How Much “Tourism” Is There in Dictionary Apps?
An Empirical Study of Lexicographical Resources on Mobile Devices (German, Italian, Spanish)

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In the general teaching-learning process of foreign languages, the use of electronic dictionaries accessed via hand-held devices has grown considerably over the past two decades, especially since the arrival of the first generations of digital natives into the classroom. This new type of user, and the development of educational processes within the framework of an increasingly digitalized society, has led to the emergence of a large variety of electronic dictionaries and dictionary apps (Nesi, 2000). Lexicographers, dictionary designers and publishers soon became aware of the advantages of the new medium and “jumped on the application bandwagon” (Gao, 2013: 213). Currently, the app format presents a wide range of new possibilities and challenges compared to print and web dictionaries (Holmer et al., 2015: 356).

Numerous studies have focused not only on the specific case of the use of bilingual electronic dictionaries, but also on the pairs of languages under study in the present contribution, German-Italian and German-Spanish (Domínguez et al., 2013; Flinz, 2014; Nied Curcio, 2014; Meliss, 2015; Fernández et al., 2016). Fewer studies have addressed the topic of the production and use of dictionary apps (Gao, 2013; Marello, 2014; Simonsen, 2014; Holmer et al., 2015) while app studies dealing with the pairs of languages mentioned above are rare (Nied Curcio, 2014).

This work approaches the study of bilingual dictionary apps from the content perspective with the aim of describing the information provided to Spanish and Italian learners of German for Specific Purpose in Tourism Faculties. The framing of our study in the context of the language of tourism derives from the specific communicative need of an increasingly large group of students, when considering the economic and social impact that tourism has in southern European countries such as Spain and Italy (Cortés-Jiménez & Pulina, 2006). However, the results obtained can be extended to a more general context.

Under this premise we will carry out an analysis of two of the most popular bilingual dictionary apps for general language among Italian- and Spanish-speaking students of German as a Foreign Language (Leo and Pons) from the search of 50 common terms.
in the field of tourism. Our aim is twofold: (1) to evaluate if the analysed dictionary apps really use the advantages of the new medium in comparison with web dictionaries (Leo and Pons), and (2) to reflect on the relevance of these tools in the teaching-learning context of German for Specific Purposes in the field of Tourism. For this purpose, we will first check the presence of the selected terms in the dictionary apps and web dictionaries. Then we will focus on their macro- and microstructural features, concentrating on different aspects, among others, outside matter, access structure to the entries, integration of multimedia features, organization of entries, cross-reference structure (Engelberg et al., 2016: 157-160), and reference to cultural contents. Finally, reflections on the influence of the teaching-learning of German for LSP will also be drawn.

**Keywords:** mobile devices; dictionaries; tourism; German, Italian, Spanish

**References**


Online dictionaries and dictionary apps:
LEO = Leo Wörterbücher Deutsch, Italienisch; https://dict.leo.org/italienisch-deutsch/ (12.08.19)
Leo Wörterbücher Deutsch, Spanisch; https://dict.leo.org/spanisch-deutsch/ (12.08.19).
LEO Wörterbuch App for iOS-Devices; https://apps.apple.com/de/app/leo-wörterbuch/id396838427 (12.08.19)
PONS = Online-Wörterbuch; https://de.pons.com (12.08.19)