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An Analysis of *Cambridge Advanced Learner's Dictionary*

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1. Introduction

The Cambridge University Press has added to its inventory of EFL dictionaries yet another new title, *Cambridge Advanced Learner's Dictionary* (hereafter *CALD*). This dictionary, published in 2003, is virtually a revised edition of *Cambridge International Dictionary of English* (hereafter *CIDE*) that came out in 1995.

One of the first things that attract our attention is that *CALD* has become much smaller in its volume. The number of pages of *CALD*'s main A to Z part is 1490, whereas *CIDE*'s main part had 1701 pages, a reduction of more than ten percent. Naturally, this leads one to wonder what kinds of changes have been made in this new dictionary. A first glance will show that such features as "Language Portraits" and "False Friends" have been done away with in this revision. This may account for

some portion of the reduction, but evidently not all of it. It will be of much interest to see what other aspect or aspects are relevant to this substantial reduction.

In what follows, we will examine and analyze *CALD*'s following dimensions: book structure, entries, and the Idiom Finder; pronunciation; definitions; grammatical information; and illustrative examples. In so doing, we will mainly refer to its predecessor, *CIDE*, for purposes of comparison, and other dictionaries such as *Cambridge Learner's Dictionary (CLD)* will be adduced where necessary and appropriate.

2. Book Structure, Entries, and the Idiom Finder

2.1. Introduction

This section deals with the whole book structure, main entries, subentries, run-ons, and the Idiom Finder. Before embarking on the analysis, a few words of caution are in order.

Firstly, just as with Akasu et al. (1996: §2), our main interest is in the "qualitative" aspects of the dictionary (i.e. the policy adopted), rather than in the "quantitative" aspects (i.e. the actual numbers of main entries, etc.).¹⁾

Secondly, most of the discussion in this section will be based on (1) the comparison of *CALD* with *OALD*⁶, *LDOCE*⁴, *COBUILD*⁴, and *MED*, all of which are monolingual EFL dictionaries published in the present millennium; and (2) the comparison of *CALD* with *CIDE*, *CALD*'s predecessor.

Thirdly, we have to consolidate our terminology before we set to work. It has been pointed out by many lexicographers that the term "entry" is notoriously ambiguous.²⁾ To avoid unnecessary confusions, we would like to base our terminology mainly on Hausmann and Wiegand's (1989) terminology. However, since every dictionary has its own idiosyncratic aspects illustrated by, for example, adoption of color fonts, type settings, etc., a certain amount of "parochial" terms is unavoidable. In *CALD*'s case, we would like to adopt the following terminology:

- **Headwords**, belonging to the (initial-)alphabetical access structure

of the dictionary, are the items in turquoise boldface which protrude from the left margin by one en-letter length, sometimes accompanied by **GUIDEWORDS**;

- **Subheadwords** are the items in turquoise bold which start from the left margin;
- **Main entries** are the whole dictionary articles under single headwords;
- **Subentries** are the whole dictionary articles under single subheadwords; and
- **Run-ons** are the items appended to dictionary articles without any formal break.

2.2. *CALD*'s textual book structure

Full book text of *CALD* contains (1) the front matter (i.e. title, **Grammar codes and abbreviations, Introduction, How to use the dictionary, and Numbers that are used like words**); (2) the central word list (i.e. **The Dictionary**); (3) the middle matter (i.e. **Colour Pictures, and Study Sections**); and (4) the back matter (i.e. **Idiom Finder, Word Families, Geographical Names, Common First Names, Prefixes and Suffixes, Irregular verbs, Regular verb tenses, Symbols, Units of measurement, Pronunciation, and Pronunciation symbols**).

Of the 6 dictionaries we have checked, 4 dictionaries adopt a middle matter of some sort, typically composed of study sections, color illustration pages, or maps (in the case of *OALD*⁶). *COBUILD*⁴ and *CIDE* have no middle matter in their textual book structures.

When compared with the other dictionaries, *CALD* has two peculiarities. The first peculiarity is that it has the Idiom Finder, an additional access structure. This peculiarity is shared with *CIDE*, which has the Phrase Index. The second peculiarity of *CALD* is its Word Families, which is an extensive table showing cross-categorical (quasi-)derivational relations among words. Indeed, this table of words is significant for at least two reasons. Firstly, it contributes to the enhancement of the productive aspect of language learning in that users can familiarize themselves with the larger network of derivational lexical relations.³⁾ Secondly, it also

contributes greatly to the accessibility of the headwords and subheadwords because it helps users to reach the alleged derivatives easily. However, if we have a closer look at the words in the table, some of them are problematic because their lack of morphotactic transparency. For example, the table contains cases in which non-affixal relations are involved (e.g. *blood* (N) ~ *bleed* (V)); cases where stem allomorphy is involved (e.g. *explain* (V) ~ *inexplicably* (Adv), *number* (N) ~ *numeral* (N) ~ *numerical* (A));⁴⁾ and cases where semantic irregularities are observed (e.g. *knowledge* (N) ~ *know* (V)); etc.⁵⁾

2.3. Estimated size of CALD based on the sampling

Based on the sampling of 59 pages (9,044 lines) of the wordlist, *CALD* has approximately 35,900 headwords; 9,900 subheadwords; 6,800 run-ons; 6,000 idioms (headed by a bullet (●)); and 3,400 phrasal verbs (headed by a black triangle (▲)). The number of idioms in the Idiom Finder is 6,366. Considering that our estimated number of idioms is 6,000, the error span of the above-mentioned estimated figures is expected to be about 5 percent. Though a statement on *CALD*'s back cover reports that *CIDE* has 170,000 words, phrases and examples, there is no reference to the number of headwords. However, according to its website, *CALD* has "over 10,000 phrasal verbs and idioms specially highlighted,"⁶⁾ which is confirmed by the fact that the sum of idioms and phrasal verbs in the above estimation is about 10,000.

2.4. Headwords and main entries

The above discussion shows that the number of *CALD*'s headwords is larger than that of *CIDE*'s by 10,000 words. What are the reasons for this increase?

Firstly, part of the increase of the number of the headwords can be ascribed to the fact that *CALD* contains "over 1,000 new words" (back cover). A survey of the first 50 pages of *CALD* — i.e. from **A** **LETTER** to **appendix** **BODY PART** — reveals that *CALD* has the following 62 new words which *CIDE* does not have:

- (1) **aah, aardvark, access provider, achoo, acid jazz, acidophilus, action** **DEAL WITH**, **.ac.uk, ADD, ADHD, ADSL, advise-ment, AFAIK, affinity card, AFK, afoul, A-frame, Africa, again** **ADDING**, **Aga saga, age** **LONG TIME**, **ages, agrochemical, ahold, aide-mémoire, air ambulance, Air Force One, air-kiss, air rage, alcopop, A-level, All-American** **WHOLE COUNTRY**, **All-American** **SPORT**, **allegro, all-nighter, all-out, alopecia, alpha male, AM** **POLITICIAN**, **ambient music, ambulatory, America, amoebic dysentery, amour propre, amyl nitrite, anal** **MENTAL STATE**, **anally retentive, anchor** **BROADCASTER**, **ancien régime, andante, anesthesiologist, animatronics, anomie, anorak** **PERSON**, **ante, antebellum, anti-life, anti-spam, anti-terrorist, anti-trust, anti-virus, antsy**

Continent names such as **Africa** and **America** are new in *CALD* because they are treated as subheadwords under adjective forms (i.e. **African** and **American**, respectively) in *CIDE*. However, apart from such minor exceptions, *CALD*'s new headwords are predominantly taken from such fields as computer science (especially, internet words), biochemistry, psychology, ecology, politics, and music.⁷⁾ Of all the above 62 words, 18 words (i.e. **acidophilus, .ac.uk, AFAIK, AFK, Africa, Aga saga, alopecia, ambulatory, America, amoebic dysentery, amour propre, amyl nitrite, ancien régime, anomie, antebellum, anti-life, anti-spam, and anti-terrorist**) do not appear in any other dictionaries. Therefore, we can conclude that having many new words is surely one of the strong points of *CALD*.⁸⁾

