

The presentation

This thematic issue published by the Entrepalavras Journal is dedicated to the lexicon studies in the most diverse fields of activities. The articles gathered here were written by researchers from several Brazilian and foreign institutions. Certainly, with this issue, this Journal offers its readers a wide outlook of works with different approaches in lexical context, which is the purpose of the so-called lexical sciences: Lexicology, Lexicography, Terminology and interfaces intertwine and interrelate.

It is important to emphasize that, for a long

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time, the linguistic tradition distinguished between grammar or syntax – which deals with the productive rules of language – and dictionary – which collects arbitrary and fixed uses (Pawley & Syder, 1983, p. 192). For the followers of this conception, such disciplines were endowed with rigidly closed borders, as if the basic lexical units of each one were completely distinct and not diffuse and tenuous.

However, to prove that these boundaries are not currently completely delimited, this thematic issue includes works focusing on Lexicology, Lexicography and Terminology,

bringing to the dialogue some of its possible interfaces and, thus, to demonstrate that the relationship among linguistic levels is quite narrow, so there is not really a rigid cut, but a lexical-syntax continuum. Likewise, general and specialized lexical units are endowed with form and meaning (PINHEIRO, 2016). In terms of pairings, the form (phonological, morphosyntactic, phraseological) and meaning (semantic, pragmatic, discursive, functional aspects) are faces that truly constitute grammatical constructions.

In this issue, therefore, it is worth highlighting that the studies of lexicon search interfaces with various linguistic approaches, demonstrating that the word is the center of cutting-edge studies in the context of language sciences. Hence, this work is an effective contribution for everyone who deals with the forms of the word as an expression of knowledge as well as for those who constantly look up improvement in the teaching and learning process, for both contexts: mother and foreign language teaching. Considering the aforementioned, this edition is organized as follows:

The first article, *Indigenous languages dictionaries and Pedagogical Lexicography*, by

Cristina Martins Fargetti and Julliana Nazatto, discusses aspects of specialized lexicon researches. For that, a specific fieldwork methodology is proposed, with a dialogue between sciences: that of the linguistic researcher and that of the indigenous specialist in a field of knowledge. Thus, a discussion of the entry in Juruna is presented, with its subentries, prepared by Mondini (2014), in comparison with the entry of a lexicographic work on another Brazilian indigenous language, Kaingang, which allows a contribution to the studies of lexicon and its use in teaching.

In article two, *Definitions of male homosexuals in school dictionaries*, Hugo Leonardo Gomes dos Santos bases his research on the assumptions of Metalexicography (BOLINGER, [1985] 2008; BUGUEÑO MIRANDA, 2009; PONTES, 2009; PORTO DAPENA, 2002; WELKER, 2004). The author analyzes the linguistic resources used in type 3 school dictionaries to define a group of words related to male homosexuals. Thus, based on the corpus collected in 2016, Santos analyzes the entries 'gay', 'homosexual', 'sissy' and 'pederast' in the five selected dictionaries, totaling a sample of twenty entries. As a result, the sample revealed a trend

to use relational definitions, highlighting the metalinguistic character of the dictionaries.

In the third article entitled *Conjunctions in school dictionaries for high school*, Ana Grayce Freitas de Sousa defines dictionaries as works which describe the lexicon in its most varied forms. According to Freitas, this is the case of conjunctions, grammatical elements generally used to connect other elements and they are also fundamental to textual cohesion. From this point of view, this article aims to describe the lexicographic information presented in the entries of the conjunctions that are part of the school dictionaries type 4, provided by PNLD-2012 (*National Textbook Program*). For the purpose of understanding the concept of conjunction, it is important to discuss the ideas of researchers such as Cunha and Cintra (2017), Bechara (2009) and Bagno (2012), in addition to the work of Pontes (2009) and Brazil (2012), regarding dictionaries organization.

In the fourth article, entitled *Foreignness and loanwords in fashion texts: from journalistic to lexicographic registry*, Camille Roberta Ivantes Braz and Flávio de Aguiar Barbosa bring a lexicological and metalexicographic study

of foreign terms from the discursive domain of fashion. The selected terms are analyzed and compared with their entries in the dictionaries from the lexicographic corpus. The goal of this study is to obtain a more accurate picture about the incorporation of the words from the corpus into Portuguese language lexicon, taking into account the dictionary as the main reference element.

