bens, den Kontext vom Schreibauftrag über die Texterstellung bis zur Rezeption sowie kulturelle Einflüsse einbeziehen. Insgesamt können die Untersuchungen zu einer Sensibilisierung für die Feinheiten der Erstellung und Übersetzung von Gebrauchsanleitungen beitragen, was letztendlich auch der Ausbildung von technischen Autoren und Übersetzern zugutekommen kann.                                                                                                •

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**Fuertes-Olivera, Pedro A., ed. (2010): *Specialised Dictionaries for Learners.*** Berlin, New York: De Gruyter. (Lexicographica Series Maior 136). ISBN: 978-3-11-023132-8, 246 pages.

*Specialised Dictionaries for Learners* is a tribute to the life and achievements of Enrique Alcaraz Varó, whose lexicographic work pioneered a *functional approach* to dictionary making, with overriding concern on the compiling of specialised dictionaries centred on the needs of ESP students, translation students and specialist translators.

The volume represents the first edited collection on *Specialised Dictionaries for Learners*, with very few exceptions (Fuertes-Olivera/Arribas Baño 2008, Tarp 2008) a much neglected issue in (meta)lexicography. The editor has brought together articles by prominent international scholars and crafted a coherent volume which sets the *function-based, transformative theory of lexicography*, developed since the late 1980s at the Centre for Lexicography (Aarhus School of Business) as an independent theory, which lays down principles and methods best suited to rethink traditional lexicographical practice and to help practitioners generate new, 'modern' specialised learners' dictionaries for the market. This idea represents the very backbone of the book.

Section 1 (Chapters 1 to 5) is organised around defining the main principles of the function theory of lexicography and illustrating the two-way connection between principles and lexicographical practice (Chapters 1, Bergenholtz/Tarp; Chapter 2, Sven Tarp). Special attention is given to the *user's needs*, which makes LSP lexicography and terminography synonyms. Dictionaries and lexicographic products in general are seen as *utility tools* for *easy and quick access* to data available for *punctual consultation*. Their *lexicographical function* is to satisfy the specific *needs* for *information* of specific potential *users*, arising in specific types of extra-lexicographical social *situations*. Situations comprise: *cognitive*, or knowledge oriented, situations; *communicative* situations (L1 or L2 production or reception, direct or inverse translation); *operational situations*, where the user needs *practical skills* (*interpretive* skills and *operative* skills) (Tarp 2008). Situations play a crucial role in determining the relevant user profile, e.g. L1, mastery of L2 (beginner, intermediate, advanced), mastery of L2 culture, mastery of LSP in L1 or L2 (layperson, semi-expert in one or more subfields in L1 and L2, expert in L2), experience as LSP translator and as translator of specific subject field, motivation (cf. Tarp

2008). This involves adapting dictionary structures to dictionary functions, as in the Magyar-Olasz/Müszaki-Tudomáyos Szótár, a bilingual Hungarian-German/German-Hungarian dictionary of pension insurance (Chapter 5, Ildikó Fata).

Being conceived as polyfunctional products that assist the learner of a specialised language but also cater for the learning of practical skills and acquisition of specialist knowledge in the subject field(s), specialised learners' dictionaries for tomorrow represent a test bed for function theory and the major innovative steps it is taking for the future, notably: selecting *needs-adapted information*, and, most importantly, providing *quick and easy access to relevant needs-adapted data*. *Multiple access processes* in particular (Chapter 3, Rufus H. Gouws) represent an optimal solution. In monolingual specialised dictionaries for learners (i.e. learners of a language and learners of a subject field), this means including phased out information on grammar in the dictionary article and integrated outer texts on grammar. Additionally, wordlists in back matter texts (and thematic wordlists for multi-field dictionaries) cross-referencing to the central wordlist, integrated systematic introductions, and exit search routes to textbooks and selected study materials (*typological hybridisation*) as part of a more comprehensive study package, would also work towards establishing and developing *dictionary culture*. Similarly, bilingual specialised translation dictionaries for learners should be designed as *augmented reference tools* (Chapter 4, Sandro Nielsen) which will not only provide factual information but also guide users to adopt ST or TT-oriented translation strategies (cf. Nord 2005). As such, they will also provide information on collocations and phraseology (inside the article), back matter addressing translation problems such as TL syntactic and genre-related conventions, and, depending on their lexicographic functions, separate (interactive) sections (e.g. on CD-ROMs) on grammar and translation data, exercises and authentic documents.

