

Susana Duarte Martins

NOVA CLUNL - Linguistics Research Centre of NOVA University of Lisbon

NOVA FCSH - Faculty of Social and Human Sciences of NOVA University of Lisbon

susanaduartemartins@fcsb.unl.pt

Educational applications of general language dictionaries in advanced language proficiency

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Given their pedagogical merit, dictionaries are recommended instructional materials for language teaching and are recognized by many methodological approaches. However, these lexicographic resources are often overlooked in advanced language learning, as evidenced by international language standards such as the *Common European Framework of Reference for Languages* (CEFR) and its *Companion Volume* (Council of Europe 2001, 2020). Consequently, the full potential of dictionaries as tools for advanced language proficiency remains untapped, with their pedagogical use often relegated to more elementary levels of language teaching (Author 2023).

This talk addresses the contributions of general language dictionaries for proficient users and highlights the benefits of their use in language teaching. Particular focus is given to digital dictionaries as educational tools that support the development of spoken and written comprehension and production activities in the foreign language classroom. Case discussions demonstrate the crucial role of dictionaries in fostering linguistic knowledge among international students enrolled in advanced -level courses of European Portuguese as a foreign language.

The examination of the macrostructure and microstructure of selected lexical entries from the three leading digital dictionaries of European Portuguese (*Dicionário de Língua Portuguesa* da Academia das Ciências de Lisboa, *Infopédia*, and *Priberam*) illustrates how these resources contribute to the acquisition of new knowledge. This includes the incorporation of language usage marks, idiomatic expressions, slang, and other types of information that provide access to cultural elements shared by native speakers (Galisson 1987), which are especially significant in pluricentric languages such as Portuguese.

Lastly, the educational applications of digital dictionaries stimulate learner -centered approaches by enhancing students' active participation in their learning process. Simultaneously, these tasks support the development of lexicographic and digital literacy skills within multilingual and multicultural contexts.

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