The fifth article, *Portuguese lexical integration on the teaching of Cokwe language*, by Ana Alexandra Silva Albano and Agostinho Eduardo Albano, brings a contribution to the field of a bilingual teaching program. The authors focus their analysis on one of the national languages in Angola and Mozambique, 'Cokwe', trying to show how this language interacts with the official language Portuguese, as well as its integration in the primary education subsystem, through a bilingual education program. According to the authors, there are interferences that occur from Cokwe to Portuguese, and inversely. For this observation, they highlight the strategies of lexical integration (change, nasalization and assimilation) and the processes of accommodation of foreign vocabularies.

Article six, *When Applied Linguistics and Cognitive Psychology cooperate with Lexicography: illustrations in children's dictionaries*, by Laura Campos de Borba, evaluates the usefulness of the illustrations in three dictionaries for children in the 1st year of elementary school. The dictionaries analyzed were selected from *PNLD Dicionários* (2012): *Meu primeiro livro de palavras* (MPLP, 2010); *Meu primeiro dicionário Caldas Aulete* (MPCA, 2009); and *Dicionário Infantil Ilustrado Evanildo Bechara* (DInf, 2011). The theoretical framework takes into account the theories of education and the characteristics of dictionary users from Metalexicography; Applied Linguistics (specific difficulties of children in the literacy phase) and Cognitive Psychology (data of familiarity among Brazilian children).

In the seventh article, *The terminological definition in a LIBRAS dictionary (Brazilian Sign Language dictionary)*, José Marcos Rosendo de Souza and Edmar Peixoto de Lima recognize significant changes in the scientific areas that involve the study of language, such as the registration of sign-terms. Thus, for the authors, LIBRAS starts to be the object of studies of different language sciences,

mainly for the Communicative Theory of Terminology (TCT), which chooses as an investigative object the linguistic behavior of the terminological units and, therefore, they assume there is a vast field for the study of units belonging to LIBRAS. Under this influence, this work analyzes the terminological definition (DT) of the sign-terms, registered in the Brazilian Sign Language Dictionary (DLSB), specifically the organization and writing of the statements that constitute the definition of the sign-terms to Medicinal Plants in LIBRAS.

Among the works dedicated to Lexicography, in the eighth article, *Aurélio dictionaries: the analysis of idioms under the perspective of Pedagogical Lexicography*, Ariane Donizete Delgado Ribeiro Caldas, Odair Luiz Nadin da Silva and Adriane Orenha-Ottaiano aim to undertake an analysis based on two entries (bread and egg) in three dictionaries of the Aurélio series (Mini Aurélio, Aurélio Júnior and Aurélio), in order to verify how the idioms are approached in each dictionary. The authors analyze how the selected dictionaries approach idiomatic expressions, to verify how these ones are presented to students. The analyzed data show that the dictionaries do

not present some relevant information for the consultants and, therefore, they do not effectively fulfill the objective of clearly informing the querent about a certain subject.

Caroline de Castro Pires, in the ninth article, *The pedagogical approach in Meaning-Text Theory: description of specialized lexical collocation in the Hemodynamics*, presents a study on the use of pedagogical approaches with regard to the lexicographic tools of specialized vocabulary description, considering the lexical learning process. The author chose to use mechanisms already described in the specific literature to present a pedagogical approach within the scope of the Sense-Text Theory (TST). An example of specialized lexical collocation (CLE) was analyzed in the domain of Hemodynamics in order to provide a more accessible description of the linguistic sense to the user-learner.

The tenth article, *Monolingual Foreign Language Dictionary: guided visits as instrumentalization for autonomy in language learning*, by Álvaro David Hwang, is inspired by studies that disseminate the role of dictionaries for language teaching and learning. Hwang, proposes a “guided tour” by a monolingual French dictionary,

such as those with a pedagogical focus that occur in museums, cathedrals and monuments, in order to understand that a consultation of the dictionary can become a time of new “discoveries” that go beyond the initial consultation. The role of these “guided tours” would be to seduce the user, promoting a more intimate relationship between the user and the dictionary. The author believes that for a good use of the dictionary it is important that the user knows the different configurations presented in the dictionary and not only know how to use the alphabetical order.

