

THE TERMINOLOGY, THE LEXICOGRAPHY AND THEIR INTERFACES: PRESENTATION

F Ó R U M
L I N G U Í S T ! C O

V.17, N.3, JULY/SEPT. 2020

Reflecting on the relationship between lexicon, language and culture is to accept that, when communicating, the human being appropriates much more than the simple lexical repertoire. It is through the interaction process fostered by language that the individuals express their beliefs, their culture and the relationship with their surroundings, the latter considered not only as a set of environmental factors, but also related to historical and social facts.

According to Biderman (2001, p. 32), “[...] *movido por estímulos exteriores e interiores, o indivíduo é levado a comunicar-se, utilizando o instrumento coletivo de comunicação e expressão: a língua*” [moved by external and internal stimuli, the individual is led to communicate, using the collective instrument of communication and expression: the language]. In this way, a language functions as an essential tool for the interaction between the subject and the world. It corresponds, in a certain way, to a classification and communication system, as well as an identification system. It is through the lexicon and, consequently, language, that individuals are characterized, understand and make themselves be understood, interact and promote interaction with their peers.

This constant need for communication and understanding demanded by business relationships between people of different places and languages gave rise, a long time ago, to lists of words and glossaries, which, successively, led to the emergence of dictionaries as we know them in actuality. In fact, despite the fact that the framework of the emergence of bilingual and multilingual repertoires and, consequently, the beginning of Lexicography is in the 16th century, there are records of lexicographic products prior to that date, as advocated by Hwang (2010), who says that, in the West, the history of modern dictionaries began in the 16th century.

The beginning of Terminology was no different, although its emergence is considered to be occurred from the 19th century. At this time, the progressive internationalization of science made scientists worry about the need to have systematic rules for the formation of terms for each field of knowledge.

Béjoint (2000) argues that, even before the creation of writing, in older civilizations, there could be oral dictionaries, declamation objects. Matoré (1968 *apud* BÉJOINT, 2000) points out the existence of lexical lists in cultures older than the Greco-Roman civilization. These repertoires, created with the intention of facilitating communication and commerce between people of different cultures and languages, were quite simple and did not have great aesthetic nor theoretical-methodological concern and refinement. Over time, these lists were refined and gave rise to the first bilingual dictionaries.

In this way, as Verdelho (1995, p. 137) points out, “[...] a Lexicografia nasceu da consciência das fronteiras linguísticas e da necessidade de estabelecer a comunicação entre idiomas diferentes” [Lexicography was born out of an awareness of linguistic boundaries and the need to establish communication between different languages] and, hence, “todos os dicionários das línguas modernas nasceram bilíngues” [all dictionaries of modern languages were born bilingual]. This justifies that Lexicography is an interlanguage discipline, which relates to other areas of knowledge such as Lexicology, Linguistics and Terminology, among others (VERDELHO, 1995, p. 137).

Thinking about this relationship between Lexicography and Terminology, the journal **Fórum Linguístico**, published by the Postgraduate Program in Linguistics of the *Universidade Federal de Santa Catarina* (UFSC), presents a special issue with the topic **Terminology, Lexicography and their interfaces**. The publication is organized in 13 unpublished articles by Brazilian and foreign researchers, who reflect on the theoretical and practical issues that lead the studies of Terminology, Lexicography and their intersections, offering us different perspectives, always from important experiences and learnings in relationship with the interesting and proficient area of Lexical Studies. We also offer, in this issue, an interview with one of the most relevant researchers in Terminology, Dr. **Maria Teresa Cabré**, who raises the relationship between theory and practice in Terminology and its applicability, in addition to the changes that terminological studies are living in recent years. For a better understanding of the organization of the issue, we briefly introduce each of the articles below.

