

To Be or not to Be Included –  
That Is the Question: CMC Language Varieties  
and Their (Possible) Representation in Learner's Dictionaries

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Nowadays, people write more than ever and a large part of everyday writing is embedded in written online dialogues. This evolving practice of computer mediated communication (CMC) leads to a series of particular writing conventions that are becoming more and more relevant for both first and foreign language teaching (cf. Abel 2020).

One of the main functions of lexicography is to record actual language use by drawing on large corpora. These data sources increasingly subsume CMC corpora that allow for an in-depth analysis of interaction-oriented online writing (cf. Storrer 2013) in view of its consideration for lexicographic resources (cf. Abel/Glaznieks 2020, Polak/Gantar/Arhar Holdt 2019, Vitez Zwitter/Fišer 2015, Beißwenger/Lemnitzer 2013). While CMC is already partially taken into account as a relevant language variety for general dictionaries, a detailed discussion with regard to its inclusion in learner's dictionaries is still pending.

In our talk, we will address the question whether and how CMC should be represented in learner's dictionaries, with a particular focus on phraseological units.