In the eleventh article, entitled *Lexical variation in the Amazonian speech: a dialectal and metalexographic study of the denominations for riacho/córrego*, Edmilson José de Sá analyzes the lexical variants for both words – *riacho/córrego* – taking into accounting the diatopic and metalexographic aspects. The author used the names registered by Cruz (2004), in the Linguistic Atlas of Amazonas and by Maia (2018), in the Linguistic Atlas of the South of Amazonas. He also investigated how regionalisms are managed in dictionaries edited by Houaiss (2009), Ferreira (2010) and Michaelis (2015), and how regionalisms are treated diachronically,

which permitted to realize that these lexicographic works presented both convergences and divergences.

Then, in the twelfth article, *Teachers' beliefs about the use of learner's dictionary: a contextual approach*, Luan Talles de Araújo Brito analyzes teachers' beliefs about the use of learner's dictionary and how the participant teachers behaved using this tool in the classroom. The author used classroom observations and semi-structured interviews with two teachers from the 5th year of elementary school at a public school in Brejo do Cruz - Paraíba. He based his investigation on the studies about language teaching and learning and in the area of Pedagogical Metalexicography.

Pauler Castorino Oliveira Barbosa and Vanessa Regina Duarte, in the thirteenth article, *The pathological aspect of the definition of homosexuality in type 4 dictionaries*, discuss the pathological feature presented in the entry "homossexualismo" in type 4 dictionaries, which are directed to high school students. Based on Lexicography studies, the authors present how the definition for this entry impacts in a society that still discriminates the community of lesbians, gays, bisexuals, transsexuals,

queers and more (LGBTQ +). The results show that the authors of this kind of dictionaries tend to leave their ideologies highlighted in the definition of "homossexualismo".

In the fourteenth article, *Pedagogical lexicography and multimodality: a children's dictionary illustrated entries analysis*, Aryanne Christine Oliveira Moreira and Raoni Reinaldo Coriolano, discuss how semiotic models can be organized to compose a unit of meaning. For this investigation, they analyzed the illustrated entries from children's dictionaries based on the studies of: Lexicography (WELKER, 2008; PONTES, 2009; DURAN, 2008), Multimodality (KRESS, 2015; JEWITT, 2014) and metafunctions described by KRESS and VAN LEEUWEN (2006) in Grammar of Visual Design. The dictionary Aurelinho: Children's Illustrated Dictionary of the Portuguese Language (2008) is used for the investigation.

In the following article, *Pupŷkary tywy, takarena, ĩthu ykynypuku: meronymy and the knowledge and teaching of the Apurinã language (Arawak)*, Marília Fernanda Pereira de Freitas and Sidney da Silva Facundes examine the occurrences of meronymy in Apurinã, which are semantic processes involved

in the expression of part/whole relationships (CRUSE, 2011), and how this knowledge can be used to elaborate an illustrated digital book, as a didactic-pedagogical tool for teaching and empowering the language. The authors agree that this didactic material can help to teach and learn the language in Apurinã schools.

Halysson Oliveira Dantas, in the sixteenth article, *Printed entry or digital entry? That is the question*, argues about the possible way of reworking the entry from the printed to the digital medium. Such investigation is based on the concepts of metalexicography, the studies of discursive colony (HOEY, 2001), as well as the theoretical and methodological constructs of the Digital Hypertext Theory. The author uses the contrastive analysis of printed and online electronic dictionaries, considering the mesostructured of these works.

In *The dictionary as a tool for argumentation teaching*, the seventeenth article in this collection, Christian Plantin and Rubens Domasceno-Morais present the genesis and methodology of developing a dictionary based on notions of argumentation and rhetoric fields (PLANTIN, 2016). The authors also want to show the

functionalities of a specialized dictionary for the argumentation teaching, mainly for academic purposes, that is, a didactic material for undergraduate, graduate students and researchers interested in argumentation studies.