Banking on current research and practice in general learners' lexicography, Section 2 (Chapters 6 to 9) puts forward interesting proposals concerning issues that have not scored high on the agenda of LSP lexicography. Though not yet used on a wide scale, *balanced and representative specialised corpora* are the way ahead for specialised learners' dictionaries (Chapter 9, Lynne Bowker). Frequency data from corpora can assist informed decisions on lemma selection or selection of core vocabulary in definitions, and help specify usage in the form of authentic examples that show typical usages.

The consistent provision of linguistic information is an unresolved issue in lexicography. In Chapter 8, Marie Claude L'Homme shows how *DiCoInfo* – French, a terminological database of computer science and internet terms built within the framework of Mel'čuk/Clas/Polguère (1995) *Explanatory Combinatory Lexicology*, can be converted into a specialised learners' dictionary. Specifically actants in definitions and explanations of lexical relationships are made more user-friendly using *typical terms*, i.e. terms which correspond to generic lexical units, are defined in the field (and are thus cross-referenced to the corresponding lemma), are frequently found in the corpus, and/or in definitions and explanations.

Chapters 6 and 7 also deal with the treatment of meaning. Specifically, in Chapter 7, Geart van der Meer concentrates on the treatment of figurative meaning, concluding that the connection between the figurative sense of a metaphorical term and its literal sense and semantic motivation can only be hinted at in the case of transparent metaphors, e.g. selecting collocates in the definition that are used with the literal sense of the term. The representation of cultural and encyclopaedic knowledge, instead, is at stake in Chapter 6, where Aquilino Sánchez argues in favour of an *inclusive*, i.e. integrated, representation of language and culture in the digital dictionary and in bilingual specialised dictionaries for learners in particular.

Section 3 is an outlook on current challenges to pedagogical specialised lexicography. The focus of Chapter 10 is the need for new bilingual English-Chinese/Chinese-English specialised dictionaries for learners, designed to meet the growing demand of the market following from the Chinese economic growth and the introduction of specialised bilingual education. After identifying the functions and expected features of the bilingual dictionary within the framework of *function theory*, the authors motivate the decisions made at the *mega-*, *macro-* and *micro-structural* levels, and regarding *distribution* and *access structure*. They also deserve full credit for adapting insights from second language acquisition and Cognitive Linguistics (cf. Langacker 1987/1991, Fauconnier/Turner 1996) to *function theory*. Meaning (and usage) representation is thus seen as the identification of the morphological, conceptual, grammatical and register relations a term entertains in a frame or network. Focusing on knowledge construction, multi-dimensional, holistic and pertinent definitions and mediostructures must bring to the fore the lexico-semantic features of the word and relations it participates in, in order to assist the user build his own conceptual representation of the term. *Calque* translations together with glosses are an effective device to deal with culture-specific words and point to the appropriate conceptualisation.

Suggestions for best practice are also the object of Chapter 11, where Pedro A. Fuertes-Olivera gives insightful suggestions on how to turn *free institutional Internet reference works*, originally compiled by 'amateur lexicographers' for co-staff or possible customers, into valuable and effective needs-based hybrid, augmented reference tools for learners, which serve cognition-oriented, communication-oriented and operational functions. While space is not at a premium, issues concerning the selection of *needs-adapted information* and *accessibility* are a key concern. The improved reference tool for learners will be part of an integrated teaching package offering smart searches and comprising a maximising wordlist for relevant terms, also complex words and phrases; minimally, definitions for semi-experts and equivalents and cultural notes varying with the number of languages covered and observed cultural (dis-)similarities; focus on semantic relations and cross-references to lemmas, synopses and outside matter texts; grammatical information in the entry and in a separate, cross-referenced dictionary grammar; extended aided integrated subject field components.

