied: analysis of those works which have a common thematic substratum and how the treatment of meaning differs in monolingual dictionaries for native speakers (Alianza Economía, 1993; Management, 2003), pedagogical monolingual dictionaries (Longman Business, 1989; Oxford Business, 1993; Peter Collin Business, 2001) and bilingual dictionaries (Business Spanish, 1997; Pirámide Economía, 2001; Ariel Economía, 2002). Such analysis is focused on the noun terms of the entries of the letter “p” –a decision based on diverse qualitative and quantitative reasons.

The introductory chapter deals with the nature of LSP and its links with dictionary-making. It also formulates the aims, material and methodology involved in this work. An account in depth of the fresh and brilliant ideas disseminated in the first 18 pages (combined with the conclusions) would be difficult in the short space of an academic review, but are, in our opinion, and to the best of our knowledge, the most updated and relevant contribution to the debate on monolingual or bilingual English-Spanish/Spanish-English specialised lexicography. However, the source of inspiration for the connection between pedagogical and specialized lexicography offered in this volume does not come from English or Spanish speaking sources, but from a French speaking origin: the *Dictionnaire d'apprentissage du français des affaires* (DAFA, 2000), a dictionary compiled by Binon, Verlinde, van Dyck and Bertels and published by Didier in Paris. This is an innovative learner's dictionary of Business French, presenting and describing 3200 words, most of them illustrated by means of examples. The combination of corpus-based word selection, the provision of economic and non-economic meanings, the abundance of idiomatic expressions, and the level of usability (morphological and syntactic information, number of collocations, frequency, etc.) are the mirror where ideal Spanish and English specialized lexicographical practices should see themselves.

Chapter 2 introduces the concepts of macrostructure, mediostructure, and access structure and studies how the dictionaries analysed cope with three lexicographical issues, all related to the representation of meaning: homonymy, the form of the lexicographical article, and polysemy. The authors are able to demonstrate that the analysis of these three components has been practically absent from LSP metalexigraphy and, consequently, the affinity between LSP theory and practice is very limited.

Chapters 3 through 5 present the investigation results of meaning representation in terms of the microstructure. Chapter 3 deals with definitions and shows how business dictionaries tend to ignore the user by continuing to employ traditional definitional styles and offering less conceptual information. Both authors propose that LSP dictionaries adopt simpler definitional styles which favour students' encoding and decoding. Chapter 4 concentrates on equivalence (the relationship between translation and bilingual lexicography). After concluding that all the sample dictionaries have made an indiscriminate use of equivalents, Fuertes-Olivera and Arribas-Baño maintain that the use of meaning discriminators is always necessary in the active side and sometimes useful in the passive side, especially when the lemma covered is polysemous and has many different senses. Chapter 5 acknowledges the lexicographical importance of the example and suggests an operative definition of "example" in this field. Again the LSP lexicographical works under scrutiny have shown a limited use of examples for contextualising lexical units. Both authors also recommend the establishment of a typology for lexicographical examples and adopt some practices of pedagogical lexicography which distinguish between examples and quotations. But, of utmost importance, is the necessity to be more systematic in the use of typography indicating examples and in their ordering.

The conclusions chapter (chapter 6) is extremely useful for future compilers, lexicographers, lexicologists or even for dictionary users. The illuminating recommendations contained in 6.3 *Towards the construction of pedagogical LSP dictionaries* for both, monolingual LSP dictionaries (6.3.1) and bilingual (English-Spanish/Spanish-English) LSP dictionaries (6.3.2), contribute decisively, in our opinion, to the road map of efficient and productive representation of meaning in LSP lexicography and also to its innovative and necessarily more pedagogical orientation.

(Revised review received May 2009)

Reviewed by **Ángel Felices Lago**
 Universidad de Granada (Spain)
 afelices@ugr.es