Secondly, many items which used to be boldfaced examples in *CIDE* are now treated as full-fledged headwords in *CALD*. If we check the items from **A** **LETTER** to **appendix** **BODY PART** in both dictionaries, we find the following 110 promotion cases from what used to be boldfaced examples of headwords in *CIDE*:

- (2) **able-bodied, abominable snowman, above-mentioned, absent-minded, absentee ballot, absentee landlord, absolute majority, absolute zero, absolute** **POWERFUL**, **abstract noun, Academy Award, access course, access road, access time, accident-prone, acid rain, the acid test, action** **EFFECT**,

action **ACTIVITY**, action **WAR**, action-packed, action replay, action stations, ad agency, Adam's apple, add-on, adult education, Advent calendar, adventure playground, affairs of state, African violet, after effects, age-old, age **PROCESS**, age group, age limit, aggravated assault, aggravated burglary, agony aunt, agony column, air **AIRCRAFT**, air force, air hostess, air power, air raid, air-sea rescue, air terminal, air-to-air, air-to-ground, air traffic control, air drop, air brake, air-conditioned, air-conditioner, air-conditioning, air-cooled, air freshener, air mattress, air pocket, air-rifle, aircraft carrier, airy-fairy, alarm call, alarm (clock), all-comers, almond paste, aloe vera, also-ran, alternative energy, alternative lifestyle, alternative medicine, amateur dramatics, ambulance chaser, the American Dream, American football, American Indian, American plan, Amnesty International, Anglo-American, Anglo-Catholic, Anglo-Indian, Anglo-Saxon, animal husbandry, the animal kingdom, ankle boots, ankle sock, annual general meeting, anti-abortion, anti-ageing, anti-aircraft, anti-choice, anti-clerical, anti-clockwise, anti-consumerist, anti-depressant, anti-federalist, anti-inflammatory, anti-lock, anti-noise, anti-nuclear, anti-oxidant, anti-personnel, antiperspirant, anti-racist, anti-Semitism, anti-social, anti-tank, anti-viral, apartment building/block, afternoon tea

Though fewer in number, the following 16 cases are examples of words that have been promoted from boldfaced subheadword examples to *CALD*'s headwords:

- (3) **accidental death, advance directive, affiliation order, affirmative action, airing cupboard, all-American **TYPICALLY AMERICAN**, the all-clear, all-important, all-round, all-rounder, all-star, all-in wrestling, all-time, amusement park, answering service, all-inclusive**

Also conspicuous are the following 40 examples of the subheadword-to-headword promotion:

- (4) **abiding, abrasion, absorbing, accompaniment, accountable, accountant, accumulator, achingly, acquaintance, activ-**

ism, additive, adhesive, admonition, Adventist, advisedly, affirmative, ageless, agonize, agreeable **AGREEING, agreeably, aide-de-camp, ailment, alignment, all-, allegation, allotment, allusion, alluring, alpine (planet), analyst, analytical, angry, animated, annual **BOOK**, annual **PLANT**, answerable, apologetic, apparently, adulterer, adulteress**

Remember that *CIDE*'s Phrase Index is composed of such miscellaneous multiword lexical units as idioms, phrasal verbs, compounds, and even collocations. As is pointed out in Akasu et al. (1996, §2.6), *CIDE*'s special "one word, one core meaning" policy makes it indispensable with its Phrase Index. However, what with the adoption of too small type setting and with the complicated line numbering, *CIDE*'s Phrase Index is far from user-friendly. Therefore, *CALD*'s strategy is to emphasize the importance of a main access structure (i.e. the alphabetical wordlist) in the treatment of multiword lexical units in return for the shrinkage of the Phrase Index, which leads to the increase of 10,000 headwords.

If we compare *CALD* with the other dictionaries, we can easily notice that *COBUILD*⁴ and *CALD* are still two polar dictionaries in terms of their macrostructures. *COBUILD*⁴'s basic policy is to adopt polysemy, whereas *CALD* takes (quasi-)monosemy-based approach. Since lexicographers are usually "well advised to steer a reasonable middle course, accepting as homonyms only pairs with vastly different unconnected meanings" (Zgusta, 1971: 78), it is concluded that these two dictionaries display polar opposite policies.

However, compared with *CIDE*'s, *CALD*'s policy is much loosened, as is shown by the following explanatory remark: if a headword is followed by a **GUIDEWORD**, it means that "[...] the word has two or more *main* meanings and that there is at least one other entry for that word. [italics mine]" (viii) Indeed, in *CALD*'s first 50 pages, there are 133 headwords, 43 subheadwords, and 5 idioms that have more than one numbered definition. Remember that *CIDE* has no numbered definitions because it is allegedly based on complete monosemy.

The survey of the headwords in *CALD*'s first 50 pages also shows that there are only 2 examples of headword integration from *CIDE* to *CALD*

(i.e. **abide** (*CALD*) < **abide** (*obj*) **BEAR** and **abide** **STAY** (*CIDE*), and **accede** (*CALD*) < **accede** **AGREE** and **accede** **BECOME** (*CIDE*)); whereas there are 31 examples of headword splitting (e.g. **above** **HIGHER POSITION**, **MORE**, **RANK**, **TOO IMPORTANT**, and **ON PAGE** (*CALD*) < **above** (*CIDE*); **all right** **SATISFACTORY**, **GOOD**, **GREETING**, and **APPROVAL** (*CALD*) < **all right** **SATISFACTORY** (*CIDE*), etc.). Some of them are worth mentioning. For example, the splitting of *anxiety* into **anxiety** **WORRY** and **EAGERNESS** seems well motivated because of their meanings and their different prepositional selection. However, admitting that numbered definitions are a partial solution, it would be more beneficial to EFL learners if *CALD* had two headwords for *apparent*—say, **apparent** **CLEAR** and **SEEMING**.⁹⁾

One major problem is how we decide whether a certain item is worth an independent headword status, or is just a numbered definition (or an idiom headed by a bullet) in *CALD*. For example, **action** **SOMETHING DONE** has “a physical movement . . .” as its definition 2, but the semantic distinction between this and **action** **MOVEMENT** seems to me too subtle to be justified. The same thing can be said about the **abort** **STOP** vs. definition 1 of **abort** **END PREGNANCY**, definition 2 of **accept** **TAKE** vs. **accept** **APPROVE**, definition 1 of **again** **ONE MORE TIME** vs. **again** **IN ADDITION**, to mention a few. There must be some criteria, according to which such distinctions are made, but they are not expressed explicitly in the dictionary.

2.5. Subheadwords and run-ons—the treatment of “related” words

According to *CALD*, “words are sometimes grouped together as an entry when they are used as different parts of speech or because they are very closely related and similar in form and meaning.” (viii) The most basic word of the group is treated as the headword and the other words (hereafter called “related” words) as either subheadwords or run-ons. As we have seen in 2.2, the estimated number of subheads and run-ons are about 6,800 and 6,000, respectively. Table 1 serves to illustrate the diversity of the policies adopted in the other dictionaries concerning the “related” words.