Studying the language of a people is, in a certain way, getting to know better their culture and deeply understanding the linguistic, social and cultural aspects that go through and enable the communication process. The study of the contribution of linguistic and cultural contacts with other peoples to the formation of the lexicon of Brazilian Portuguese is the topic of the first article in this issue of the journal, by the researcher *Cemary Correia de Souza*, from the Universidade Federal da Bahia (UFBA), whose title is **Inventário lexical do português falado na região norte do Brasil: estudo lexicográfico com base nos dados do projeto ALiB** [Lexical inventory of portuguese spoken in north of Brazil: lexicographic study based on ALiB data]. In this work, the author proposes “a brief analysis of the languages that helped in the formation of the magnificent lexical building of Brazilian Portuguese, based on the assumptions of the variational lexicography, so that the historical narratives that make up the internal and external history of Brazilian Portuguese in its vernacular nuance.”

Dictionaries are much more than a simple repertoire of words, since they constitute a way of understanding and documenting the cultural reality of a people through their lexicon. As Bugueño-Miranda and Beneduzzi (2005) point out, the dictionary can be considered the thesaurus of a language and, beyond a simple catalog of words, it can be an instrument for teaching and learning that system of linguistic representation. On this subject, in the second article, entitled **Reflexiones acerca de la clasificación de las obras lexicográficas (semi)bilíngües para el aprendizaje de lenguas** [Reflections on the classification of (semi) bilingual lexicographic works for language learning], the researcher *Rejane Bueno*, from the Universidade Federal da Integração Latino-Americana (UNILA), talks about the (semi) bilingual lexicographic works, which are considered hybrid repertoires that mix features of bilingual and monolingual dictionaries. According to the author, because of this feature, Metalexigraphy considers such lexicographic works as complex, which, consequently, leads them to be less investigated and little elaborated, unlike the traditional bilingual works.

Studies based on Terminology that propose the use of the Web and social networks as a corpus are emerging in recent years. As an example, in the third article, **A moda e o seu desfile terminológico: um estudo sobre os neologismos utilizados pelo perfil da revista Harper’s Bazaar na rede social Instagram na cobertura da Semana de moda de Milão 2019** [Fashion and its terminological fashion show: an study about the neologisms used by Harper’s Bazaar magazine’s profile on the social media Instagram in the coverage of Milan Fashion Week 2019], *Vanessa Regina Duarte Xavier* and *Pauler Castorino Oliveira Barbosa*, from the Universidade Federal de Catalão (UFCAT), analyze the fashion neologisms detected in 25 publications of *Harper’s Bazaar* magazine on the social network *Instagram*, related to Milan Fashion Week 2019. In this work, the authors demonstrate the interrelation between lexicon and fashion, and how it can influence the way we consume clothing goods.

Another example of work that uses Web resources as a corpus and research instrument is the study of researcher *Camila Maria Corrêa Rocha*, from the Instituto Federal Catarinense (IFC). In this article, entitled **A web como o banco de dados mais rico em**

amostras da norma coloquial: as expressões idiomáticas [The web as a richest database in samples of the colloquial norm: the idiomatic expressions], the author verifies in the *Google* search engine the number of occurrences of a corpus of idiomatic expressions. The objective is to verify their need to receive a lexicographic treatment adapted to their specificities. According to the author, “the use of the web as a search tool is justified because it is, currently, the richest database in samples of the colloquial norm language level in which the IEs [idiomatic expressions] are inserted.”

Related to Lexicography, some works are directed towards Metalexicography. According to Welker (2006, p. 70), it “[...] abrange o estudo de problemas ligados à elaboração de dicionários, à crítica de dicionários, à pesquisa da história da Lexicografia, à pesquisa do uso do dicionário e ao estudo tipológico” [covers the study of problems related to the development of dictionaries, the criticism of dictionaries, the research of the history of Lexicography, the research of the use of the dictionary and the typological study].

As an example of this kind of studies, the article **Marcas de uso em dicionários escolares Tipo 2** [Labels in Type 2 school dictionaries], by *Fábio Henrique de Carvalho Bertonha*, from the Universidade Estadual Paulista (UNESP-IBILCE), reflects on the use of labels in Type 2 school dictionaries of the *Programa Nacional do Livro Didático* (PNLD) of 2012. To do this, he analyzes two dictionaries of this type, with the aim of delimiting the presence of labels in these works and determine whether there is a methodological standardization in their presentation.