In the eighteenth article, *The school dictionary as a teaching-pedagogical instrument for alphabetization and literacy*, Simone Weide Luiz, Eduardo Paré Gluck and Alexandra Feldekircher Muller present the dictionary as a fundamental didactic-pedagogical instrument for the process of reading and literacy in the first and second years of Elementary School. In this sense, the authors discuss the objectives and principles of Pedagogical Lexicography which takes dictionaries as its object and this theme as the focus of discussion, in addition to providing an important reflection on initial reading and literacy, by using dictionaries as a fundamental element in this teaching process.

Angelo de Souza Sampaio and Silvana Soares Costa Ribeiro, in the article entitled *The phraseological units from the short stories Le Petit Nicolas in French/Portuguese bilingual dictionaries*, present the difficulties that foreign language learners demonstrate in understanding the global meaning

of phraseological units (PU). They take into account the studies about Phraseology (BOLLY, 2011; MONTEIRO-PLANTIN, 2017). For this article, the corpus is composed only by the short stories from the first of the children's book collection *Le Petit Nicolas*.

In the twentieth article, Cezar Alexandre Neri Santos, Janina Antonioli Pires and Ademileise de Oliveira Santos, *Sexist terms in Brazilian Portuguese dictionaries*, analyze (non)occurrences of meanings related to gender violence in Portuguese-language dictionaries for Brazilian consultants. To do so, they used the anecdotal text *Injustices of the Portuguese Language*, anonymous and widely disseminated on the Internet, which humorously establishes semantic differences for noun phrases such as *puto/puta* (bitch), *cão/cadela* (dog), *galo/galinha* (ox/hen), among others. The records were taken from four Portuguese-language dictionaries: Ferreira (2009), Houaiss (2009), Aulete Digital (2020) and InFormal (2020).

In the twenty-first article, *Identification and measurement of noun suffixes in text corpus produced by learners of Spanish as a second language*, Carolina Paola Tramallino, Celina

Beltrán and Natalia Riccardi analyze and record words that have nominal suffixes in a corpus produced by Spanish as a second language learners. For this, they consider the hypothesis of interlanguage, within the studies of second language acquisition and the latest investigations on automatic error in Spanish corpora.

Finally, to conclude the first volume of this collection, we present the interview *On the paths of terminology: an interview with Mercè Lorente Casafont*. The researcher and interviewer Diego Napoleão Viana Azevedo highlights relevant points in Casafont's speech, namely: the evolution of Terminology as a scientific discipline from the perspective of the Terminology Communicative Theory (TCT), created by Cabré (1999); the experience with the investigation of verbal units of terminological character and the performance of the research group of IULATERM (Group of Lexicon Terminology and Specialized Speech), of the Universitat Pompeu Fabra (UPF); and finally, the presentation of some technological tools planned for lexicon processing and the terminological knowledge for linguistic planning and for the permanence of minority languages, as the case of Catalan.

To conclude, all of us offer our sincere gratefulness to the editors of The Entrepalavras Journal, doctoral professors Claudete Lima and Camila Stephane Cardoso Sousa for the opportunity given to us to organize this thematic issue about lexicon, dictionary and teaching, and for their support, guiding us through the entire process. Particularly, we are thankful for the researchers who have sent their articles, believing in the potential of this work, which is considered relevant for teaching and researches. We are also grateful to the reviewers

who voluntarily dedicated some of their time to read and evaluate all texts, contributing with their precious and significant considerations. Gratitude to all who participated directly and indirectly in this thematic edition.

We hope the texts listed here may encourage more and more researches on lexicon, dictionary and their interfaces with other sciences.

Wish you a happy reading!

Os organizadores

Referências

PINHEIRO, D. *Tudo o que você nunca quis saber – e não teria tido vergonha de perguntar – sobre (as diferentes) gramática(s) de construções*. Material didático produzido pelo professor Diogo Pinheiro para o curso de Linguística Cognitiva (LEF 761) / Introdução à Linguística Cognitiva (LEF 861) ministrado em 2016.2 no Programa de Pós-Graduação em Linguística da UFRJ.

PAWLEY, A.; F. H. SYDER. Two Puzzles for Linguistic Theory: Nativelike Selection and Nativelike Fluency., em Richards & Schmidt (eds.) (1988), 191-226. IN: Iriarte Sanromán, A. (2001). *A Unidade Lexicográfica. Palavras, Colocações, Frasesmas, Pragmatemas*. Braga: Centro de Estudos Humanísticos, Universidade do Minho.