Table 1 Treatment of “Related” Words

	<i>CALD</i>	<i>CIDE</i>	<i>OALD</i> ⁶	<i>LDOCE</i> ⁴	<i>COBUILD</i> ¹	<i>MED</i>
deceit	HW	HW	HW	HW	HW	HW in black boldface
deceitful	RUN of deceit	SUB of deceit	HW	HW	HW	HW in black boldface
deceitfulness	RUN of deceit	SUB of deceit	RUN of deceitful	RUN of deceitful	—	RUN of deceitful
deceive	HW	HW	HW	HW	HW	HW in red boldface
deceiver	SUB of deceive	SUB of deceive	RUN of deceive	RUN of deceive	—	—
deception	HW	HW	HW	HW	HW	HW in red boldface
deceptive	SUB of deception	SUB of deception	HW	HW	HW	HW in black boldface
deceptively	SUB of deception	SUB of deception	RUN of deceptive	RUN of deceptive	RUN of deceptive	HW in black boldface
deceptiveness	SUB of deception	SUB of deception	—	—	—	RUN of deceptive
hard-(boiled, etc.)	—	SUB of hard SEVERE	—	—	—	—
harden	SUBS of hard SOLID & SEVERE	SUBS of hard SOLID & SEVERE	HW	HW	HW	HW in red boldface
hardened	SUB of hard SEVERE	SUB of hard SEVERE	—	HW	HW	HW in black boldface
hardener	—	—	—	—	—	HW in black boldface
hardening	RUN of hardened , which is SUB of hard SEVERE	SUB of hard SEVERE	RUN of harden	—	RUN of meaning 2 of harden	RUN of DEF4 of harden
hardiness	EMP HW; RUN of hardy	SUB of hardy	RUN of hardy	RUN of hardy	RUNs of meanings 1 & 2 of hardy	EMP HW; RUN of hardy
hardy	HW	HW	HW	HW	HW	HW in black boldface
maintenance	RUN of maintain PRESERVE ; SUB of maintain EXPRESS	SUBS of maintain CONTINUE TO HAVE , PRESERVE , & PROVIDE	HW	HW	HW	HW in red boldface
piggy (adj)	SUB of pig ANIMAL	SUB of pig ANIMAL	DEF (<i>adj.</i>) of piggy	HW (as piggy ²)	Meaning 2 of piggy	HW (as piggy ²)
piggy (n)	SUB of pig ANIMAL	SUB of pig ANIMAL	DEF (<i>noun</i>) of piggy	MAIN (as piggy ¹)	Meaning 1 of piggy	HW (as piggy ¹)
piglet	SUB of pig ANIMAL	SUB of pig ANIMAL	HW	HW	HW	HW

Abbreviations: HW = headword, SUB = subheadword, DEF = definition, EMP HW = empty headword, RUN = run-on. The symbol (—) means that the item in question does not appear in the given dictionary.

Table 1 shows that *CALD* and *CIDE* treat “related” words mainly in the microstructure of the base words, while the other dictionaries tend to treat them as independent headwords. As we have seen in Akasu et al. (1996: §2.3), although the morphosemantic relations can be visibly shown in *CALD* and *CIDE*, they both cause word-finding problems on the part of users. Though *CALD* introduces run-ons to accommodate such quasi-productive formations as those ending in *-ness* and *-ly*, the distinction between the subheadword and the run-on is not always clear-cut as is shown by such examples as **Americanize** and **Americanization** (both run-ons of **America**). The basic rule seems to be that subheadwords are less transparent and need some additional definitions, whereas run-ons are semantically transparent and need no definitions. However, such examples as **appointment** (with a subheadword status),¹⁰⁾ **occidental** show that there are some subheadwords which are not accompanied by definitions.¹¹⁾

It should be noted that *CALD*'s subheadwords and run-ons sometimes accommodate items of wider ranges than what we call “derived” words. Firstly, they contain some words which displays a certain degree of allomorphy, as is witnessed by such examples as prove (headword: **proof**), **destruction** (headword: **destroy**), **managerial** (headword: **manage**), etc. Secondly, frequent compound elements such as **after-**, **all-**, **-man**, etc. are also treated as subheadwords.¹²⁾ Thirdly, some syntactic items are also found among subheadwords, as is shown by such examples as **the rich**, **the poor**, **the accused**, **the bereaved**, etc.¹³⁾ Finally, *CALD*'s notion of words “very closely related and similar in form and meaning” (viii) is so vague that it invites arbitrary interpretations. For example, **appendectomy** and **appendicitis** are both subheadwords under **appendix**, but I think that apart from mnemonic reasons, it is more natural to treat them as independent headwords.

2.6. Compounds and phrasal verbs — the treatment of multiword lexical units

EFL dictionaries differ as to their treatment of multiword lexical units. As is pointed out by Kojima (1999: 21), there are two opposite views: one is to regard them as independent lexical items and treat them as head-

words; the other is to regard them as subordinate to their heads (often referred to as “key words”) and treat them in their microstructures. Tables 2 and 3 show the treatment of compounds and phrasal verbs in the 6 EFL dictionaries.

As to compounds, it is possible to generalize that except for *CIDE*, EFL dictionaries tend to treat them as independent headwords. Interestingly, there is a sharp contrast between the two Cantabrigian dictionaries

Table 2 Treatment of Compounds

	<i>CALD</i>	<i>CIDE</i>	<i>OALD</i> ⁶	<i>LDOCE</i> ⁵	<i>COBUILD</i> ⁷	<i>MED</i>
big deal (n)	SUB of big [IMPORTANT] (Big deal)	EX of big [IMPORTANT], +PI	IDM of big	HW (+acc)	HW	IDM of deal ¹
big game (n)	HW (+acc)	EX of big [LARGE], +PI	HW (+acc)	HW (+acc)	HW	HW (+acc), in black boldface
ice-cold (adj)	HW	EX of ice [FROZEN WATER], +PI	HW (+acc)	HW (+acc)	HW	HW (+acc), in black boldface
ice cream (n)	HW (+acc)	EX of ice [FROZEN WATER], +PI	HW (+acc)	HW (+acc)	HW	HW (+acc), in red boldface
make-believe (n)	HW	HW, +PI (listed as “ make be[lieve]”)	HW (+acc)	HW (+acc)	HW	HW (+acc), in black boldface
soundproof (adj)	HW	HW	HW	HW	Meaning 1 of soundproof	HW as soundproof , in black boldface
soundproof (v)	RUN of soundproof	EX of soundproof	HW	HW	Meaning 2 of soundproof	HW as soundproof , in black boldface
spoonfeed (v)	2 HWs (spoon-feed [FEED] & [PROVIDE INFORMATION])	EX of spoon , +PI	HW (+acc)	HW (+acc)	HW as spoon-feed	HW (+acc), in black boldface
water-repellent (adj)	HW	EX of water as water-repellant , +PI	HW (+acc)	HW (+acc)	—	—
water-resistant (adj)	—	—	HW (+acc)	HW as water resistant (+acc)	HW	HW (+acc), in black boldface

Abbreviations: IDM = idiom, +acc = the item has its phrasal accent marks shown, EX = example. For other abbreviations, see Table 1. “+PI” in *CIDE* means that the item is also appears in the Phrase Index.