On the use of labels in language dictionaries, Pontes (2009) highlights that they are already an essential part of modern lexicographic production. Labels are responsible for contextualizing, characterizing and directing the use of words and expressions in a discursive and communicative context.

In the sixth article, *Lucimara Alves Costa*, from the Universidade de São Paulo (USP), *Sabela Fernández-Silva*, from the Pontificia Universidad Católica de Valparaíso-Chile (PUCV) and *Vitória Regina Spanghero*, from the Universidade Federal de Mato Grosso do Sul (UFMS), propose a study that constitutes an interface between Lexicography and Terminology. Thus, in the article entitled **A incidência da variação denominativa na compreensão do conceito especializado na área da Lexicografia: um estudo com universitários brasileiros** [The incidence of denominative variation in the comprehension of the specialized concept in the area of Lexicography: a research with Brazilian university students], based on the theoretical assumptions of the cognitive theories of Terminology, the authors analyze the incidence of denominative variation in the understanding of the specialized concept in the field of Lexicography. To do this, they propose an experimental study with students of Letras course from a Brazilian university, through reading comprehension from Lexicography texts that present specialized concepts based on variation.

The seventh article is titled **Costa Rica Central Valley Gastronomic Lexicon Structuring from an Ontological Arrangement** and its authors are *Jorge Lázaro*, from the Universidad Autónoma de Baja California-México (UABC), *Hazel Barahoana Gamboa*, from the Pontificia Universidad de Valparaíso-Chile (PUCV), and Gerardo Sierra Martínez, from the Universidad Nacional Autónoma de México (UNAM). It describes how Terminology and ontologies interact in a coherent and exhaustive manner, and how, through this relationship, neologisms arise from the specificity and functionality of a specific corpus. To achieve the objective, the authors compiled a corpus of 596 recipes and 4652 ingredients of popular Costa Rican cuisine, with which they constructed the ontological representation.

The studies on the use of dictionaries as learning tools and instruments are exponentially increasing in recent years, which causes the Pedagogical Lexicography to occupy a relevant place today, achieving autonomy in relation to general Lexicography. Regarding its consolidation, Molina García (2006, p.14-15) affirms that the Pedagogical Lexicography began to exist from the moment when some teachers found that the dictionary for a foreign learner could not be the same dictionary elaborated for a native of the language: if the consultant is a learner, the work should be adapted to his level and linguistic needs, which are not the same as those of a user who already knows the language and is exposed to it from birth, such as a native speaker. In this line, the following articles of the issue ratify the importance and consolidation of Pedagogical Lexicography and the use of the dictionary as a teaching tool in class.

Even with regard to the use of the school dictionary as a language teaching and learning tool, *Ligia De Grandi*, from the Faculdade de Educação São Luís (Jaboticabal-SP), and *Odair Luiz Nadin*, from the Universidade Estadual Paulista (UNESP-FCLAr), present

the article **O dicionário em sala de aula: orientações para a formação lexicográfica de professores de línguas à luz da Lexicografia Pedagógica** [The dictionary in the classroom: guidelines for the lexicographic formation of language teachers in the face of Pedagogical Lexicography]. In this study, the authors discuss Pedagogical Lexicography and basic concepts about the structure of the lexicographic work in order to contribute to the lexicographic literacy of language teachers. With the intention of helping Spanish language teachers, the authors propose a theoretical-methodological guide to motivate the teachers to use the dictionary in language teaching.

In the ninth article, entitled **Dicionários em sala de aula: análises do material de apoio destinado ao Ensino Médio das escolas públicas do Estado de São Paulo** [Dictionaries in the classroom: analyzes of the student's notebook provided to public high schools by the State of São Paulo], researchers *Sabrina de Cássia Martins* and *Claudia Zavaglia*, from the Universidade Estadual Paulista (UNESP-IBILCE), propose a reflection on the use of the dictionary in the classroom from a multidisciplinary perspective, encouraged by the linguistic policies of the Secretary of Education of the Province of São Paulo for public schools, which provided support material for secondary education in that province. However, according to the authors, despite the introduction of the dictionary in official documents, the curricular parameters themselves restrict their presence in class to a punctual consultation tool, with a specific purpose (for example, to resolve a doubt in relation to spelling or meaning of a lexical unit), but not as a resource for constant reflection on the language.