From this summary it will have become evident that the function theory of lexicography, centred on the user's needs, proves to be a sound framework to design and compile better specialised dictionaries for learners and meet the growing demands of the market in the electronic age. This stimulating new volume sets the agenda for future research and practice and will serve as a valuable guide and source of inspiration for advanced students in lexicography, metalexicographers and practising lexicographers.                                              •

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**Lévy-Tödter, Magdalène/Meer, Dorothee, Hrsg. (2009):** *Hochschulkommunikation in der Diskussion.* Frankfurt am Main u.a.: Lang. ISBN 978-3-631-58107-0, 366 Seiten.

Der vorliegende Band versammelt 16 Beiträge (nebst Einleitung) einer Tagung zum Thema „Hochschulische Kommunikation – Kommunikative Prozesse zwischen wissenschaftlichen Anforderungen und didaktischen Notwendigkeiten", die im November 2007 an der Universität Münster stattfand. Dabei wurde die thematische Gliederung der Tagung auch im Buch beibehalten.

Der erste Teil des Bandes umfasst zum Thema *Gesprächskonstellationen in der Hochschullehre* Beiträge von Angelika Redder (zu Formen der Wissensbearbeitung im Seminar, untersucht an Seminartranskripten im Vergleich zu Mitschriften), Dorothee Meer (zu Plenargesprächen und alternativen Lehr-Lern-Formen im Seminar), Susanne Guckelsberger (zu studentischen Schwierigkeiten mit Referaten im Kontrast zu ihrem Professionalisierungspotenzial), Marta Fernández-Villanueva (zu Formen der Interaktivität und ihrer Bewertungen in Vorlesungen in Spanien) und Holger Limberg (zum angloamerikanischen Forschungsstand zur mündlichen Hochschulkommunikation).

Der zweite Teil des Bandes widmet sich dem Thema *Internationalisierung in der Hochschullehre* und enthält Beiträge von Annelie Knapp (zur Konfliktkommunikation in auf Englisch geführten Veranstaltungen in internationalen Studiengängen), Juliane House & Magdalène Lévy-Tödter (zur oft eingeschränkten *lingua franca*-Kompetenz von Lehrenden und deren – erstaunlich geringer! – Auswirkung auf Machtstrukturen in hierarchischen Gesprächssituationen), Magdalène Lévy-Tödter (zu Akkommodationsstrategien in englisch geführten Beratungsgesprächen) und Peter Jandok (zu Formen der Begriffsaushandlung in deutsch-chinesischen Arbeitsgruppen).

Im dritten Teil des Bandes geht es um das Thema *Wissenschaftliches Schreiben in der Hochschullehre*: Hier finden sich Beiträge von Julia Schmidt (zu Formen und textstrukturellen wie rhetorischen Funktionen der Autorenreferenz in Texten von Studierenden vs. Wissenschaftlern), Andrea Bachmann-Stein & Stephan Stein (zu Problemen beim Abfassen von Hausarbeiten, der Reichweite von Beratungsangeboten und der studentischen Sicht auf diese Problemlage), Gabriele Graefen (zu den zunehmenden Formulierungsproblemen auch von muttersprachlichen Studierenden beim wissenschaftlichen Schreiben), Kathrin Lehnen (zu disziplinär sehr unterschiedlichen Einstellungen zum wissenschaftlichen Schreiben und zu den Chancen sich darauf beziehender forschungsorientierter Lehrprojekte) sowie von Melanie Brinkschulte & Annett Mudoh (zur Nutzung vorgängiger Studien- und Schreiberfahrungen ausländischer Studierender in der universitären Schreibberatung in der Fremdsprache Deutsch).

Der letzte Teil des Bandes ist der *Virtuellen Kommunikation in der Hochschullehre* gewidmet, leider mit nur zwei Beiträgen von Jana Kiesendahl (zu divergierenden Normener-