Table 3 Treatment of Phrasal Verbs

	<i>CALD</i>	<i>CIDE</i>	<i>OALD</i> ⁶	<i>LDOCE</i> ⁴	<i>COBUILD</i> ⁴	<i>MED</i>
chicken out	SUB after ▲ of chicken	SUB of chicken [COWARD], +PI	RUN under PHR V after verb	SUB of chicken ²	SUB of chicken after ◆	RUN of chicken ¹ (+acc)
do without	SUB after ▲ in PHRASAL VERBS WITH do (as do without (sth))	HW, +PI	RUN under PHR V (+acc); as do without sb/sth	SUB of do ²	SUB of do after ◆	SUB of do ¹ in red boldface (+acc)
invest in	SUB after ▲ in PHRASAL VERBS WITH invest (as invest in sth)	2 EXs of invest , +PI	DEFs1 & 2; RUN under PHR V invest in sth	DEFs1, 2, & 3; SUB of invest as invest (sth) in sth	Meanings 1, 2, 3, & 4	DEF; SUB of invest in red boldface (+acc)
look after	SUB after ▲ in PHRASAL VERBS WITH look (as look after sb/sth)	HW, +PI	RUN under PHR V as look after yourself/sb/sth	SUB of look ¹ as look after sb/sth with 4 definitions	SUB of look after ◆	SUB of look ¹ in red boldface (+acc)
look at	4 SUBs after ▲ in PHRASAL VERBS WITH look (look at sth [THINK], [READ], [EXAMINE] & [OPINION]); 2 EXs of look [SEE]	2 EXs of look [SEE], +PI	DEFs1 & 3, as ~ (at sb/sth); RUN under PHR V as look at sth	DEF1 ([+at]); SUB of look ¹ as look at sb/sth with 7 definitions	Meanings 2, 3, 4, 7, 8, & 10	DEFs 1 & 3d; SUB of look ¹ in red boldface (+acc)
look for	EX of look [SEARCH]	4 EXs of look [SEARCH], +PI	DEF2 as ~ (for sb/sth); RUN under PHR V as look for sth	DEF1 ([+for]); SUB of look ¹ as look for sb/sth with 3 definitions	Meanings 5 & 6	DEF2; SUB of look ¹ in red boldface (+acc)
put up with	SUB after ▲ in PHRASAL VERBS WITH put (as put up with sth/sb)	HW, +PI	RUN under PHR V as put up with sb/sth	SUB of put , as put up with sb/sth	SUB of put after ◆	SUB of put in red boldface (+acc)
watch out	SUB after ▲ in PHRASAL VERBS WITH watch	1 EX of watch [BE CAREFUL], +PI	RUN under PHR V (+acc)	SUB of watch ¹	SUB of watch after ◆	SUB of watch ¹ in red boldface (+acc)

For abbreviations, see the other tables and relevant dictionaries.

because *CALD*'s treatment of compounds is almost identical to other non-Cantabrigian dictionaries. In Akasu et al. (1996: §2.5), we have pointed out that in *CIDE*, compounds are scattered in the examples, which sometimes result in accessibility problems on the part of users. The Phrase Index, *CIDE*'s solution to accessibility problems, is far from user-friendly; and it is highly probable that for this very reason, *CALD* treats compounds mainly as headwords to make its outer access structure simpler and far more user-friendly.

Almost the same thing can be said about *CALD*'s treatment of phrasal verbs; in *CALD*, they are not treated in its outer access structure. So far as phrasal verbs are concerned, the general trend is to treat them in the microstructure of their key words. Normally, they are treated as subheadwords or run-ons; or simply as boldfaced examples or as definitions. *CALD*'s strategy is to adopt the special nesting structure for phrasal verbs. In *CALD*, phrasal verbs are headed by the black triangle (▲) and when there are a handful of them they make up a column titled "PHRASAL VERBS WITH (X)". This treatment is similar to *OALD*⁶'s and *COBUILD*⁴'s because they also have some sort of nesting device for phrasal verbs. In *OALD*, phrasal verbs are mainly treated under the heading of **PHR V** and in *COBUILD*⁴, the diamond symbol (◆) heads phrasal verbs. Apart from the difficulties in deciding whether a unit is a phrasal verb or not on the one hand and a certain amount of concomitant redundancy on the other,¹⁴⁾ this is surely a great improvement in terms of easy accessibility.

2.7. Idiom Finder

The basic idea of the Idiom Finder is similar to *CIDE*'s Phrase Index, but just as we have seen before, the former is specialized for idioms to the exclusion of such multiword lexical units as phrasal verbs and compounds, and other collocations. *CALD* lists 6,366 idioms in the Idiom Finder.

Compared with *CIDE*'s Phrase Index, the Idiom Finder is obviously far more user-friendly. It now has larger type setting and turquoise boldface which makes it easier to locate the key words of idioms. Since

there is no line numbering, it only shows the page numbers on which idioms are treated. Just as phrasal verbs, idioms are headed by bullets (●), so it is not at all difficult for users to locate them in the wordlist.

2.8. Sublexical items

One aspect which should be noted is that *CALD* has the following three different levels of treatment concerning affixes and combining forms:¹⁵⁾

- (5)¹⁶⁾ a. Sublexical items treated as headwords:
ante-(natal) **BEFORE**, **anti**-(nuclear), **con**-(piracy) **TOGETHER**, **dis**-(agree), (Marx)-**ist**, (Thatcher)-**ite**, (brutal)-**ity**, **re**-(build), **para**-(normal) **BEYOND**, (guilt)-**ridden** **FULL OF**, **pro**-(American), **mono**-(lingual) **SINGLE**, (child)-**led** **PLANNED**, **in**-(complete) **LACKING**, **semi**-(skilled) **HALF**
- b. Sublexical items treated as subheadwords:
 (double)-**breasted**, (police)-**man**, **custom**-(designed), (bullet)-**proof** **PROTECTED**, (machine)-**readable**, (egg)-**shaped**, (calcium)-**rich**, (animal)-**like**, **-rooted**, (light)-**hearted**, (two)-**wheeled**, (three)-**wheeler**, (market)-**driven**
- c. Sublexical items treated as run-ons:
 (chauffeur)-**driven**, **fore**-, (light)-**heartedly**, (light)-**heartedness**

(5) shows that the basic distinction is drawn according to the existence of full forms. Note that those in (5b) and (5c) have full forms corresponding to them, whereas those in (5a) do not. Etymologically, those in (5a) are predominantly Latinate, whereas many of those in (5b) are Germanic. As is pointed out by Dressler (1985: 343), Koshiishi (1999: 19–22; 2002: §5.1), among others, this distinction is reminiscent of the layering of English morphology; however, it is doubtful that this tripartite treatment of *CALD*'s is beneficial to users of all levels.

Table 4 shows the treatment of sublexical items. The following are worth pointing out: Firstly, Cantabrigian dictionaries tend to treat compound elements as subheadwords, while other dictionaries tend to treat them in the definitions of their corresponding full forms. Secondly, due to “one word, one core meaning” principle, sublexical items of the same form can be split into several different subheadwords in Cantabrigian dictionar-