In the tenth work of the issue, **Texto e imagem: a complementaridade intersemiótica em dicionários escolares Tipo 2** [Text and image: intersemiotic complementarity in learner's dictionaries], *Francisco Iací do Nascimento* and *Antônio Luciano Pontes*, researchers at the Universidade Estadual do Ceará (UECE), study and describe the types of intersemiotic semantic relationships that exist between text and image in illustrated lexicographical articles in school dictionaries. The authors adopt the model proposed by Royce (1998) for the study of the intersemiotic relationships between text and image, and design a qualitative and quantitative research to verify the occurrence or not of intersemiotic complementarity between the text of the lexicographical article and the illustration through semantic relationships: repetition, synonymy, meronymy, hyponymy, antonymy and collocation.

And, to return a little to the lexicographical tradition, *Messias do Santos Santana*, in his article **Tradição e novidade na técnica lexicográfica de Raphael Bluteau no Vocabulário Português e Latino (1712-1721)** [Tradition and innovation in the lexicographical technique of Raphael Bluteau in the *Vocabulário Português e Latino (1712-1721)*], talks about the beginning of Lexicography in the Portuguese language and about the importance of Bluteau's work for the recognition of the configurations of this science. Indeed, according to the author, Bluteau's work introduces techniques not yet adopted (or adopted in a non-systematic way) by the first dictionaries, among which the following stand out: the use of capital letters in the entries, the detailed indication of the sources of the entries and the examples presented, the broad definitions and the exemplification with words that do not belong to the cultivated language, and the use of the accent in the words to indicate to the reader how to pronounce them. Thus, it demonstrates the great importance of Bluteau for the Lexicography of the Portuguese language.

In the twelfth article, we have another contribution to metalexicographic studies, entitled **Para uma teoria do exemplo lexicográfico. Formas e funções da exemplificação em dicionários semasiológicos** [Towards a theory of the lexicographic example. Forms and functions of exemplification in semasiological dictionaries], by *Virginia Sita Farias*, from the Universidade Federal do Rio de Janeiro (UFRJ). The author defends the inclusion of functional lexicographic examples in semasiological dictionaries and proposes some foundations for a theory of lexicographic examples, since, in addition to being one of the main parts of the microstructure of dictionaries, "the exemplification in linguistic dictionaries is a topic of major importance in (meta)lexicography", as the author points out.

In the last article, **Improving Learner's dictionaries: a discussion based on an interdisciplinary approach**, *Laura Campos de Borba*, from the Universidade Federal do Rio Grande do Sul (UFRGS), highlights the importance of improving learner's dictionaries so that they pay special attention to the users' profiles and their needs. To achieve her objective, the author uses postulates from Psycholinguistics, Contrastive Linguistics, Applied Linguistics, Lexicology and Cognitive Psychology. She performs a brief analysis of articles from learner's dictionaries and discusses their simplicity and didacticism. She concludes that the interdisciplinary

approach can improve the user-friendliness of learner's dictionaries, especially those for learners of English and Spanish as a foreign language.

And, finally, to close with a flourish this special issue, we include an interview with the Catalan professor and researcher *Maria Teresa Cabré*, whose title is **La Terminología y su aplicabilidad** [Terminology and its applicability], conducted by professors *Glauber Lima Moreira*, from the Universidade Federal do Delta do Parnaíba (UFDPar)/ Universidade Federal do Piauí (UFPI), and *Lucimara Alves Costa*, from the Universidade de São Paulo (USP). Cabré reflects on the challenges of Terminology today and on the significant changes in the way of conceiving and working with Terminology in recent years. In addition, he talks about the creation of the Communicative Theory of Terminology and reviews if, in the way it was created, nowadays it can describe the terms in all their complexity, or if some reformulation would be necessary, based on her experience acquired in recent years. Cabré also talks about the studies of terminological variation and gives us a contextualization of what Terminology really is. In addition, she exposes questions regarding the importance of studying Terminology today and defends its insertion as a compulsory subject in linguistic courses, in addition to Lexicography.

