Herbert Andreas Welker. *Panorama Geral da Lexicografia Pedagógica*. Brasília: Thesaurus. 2008. 524 pages. ISBN 978-85-7062-817-6. Price: 68 BRL.

Pedagogical lexicography has been developing at a very fast pace over the past decades and the book under review aims to provide researchers, students and language teachers with an updated general overview of the field. The author points out in the preface (p. 9) that the book is similar to Zöfgen (1994), and the reader will also notice that there are a number of overlaps with Dolezal and McCreary (1999). But Welker's work directs us to more recent references, including a few studies published in the very same year as *Panorama Geral da Lexicografia Pedagógica* came out. Also, some of the sections in Welker's book detail many Brazilian lexicographic studies that are not mentioned in other publications.

The book consists of a combination of original text by the author, summaries of dictionary reviews and of studies involving dictionaries, and quotations from other researchers in the field. A substantial part of the book has previously been published in Welker (2004, 2006, 2008), and most of its citations come from first- and second-hand reports of work originally published in English, German and Portuguese. All the sources are meticulously documented. The result is an impressive compilation that includes over 800 references of past and current data and scholarly views on pedagogical lexicography.

Welker's volume begins with a discussion of the object of study of pedagogical lexicography (chapter 1), a brief history of the field (chapter 2) and the use of dictionaries by language learners (chapter 3). The remaining four chapters of the book focus on: monolingual and bilingual dictionaries for foreign language learners (chapter 4); pedagogical dictionaries for native speaker use (chapter five); special types of dictionaries, such as collocations dictionaries, language production dictionaries, and pictorial dictionaries (chapter 6); and electronic dictionaries (chapter 7). Although chapters one and two remain quite distinct, this choice of structure has resulted in many overlaps affecting the next five chapters of the book. For example, we see reports on empirical studies on dictionary use not just in chapter three, focusing on the use of dictionaries by language learners, but also hidden away in small sub-sections of all subsequent chapters. Similarly, although chapter three has a specific section on surveys of dictionary use, the reader will find one such study tucked away in chapter four (p. 229) and another one in chapter five (p. 311). It is also rather confusing that some scholarly views on the use of bilingual dictionaries are presented in chapter three while others appear in chapter four, and bilingualised dictionaries turn up in chapter six. Another shortcoming of the way the book has been structured is that the special types of dictionaries and the electronic dictionaries referred to in chapters six and seven cannot be dissociated from the dictionaries intended for foreign language learners (chapter 4) and for native speakers (chapter 5). Yet the scrupulously detailed table of contents at the beginning of the book¹ and the three indexes at the end (author, dictionary and term index) help us skip around the text and go straight to the parts we are particularly interested in reading about. The book is very extensive, but readers do not have to go through the 440 pages of main text to find what they are looking for.

It must be pointed out, however, that some section titles can be a little misleading. For example, in a section entitled 'Portuguese learners' dictionaries', one would have expected to read about more than just a single dictionary with only 3060 lemmas, published in the late eighties in Portugal, and no longer in print. The section on online dictionaries for learners is also rather disappointing, for in it we find descriptions of

only three dictionaries, one of which, though very interesting, is not actually a dictionary but a small parallel corpus (p. 439).

It is impossible to provide an exhaustive account of the entire field, and in the preface the author reminds us he can only write about studies written in the (several) languages that he can read (p. 9). I would nevertheless suggest that in future editions the chapter on electronic dictionaries should refer to the fact that all the major English language learners' dictionaries are today freely available online (devoting less space, perhaps, to computerized lexicons and multilingual databases, which have little to do with pedagogical lexicography). Chapter six, about special types of dictionaries, could also be expanded with a section on dictionaries of common learner errors, which have become quite important after the development of learner corpora. There are also some fairly well known specialized language dictionaries for learners that were published at least a year before the book under review came out – such as the *Oxford Business English Dictionary for Learners of English* (2005) and the *Longman Business English Dictionary* (2007) – which could have been mentioned in this chapter instead of a 2005 study stating that up until then there were not many specialized language dictionaries available for learners (p. 411). In contrast, the same chapter includes a reference to a relatively obscure European Portuguese collocations dictionary of just 1000 noun headwords published in Austria in 2000 (p. 404). The dictionary is no longer in print and I was not able to find it in any library in Portugal.

The fact that the studies and dictionaries referred to in this monograph embrace more than just the more well-known English setting is nevertheless one of the best features of the book, and from it we learn that, for example, there are now a handful of dictionaries specifically designed for foreign learners of German, Spanish and Italian available on the market. Also, several of the author's useful systematizations that appear in his previous work are recovered in this monograph. For example, the author proposes an extremely helpful tree-diagram that organizes different types of learner dictionaries, from paper to electronic, from monolingual to bilingual, and the various sub-categories within each (p. 27). The author also details the specific traits that various scholars feel bilingual learners' dictionaries ought to have in terms of sixteen clearly organized categories, from format and headword selection to information on collocations and usage notes (p. 181). Another example is the clear summary of the semantic relations of lemmas across languages (p. 250).

With this book, Welker was able to organize in a single volume his vast knowledge about pedagogical lexicography that had been scattered across several previous publications of his, and then he supplemented it with new contents of variable relevance and coverage. Overall, the book is a useful starting point for anyone wishing to embark on serious research in pedagogical lexicography and a helpful reference for all those already working in the area. The fact that the book is in Portuguese will necessarily limit its readership, but Brazilian and other Portuguese-speaking scholars (and probably those who can read Spanish as well) will be able to find here valuable information about hundreds of learners' dictionaries and studies about learners' dictionaries, including some that they may not have heard of before and can be quite difficult to obtain.

Notes

¹ An English translation of the table of contents is available at http://vsites.unb.br/il/let/welker/LP_contents

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