Table 4 Treatment of Sublexical Items

	<i>CALD</i>	<i>CIDE</i>	<i>OALD</i>	<i>LDOCE</i>	<i>COBUILD</i>	<i>MD</i>
ante-(natal)	HW (pref; ante- BEFORE ; Xref to pre- and post-)	HW (CF; ante- BEFORE ; Xref to pre- and post-)	HW (pref; Xref to post- and pre-)	HW (pref; Xref to anti- , post- , and pre-)	—	HW (pref)
anti-(democratic)	HW (pref; Xref to pro-)	HW (CF; Xref to pro- SUPPORT)	HW (pref; Xref to pro-)	DEF1 of anti- (pref; opposite pro)	Meaning 1 of anti- (pref)	DEF1 of anti- (pref)
pro-(democracy)	HW (pref; Xref to anti-)	HW (CF; pro- SUPPORT ; Xref to anti-)	HW (pref; Xref to anti-)	DEF1 of pro- (pref; opposite anti-)	HW (pref)	HW (pref)
para-(psychology)	HW (pref; para- BEYOND)	HW (CF; para- BEYOND)	DEF1 of para- (pref)	DEF1 of HW para- (pref)	—	DEF1 of para- (pref)
mono-(chromatic)	HW (pref; mono- SINGLE)	HW (CF; mono- SINGLE)	HW (CF)	HW (pref)	HW (pref)	HW (pref)
in-(complete)	HW (pref; in- LACKING ; il- , im- , and ir- are variants; Xref to dis- , non- , and un-)	HW (CF; in- LACKING ; il- , im- , and ir- are variants)	DEF1 of in- (pref; il- , im- , and ir- are variants)	HW (Xref. to un- , il- , im- , and ir-)	HW (pref)	HW (pref)
(cool)-ant	HW (pref; -ant PURPOSE ; -ent is a variant)	HW (CF; -ant PURPOSE)	DEF2 of -ant , -ent (suf)	HW (suf; -ent is a variant)	—	—
(divin)-ity	HW (suf)	HW (CF)	HW (suf)	HW (suf; also -ty)	HW (suf)	—
(quick)-ly	HW (suf; -ly ADVERSE)	HW (CF; -ly ADVERSE)	HW (suf)	DEF1 of -ly (suf)	Meaning 1 of -ly (suf)	HW (suf)
(water)-proof	HW (suf; -proof PROTECTED)	HW (CF; -proof PROTECTED)	DEF4 of proof (adj); in compounds	DEFs1&2 of -proof (suf)	Meaning 1 of -proof (COMB in ADJ)	HW (suf)
(guilt)-ridden	HW (suf; -ridden FULL OF)	HW (suf; -ridden FULL OF)	HW (usually in compounds)	HW (suf)	HW (COMB in ADJ)	HW (suf)
(single)-breasted	SUB of breast CLOTHING (suf)	SUB of breast CLOTHING (CF)	DEF7 of breast (n); as — BREASTED	— (but DEF5 of breast (n) Xref to double-breasted & single-breasted)	Meaning 6 Xref to double-breasted & single-breasted	—
(police)-man	SUB of -man PERSON (suf)	SUB of -man PERSON (CF)	DEF4 of man (n); in compounds	DEF5 of man ¹	Meanings 3 & 4 of man	DEF5 of man ¹
(machine)-readable	SUB of read UNDERSTAND (suf)	SUB of read (<i>obj</i>) UNDERSTAND (CF)	— (but DEF2 of readable is Xref to machine-readable)	— (but Xref to machine-readable)	—	—
(market)-driven	SUB of drive PRODUCE POWER (suf)	SUB of drive (<i>obj</i>) PRODUCE POWER (CF)	DEF4 of drive (v)	Boldfaced examples of DEF8 of drive ¹ (v)	—	HW (suf)
(light)-hearted	SUB of heart EMOTION (suf)	SUB of heart EMOTION (CF)	DEF4 of heart (n), as -HEARTED	Boldfaced examples of DEF2 of heart (n)	HW (COMB in ADJ-GRADED)	HW (suf)
(light)-heartedly	RUN of -hearted , a SUB of heart EMOTIONS (suf)	SUB of heart EMOTIONS (CF)	—	—	—	—
(chauffeur)-driven	RUN of drive (n), a SUB of drive OPERATE (suf)	SUB of drive (<i>obj</i>) OPERATE (CF)	—	—	—	—

Abbreviations: Xref = cross-referenced, pref = prefix, suf = suffix, CF = combining form. For other abbreviations, see the other tables and relevant dictionaries.

ies, which may cause accessibility problems. And finally, *CALD*'s treatment of sublexical items is basically the same as *CIDE*'s, except that *CALD* has run-ons and now uses the terms *prefix and suffix* in place of the term *combining form*.

2.9. Summary and conclusion

In this section, we have analyzed headwords, subheadwords, and the Idiom Finder of *CALD*. The discussion so far has revealed the following facts:

- (1) In terms of its macrostructure, *CALD* inherits its basic policy — i.e. “one entry, one core meaning” policy — from *CIDE*. The main difference lies in the fact that *CALD* succeeds in splitting lengthy definitions into numbered independent definitions, which contributes greatly to the easier access to its microstructures.
- (2) The increase of *CALD*'s headwords results mainly from the promotion of *CIDE*'s subheadwords and run-ons. This leads to easier accessibility to the macrostructures.
- (3) *CALD* contains many new words from such fields as computer science, biochemistry, psychology, ecology, politics, and music. So far as the coverage of new words is concerned, *CALD* is one of the best EFL dictionaries.
- (4) *CALD* introduces run-ons to distinguish productive word-formation from less productive ones. However, there are some cases where distinctions are arbitrarily drawn.
- (5) Compounds are treated as headwords in *CALD*, which makes it more like non-Cantabrigian EFL dictionaries. On the other hand, phrasal verbs are treated in special columns in the main entry of the verbs.
- (6) *CALD*'s Idiom Finder is an independent access structure; but unlike *CIDE*'s Phrase Index, it now does not list phrasal verbs, compounds, or collocations, which is a great improvement in terms of user-friendliness.
- (7) As to sublexical items, *CALD* basically follows *CIDE*'s policy. However, *CALD* now has run-ons and uses the terms *prefix and suffix* in place of the term *combining form* adopted in *CIDE*.

On the basis of these facts, we can conclude that concerning the

treatment of entries in general *CALD* inherits *CIDE*'s “one word, one core meaning” policy. However, *CALD* has many improvements, most of which are related to the increase of users' accessibility to the items they want to know.

CIDE is a dictionary which arouses users' humanistic interests. Users are enticed to read a whole dictionary article and increase their knowledge. Thus, it is suitable for upper-level users who like to enjoy using it. However, for intermediate-level users or those who want to get instantaneous information, *CIDE* has proven itself to be not so successful mainly because of its peculiar access structures.

The main strategy taken by *CALD*, therefore, is to increase the number of users by improving *CIDE*'s access structures. Overall, this strategy seems successful and now 8 years after *CIDE*'s publication, Cambridge University Press has *CALD* which is truly accessible to “learners and users of English as a Foreign Language from intermediate level upwards.”¹⁷⁾ (T. Koshiishi)

3. Pronunciation

3.1. Introduction

In our analysis of *CIDE*, we assumed that its pronunciation was based on *EPD*¹⁵, which was still in preparation when *CIDE* was published. That assumption proved to be true when *EPD* appeared in 1997, since the two dictionaries employed exactly the same transcription system.

The same can be said of *CALD* and *EPD*¹⁶. Although the two dictionaries now have different pronunciation editors, they again have the same transcription system. We infer that the changes were initiated by the three editors of *EPD*¹⁶, and the principal task of the new pronunciation editor of *CALD* was to draw on them.

In the following discussion, we will only look at the changes made in *CALD*. The transcription system for British variants is the same as in *CIDE*; the system for American variants has been changed in one respect. The treatment of the weak forms has also been changed.

3.2. American r-colored vowels

We pointed out that *CIDE* had a serious defect in its transcription of r-colored vowels *NURSE* and *LETTER* in American English. The latter was transcribed as /ɜ:/, which was itself welcome, but the former was transcribed as /ɜ:r/, which could lead one to wrongly assume that the vowel was a diphthong (Akasu et al. 1996: 23).

In *CALD*, this defect has been remedied by introducing a hooked reversed epsilon /ɜ̣/. Now the vowel in *NURSE* is transcribed as /ɜ̣:/. Although we do not think it necessary to distinguish between /ɜ̣/ and /ɜ:/, this clearly shows the users that both vowels are r-colored monophthongs.

Rival dictionaries which transcribe both British and American pronunciations use symbols such as /ɜ:r/ and /ɜr/. The users have to convert them to monophthongs. In this respect, the transcription system of *CALD* has a clear advantage. In fact, this is the best of all the transcription systems among EFL/ESL dictionaries. However, the same complication that we pointed out regarding /ɜ:/ in our analysis of *CIDE* applies here again. When /ɜ̣:/ and /ɜ̣/ are followed by another vowel, an r-like off-glide occurs. If the users are not familiar with this rule, transcriptions such as *furry* /'fɜ̣:i/ and *misery* /'mɪz.ɜ̣.i/ might lead to mispronunciation. We recommend that /r/ be inserted after /ɜ̣:/ and /ɜ̣/ in such cases.

3.3. Weak forms

The failure to record most weak forms in its pronunciation entries was a major defect of *CIDE*. Only 11 words (*a, me, Saint, the, us, was, we, were, would, you* and *your*) had their weak-form pronunciations listed, and no explanation was given as to how such pronunciations should be used. *CALD* has been improved in this respect, also.