The interviewee Maria Teresa Cabré has a PhD in Philosophy and Letters (Romance-Hispanic Philology) from the Universitat de Barcelona. She was a professor at the Universitat de Barcelona, at the Universitat de les Illes Balears and at the Universitat Pompeu Fabra, where she is Professor Emeritus of the Department of Translation and Language Sciences, in recognition of her countless contributions in Linguistics and Terminology. She is the author of numerous articles and books of great relevance, among which are: *La Terminología: teoría, metodología, aplicaciones* (1993) and *La Terminología: representación y comunicación* (1999), in which she presents the Communicative Theory of Terminology, one of the main modern approaches to Terminology and widely used to this day.

The edition of this special issue was prepared with great dedication and care, and we try to offer in it an overview of the evolution and development of Lexicography and Terminology in recent times. As a result, we present a dossier with significant and important articles, developed by researchers from different Brazilian universities, as well as essential contributions from foreign researchers.

We would like to thank the Editor-in-Chief of the journal **Fórum Linguístico**, *Atilio Butturi Junior*, for his brilliant work and for the opportunity to organize this thematic issue. We also want to thank our team of evaluators, always efficient and attentive; without them this work would not have been possible. We hope that this special issue will be a spark that will ignite, more and more, the interest of researchers in the charming, intriguing and necessary path that Lexical Studies open. We hope everyone has a great reading!

Glauber Lima Moreira (UFDPar/UFPI)

Lucimara Alves Costa (USP)

M. Amor Montané March (UPF)

Claudia Zavaglia (UNESP)

REFERENCES

BÉJOINT, H. *Moderny lexicography: an introduction*. New York: Oxford U. Press, 2000.

BIDERMAN, M. T. C. As ciências do léxico. *En*: OLIVEIRA, M. P. P.; ISQUERDO, A. N. (org.). *As ciências do léxico: Lexicologia, Lexicografia e Terminologia*. 2. ed. Campo Grande, MS: Ed. UFMS, 2001. p. 13-22.

BUGUEÑO-MIRANDA, F. V.; BENEDUZZI, R. Aprendendo a ler um dicionário: análise de verbetes substantivos. *Língua e Literatura*, v.7, n. 10-11, p. 113-122, 2005.

CABRÉ, M. T. *La terminología: teoría, metodología, aplicaciones*. Barcelona: Antártida/Empúries, 1993.

CABRÉ, M. T. *La terminología: representación y comunicación: elementos para una teoría de base comunicativa y otros artículos*. Girona; Barcelona: Documenta Universitaria; Universitat Pompeu Fabra, 1999.

HWANG, A. Lexicografia: dos primórdios à nova lexicografia. En: HWANG, A. D; NADIN, O. L. (org.). *Linguagens em interação III: estudos do léxico*. Maringá: Clichetec, 2010. p. 33-44.

MOLINA GARCIA, D. *Fraseología bilingüe: um enfoque lexicográfico-pedagógico*. Granada: Editorial Comares, 2006.

PONTES, A. L. *Dicionário para uso escolar: o que é, como se lê*. Fortaleza: EdUECE, 2009

VERDELHO, T. *As origens da gramaticografia e da lexicografia latino-portuguesas*. Aveiro: Instituto Nacional de Investigação Científica, 1995.

WELKER, H. A. Breve histórico da metalexigrafia no Brasil e dos dicionários gerais brasileiros. *Matraga*, Rio de Janeiro, v. 13, n. 19, p. 69-84, 2006. Disponible en: <http://www.pgletras.uerj>. <http://www.pgletras.uerj.br/matraga/matraga19/matraga19a04.pdf>

ZAVAGLIA, C.; NADIN, O. L. Lexicografía pedagógica. *Domínios de Lingu@Gem*, v.12, p.1921 - 1933, 2018.



Received in September 9, 2020. Approved in September 11, 2020.