In order to look into the improvement, we have compared the list of weak forms in Obendorfer (1998: 206–213) with *CIDE*, *CALD* and *LDOCE*⁴. Obendorfer's list classifies words according to their possibility to appear in their weak forms. If we disregard obsolete words, the list contains 5 "absolute weakeners" (*a, an, than, that, the*), 63 "normal weakeners," 23 "occasional weakeners" and 33 "marginal weakeners."

Among the "absolute" weakeners, *CIDE* listed only two (*a* and *the*).

Both *CALD* and *LDOCE*⁴ list all of them.

Among the "normal" weakeners, *CIDE* listed only 8 items, whereas *CALD* lists 44 and *LDOCE*⁴ 48.

"Occasional" and "marginal" weakeners are generally not listed in the dictionaries. *CIDE* listed only one item (*your*), *CALD* lists 4 (*because, or, per, and your*) and *LDOCE*⁴ 11 (*because, been, or, per, sir, their, gonna, just, ma'am, till, your*).

It is interesting to note that while *LDOCE*⁴ has a (practically) uniform style of presentation (unmarked weak forms first, and strong forms later with a note), the presentation of *CALD* is not uniform. In most cases, strong forms come before weak forms and both are labeled as such, but there are cases where the order is reversed. We are not sure whether this reflects the frequency of occurrence.

In sum, even though some individual differences exist, we can say that, in general, the treatment of weak forms in *CALD* is now about as good as rival dictionaries.

3.4. A point of retrogression

Regrettably, there is one way in which *CALD* is less satisfactory than *CIDE*. We commented that *CIDE* was superior to its rivals in that it indicated stress patterns of all the phrase-type entries, although they were only in the Phrase Index and were eyesores (Akasu et al. 1996: 29–30). Now, the stress patterns have all been removed from the Phrase Index and are nowhere to be seen.

We know that this will not be a serious disadvantage. In any case, other dictionaries do not indicate the stress of phrases, either. But we wonder how this decision to throw away one of the greatest merits of *CIDE* was made.

3.5. Minor changes

There are other changes which are rather superficial. *CIDE* indicated British and American variants with "£" and "\$" respectively, but *CALD* now presents British variants unmarked and American variants preceded by *us*.

In addition, syllable divisions are now indicated by periods (.) rather than by raised dots (·). And the syllabicity of /l/ is indicated by a subscript vertical stroke so that *maple* is now transcribed as /'meɪ.pəl|. These latter changes bring *CALD* into accordance with IPA conventions.

(T. Makino)

4. Definitions

4.1. Sampling

For the comparison between definitions from *CALD* and *CIDE*, all the entries on the following twenty-eight pages of *CALD* are compared with the corresponding entries from *CIDE*: pp. 100–1, 200–1, 300–1, 400–1, 500–1, 600–1, 700–1, 800–1, 900–1, 1000–1, 1100–1, 1200–1, 1300–1, and 1400–1. When a headword is not included in either of the works, its definition does not count. Although the discussions which follow are based on this examination, other entries and those from other dictionaries are also examined whenever necessary.

4.2. Defining Vocabulary

4.2.1. It says in *CALD* that “[t]he definitions only use words from the Defining Vocabulary (a limited list of fairly common and basic words that students are very likely to understand)” (ix). However, it does not provide this list, while *CIDE* does provide one. For the use of small capitals, *CIDE* states that “[w]ords not in this lists are in SMALL CAPITALS” (p. x). *CALD* is not as clear: “Any word in the definition which is harder to understand is shown in SMALL CAPITALS” (ix). In view of the fact that a defining vocabulary (henceforth DV) is originally designed to help learners understand definitions more easily, we may well suppose that any word that is “harder to understand” should be, in principle, outside DV, so that comparing the words in small capitals in *CIDE* and *CALD* may give us some idea of *CALD*'s DV.

Both *CIDE* and *CALD* often use bracketed annotations after words used in small capitals: “PISTOL (= a small gun fired with one hand)” in *CIDE*'s definition of **holster** and “GLANDS (= small organs in the body)” in *CALD*'s definition of **parathyroid (gland)**. These annotations

will also be taken into account because they have a bearing on the DVs. *CALD* states its policy on the annotation as follows: “[W]e explain the meaning of an important related word that is not in the Defining Vocabulary, when you need it to understand the meaning” (xi).

Table 5 below lists the items in small capitals in the definitions on the following six pages of *CALD* and/or the corresponding definitions in *CIDE*, except the headwords cross-referred to: pp. 400–1, 800–1, and 1200–1. When a headword is not included in either of the dictionaries, it is not counted in. All items in the table are lemmatized for ease of comparison, and the parentheses indicate those annotated. The findings

Table 5

Items	Headwords	CIDE	CALD
alarm clock	snooze button	(B)	(SC)
angora (goat)	mohair	SC	(SC)
backbone	mollusc	SC	
barrel	snub (-nosed)	(SC)	NSC
cocaine	snow DRUG	(SC)	B
code	encrypt		(SC)
crystal	snowflake	SC	
cue	snooker	(SC)	(SC)
gangster	moll	SC	(SC)
glare	snow WEATHER	(SC)	
marsh	snipe BIRD	(SC)	(SC)
mole	molehill	(SC)	(SC)
mucus	snot	SC	NSC
pancake	enchilada	SC	NSC
pornographic (film) ¹⁾	snuff (movie)	(SC)	(SC)
pub	snug	SC	NSC
punk	Mohican	SC	SC
ski	mogul SNOW	SC	NSC
	snowmobile	SC	
	snowplough	SC (excluding	NSC
	SPORT	selectional restriction)	
surf	moll	(SC)	SC
the middle ages	modern PRESENT	(B)	(SC)

Note: SC = used in SMALL CAPITALS / NSC = used in roman / B = used in bold type

from this table are discussed in 4.2.2, 4.2.3, 4.2.4, and 4.2.5.

4.2.2. As many as nineteen items are listed on *CIDE*, whilst only eleven items are listed on *CALD*. It is interesting that *CALD* puts far fewer words in small capitals. Moreover, a closer examination of the use of the items in the definitions reveals that, while *CIDE* prints *barrel*, *mucus* and *pub* in small capitals in the definition of **snub-nosed**, **snot** and **snug** respectively, *CALD* does not. Apart from the items in Table 5, it should be noted that on the twenty-eight pages I examined a somewhat technical term *spine* is used in roman in *CALD*'s definition of **mollusc**. This fact, together with the finding from Table 5, might suggest that *CALD* has introduced a slightly larger DV if *CALD* also makes it a principle to put any word outside its DV in small capitals.

Although *CALD* does not specify how large its DV is or which items are included in it, from the user perspective, it will be far more important for an EFL dictionary to use DV in a way which does not confuse the user. Therefore, it should at least be explained how the DV is used in the dictionary. For instance, the following use of *parachute* in the two adjacent entries in *CALD* should be explained somewhere (cf. *LDOCE*⁴: 1943 for its account of "Words not in the Defining Vocabulary"):

parasailing a sport in which you wear a PARACHUTE and are pulled behind a motor boat in order to sail through the air

parascending a sport in which you wear a parachute and you are connected by a long rope to a car or boat which pulls you up into the air as it moves forward on the ground or on water

On the other hand, *mole* is used in small capitals in the definition of **molehill**, though it has its own entry on the same page a few entries above. There are inconsistencies in *CALD*'s use of the DV.

4.2.3. Among the nineteen items on *CIDE*, eight words are annotated: *barrel*, *cocaine*, *cue*, *glare*, *marsh*, *mole*, *pornographic*, and *surf*, whilst as many as nine items are annotated among the eleven words on *CALD*: *alarm clock*, *angora*, *code*, *cue*, *gangster*, *marsh*, *mole*, *pornographic*, and *the middle ages*. While more than half of the items which *CIDE* puts in small

capitals are not provided with an annotation, *CALD* annotates the majority of the items in small capitals. In other words, most of the words which the *CALD* lexicographers find "harder to understand" (ix) are actually marked as outside its DV (see 4.2.1). Moreover, the items which *CIDE* marks as outside its DV are not necessarily those the *CALD* lexicographers find harder to understand. It seems fair to say that *CALD*'s selection of DV words is more strictly based on whether a particular item is likely to be understood by the user.

It is also to be noted here that *glare* on *CIDE*, which is used in the definition of **snow blindness** and is followed by an annotation "(= brightness)," is replaced by *brightness* in the corresponding definition in *CALD*. This shows another attempt by the *CALD* lexicographers to achieve a definition which is easier to understand.

4.2.4. A glance at the items on the table will tell us that, among those appearing only on *CIDE*, there is a rather technical term used: *mucus*. At the same time, two other words seem very common to most learners: *pancake* and *ski*. As DV is usually comprised of words which are very common or useful for defining other words, it is not surprising that *CIDE* should mark these three words as outside the DV. On the other hand, it is interesting to note that *CALD* uses two compound words in small capitals: *alarm clock* and *the middle ages*. One of the most serious problems in DV is how lexicographers should treat fixed phrases consisting of DV words; even if a phrase is made up of words in DV only, the use of it as part of DV cannot be legitimate unless its meaning is transparent to the learner. Although words in small capitals used in definitions might not be outside the DV, *CALD*'s policy to mark them as such is a small step forward.

CIDE also annotates the two compounds, but it does not mark them in small capitals as outside the DV; instead, they are printed in bold. Even though the two compounds are visually distinguished from other items in the definitions, it is necessary for *CIDE* to at least mention its use of bold type.

4.2.5. *CLD*², another EFL dictionary from CUP designed for intermediate learners, does not state officially that it uses DV, but it says: "All our explanations use very simple words. Where we have had to use a more difficult word than usual, that word is explained in brackets" (7). It may be, therefore, worth comparing definitions from *CLD*² and *CALD* to see if the lexicographers employ different criteria for which item to annotate for intermediate and advanced learners. As *CLD*² includes fewer headwords, all the entries on the following six pages of *CALD* have been examined, and compared with the corresponding entries in *CLD*² in addition to the six pages for Table 5: pp. 200–1, 600–1, and 1000–1. When a headword is not included in either of the works, it is not counted in this examination.

While no item is found that is annotated only in *CALD*, there are a few which are annotated only in *CLD*²: *empire* in the definition of **empress**, *chequebook* for **checkbook**,²⁾ *cook* for **chef**, and *plum* for **prune**. It is apparent that *CLD*² annotates more words used in the definitions.

Concerning the items listed on *CALD* in Table 5, only two headwords, **modern** and **snooker**, are included in *CLD*². It is interesting to note that *CLD*² avoids using the two small capital items; below are the definitions of **snooker** [GAME] from *CALD* and *CLD*²:

CALD a game played by two people in which CUES (= long thin poles) are used to hit 15 red balls and 6 balls of different colours into six holes around a cloth-covered table in a fixed order

*CLD*² a game in which two people use long sticks to hit coloured balls into holes at the edge of a table

It seems safe to say that the Cambridge lexicographers attempt at making definitions in *CLD*² easier for intermediate learners to understand at the cost of a less precise definition.

4.3. Sense Description

4.3.1. Although *CIDE* and *CALD* present headwords in the same manner, the two dictionaries employ quite different methods for defining different senses of a word. *CIDE* uses a full sentence printed in ordinary type and/or a bracketed explanation within an example sentence, whilst *CALD*

shows the differences in meaning by separate numbered definitions within one entry. For instance, in the entry for **safe** [NOT IN DANGER] in *CIDE*, there is an explanation, "Safe can also be applied to things which do not involve any risk," followed by several examples. Among them is "He's never remembered my birthday in his life, so it's a safe bet (= I am certain) he'll forget it again this time!" As *CIDE* puts these explanations among illustrative examples without marking them off clearly, it is sometimes extremely difficult for the user to recognise the sense he or she is looking for. On the other hand, *CALD* defines the same sense as "describes things which do not involve any risk" under sense 4 of **safe** [WITHOUT DANGER], and adds almost the same example, "He never usually remembers my birthday, so it's a bet (= I am certain) he'll forget again this time." Since *CALD* visually distinguishes different senses by the sense number, it is apparent that *CALD*'s presentation of senses is more user-friendly in terms of users' accessibility to the information.

4.3.2. It is not to be overlooked that sometimes *CIDE* puts more than one related sense in one definition, which also makes it hard for the user to locate the sense. For example, the following definition of **cheers** in *CIDE* "Cheers is also used to mean thank you or goodbye" is divided into two in *CALD*:

2 used to mean 'thank you' 3 used to mean 'goodbye'

Significantly, the longer a definition becomes, the more problematic it becomes. The definition of **provost** from *CIDE* is a case in point:

(Br) (in some universities) the person in charge of a particular college, or (Am) a person of high rank who helps to run a college

In contrast, *CALD* splits the corresponding definition into two as follows:

1 UK (in some universities) the person in charge of a particular college 2 US an important official who helps to run a college or university

Obviously, the introduction of the sub-division of the senses makes *CALD*'s definitions much easier to understand.

4.3.3. As we saw in Section 2, *CALD* makes it a principle to distinguish between idioms, phrasal verbs, and individual senses of a headword in an entry. Take **bed**, for example. *CALD* has three main entries with the following GUIDEWORDED: **FURNITURE**, **BOTTOM**, and **AREA OF GROUND**. In the **FURNITURE** entry are eight idioms brought together after the definition of the main sense and its examples, and three phrasal verbs are grouped together after the three main entries.

Two of the three phrasal verbs are exactly the same in form: **bed down**, and each of them is provided with GUIDEWORDED, **SLEEP** and **WORK WELL**. Although *CIDE* also includes the same idioms and the phrasal verbs under the same entry, it does not clearly classify or mark them. Nor does it provide the phrasal verbs with the GUIDEWORDED. These policies of *CALD* are no doubt among its advantages over *CIDE*.

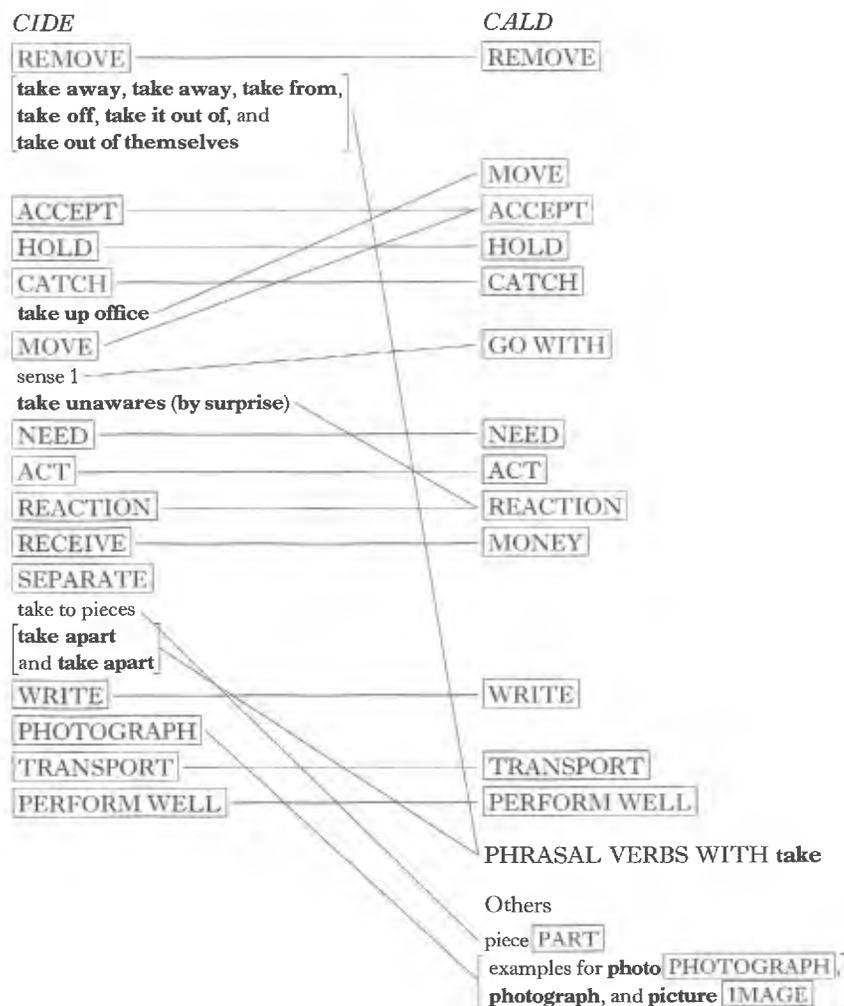
Apart from phrasal verbs, *CALD* has come to have far more main entries, even splitting into two or more those which *CIDE* treats as one entry, and adds a GUIDEWORDED to each of them (e.g. **safety net** and **safety valve**). This is another welcome innovation of *CALD* in terms of accessibility to its contents.

4.3.4. There are several minor changes between GUIDEWORDED in *CIDE* and *CALD*, and some of the changes actually succeed in making particular senses more conspicuous. For example, on the twenty-eight pages I have examined, there is an example under the entry for **molest**. *CIDE* uses a rather vague GUIDEWORDED, **TROUBLE** for the following sense of that word: "to trouble or annoy (a person or an animal) sometimes by using violence, esp. to prevent them from doing something," but *CALD* replaces it with a more specific one **ATTACK**. We can safely say that *CALD* has become more user-friendly especially in terms of the accessibility to the information it contains.

4.3.5. A comparison was made between entries of **take** from *CIDE* and *CALD* to see if there is any change between their arrangements of senses. Figure 1 below shows correspondence relations between individual senses

of **take** in *CIDE* and *CALD*.

Figure 1



Note: Those phrasal verbs which had their own entries or which were included in the entries for another headword in *CIDE* are not dealt with in the figure.

While the majority of *CALD*'s entries remain the same as *CIDE*'s, major changes are made to **MOVE**, **SEPARATE**, and **PHOTOGRAPH**. Also, a new entry was introduced in *CALD*: **GO WITH**.

First, **MOVE** has been promoted from the fifth sense in *CIDE* to the second in *CALD*. Compared with other EFL dictionaries of a similar size, most dictionaries put it as either the first or second sense of the headword: *LDOCE*⁴ puts it as the second sense of **take**, *MED* as the first, *OALD*⁶ splits it into the first and the second sense, and *COBUILD*⁴ splits it into the second and the third senses of **take**. In view of the fact that recent EFL dictionaries have come to use corpora more intensively than before, it is plausible that this promotion is affected by the latest findings that the *CALD* lexicographers got from their corpora.

Incidentally, there are three senses in **GO WITH**. However, this does not necessarily mean that none of them are covered in *CIDE*. One thing the senses have in common is that their basic meaning is "to go somewhere with someone"; this seems to derive from **MOVE** in *CIDE*: "to move (something or someone) from one place to another." In fact, at least sense 1 in **GO WITH**: "to go somewhere with someone, often paying for them or being responsible for them" is illustrated in the following example in *CIDE*'s **MOVE**: "John's taking me to a concert this evening." It would follow from this that *CALD* has come to include more information on subtler nuances of a headword, though not necessarily provide completely new senses. Apart from this example, *CALD* has more information on the specific nuance or connotation of a headword. The examples are legion, and will be discussed more thoroughly in 4.4.1.

Second, *CALD*'s principle to distinguish senses, idioms, and phrasal verbs in an entry affects the arrangements of phrasal verbs. *CIDE* contains in the entry of **take** **SEPARATE** two phrasal verbs identical in form, **take apart**, and *CALD* lists them at the end of all the entries of **take** with two different GUIDEWORDS, **SEPARATE** and **DEFEAT**. This entry also contains an idiom, **take to pieces**, but it is transferred to the entry of another headword, **piece** **PART**. Similar changes are found among the entries of **take**: **take up office** is transferred from **CATCH** to **ACCEPT**, and **take unawares/by surprise** from **MOVE** to **REACTION**.

Third, **take** **PHOTOGRAPH** in *CIDE* underwent the biggest change. *CALD* has deleted the definition, and all the examples which *CIDE* puts under this entry have been transferred to the entries of other headwords: **photo**, **photograph**, and sense 1 of **picture** **IMAGE**. A closer examination will reveal that the following collocations are all covered in *CALD* and are illustrated clearly: (1) "take a photo of something"; (2) "take a photograph of something"; (3) "take a picture of something," and (4) "have someone's picture taken." Significantly, as for (1) and (2), both *take* and *of* are printed in bold. While only *take* is in bold concerning (3), (3) and (4) are given bracketed annotations. Therefore, even if the entry is not included in *CALD*, the deletion will not affect its coverage of meaning as much as one would expect.

Lastly, as we have seen in 4.3.4, *CALD* replaces several GUIDEWORDS of *CIDE*. Here, too, **take** **RECEIVE** is replaced by **MONEY**. As the object of **take** in this sense is restricted to money, this change must make it easier for the user to recognize the sense among the fourteen entries of the verb. It seems fair to say that most of the changes *CALD* has made concerning its sense description reflect the lexicographers' attempt at a more user-friendly arrangement of senses.

4.3.6. Higashi (2003) points out that recent monolingual EFL dictionaries, especially *CALD* and *LDOCE*⁴, have come to use far more often the following type of definition beginning with the word *when*: "when you analyse something" (s.v. **analysis** in *CALD*). On the twenty-eight pages I examined, the following nouns and noun phrases are defined in this way: **frizz**, **modesty** **QUIETLY SUCCESSFUL**, **paralysis**, **pardon**, sense 1 of **provision** **SUPPLY**, **tactical voting**, **tail wagging the dog** and sense 2 of **untruth**, whilst no such examples were found in *CIDE*.

In the definitions, clauses beginning with *when* are used not as adverbial clauses but as a substitute for the nouns being defined or as complements of verbs such as *be*. The point is that the *when*-clauses seemingly cover so wide a range of area that the lexicographers may be tempted to omit the hypernyms of headwords. As a result, this type of definition has become problematic in several respects (see Higashi 2003 for details). For instance,

it will be clear that such definitions as the following cannot sufficiently capture the senses or referents of the headwords:

attack 2 when you say something to strongly criticize someone or something (*CALD*)

arithmetic when you calculate numbers, for example by multiplying or adding (*CLD*²)

Interestingly enough, this type of definition is also used in dictionaries for children (cf. Ilson 2002 and Higashi 2003), which may suggest that the style is a result of an attempt by lexicographers to make definitions easier to understand. In this connection, *CLD*² uses the style much more often than *CALD*; of all the noun headwords beginning with the letter A, *CALD* defines thirty-three senses or uses of them in this style, whilst *CLD*² applies the style to as many as sixty-seven senses or uses. In view of the fact that *CLD*² includes fewer headwords and senses, it seems safe to say that their primary motivation was to achieve easier definitions.

It might be also worth mentioning here that the adverbial clause in *CIDE*'s example in **tactical** is quite similar to *CALD*'s definition of **tactical voting**:

CIDE *There can be a lot of tactical voting in some elections, when people vote for a party they do not normally support to try to beat a third party.*

CALD when people vote for a political party that they do not usually support in order to prevent another party from winning

The same thing can be said of the *if*-clause in *CIDE*'s explanation of (**a case of**) **the tail wagging the dog** and *CALD*'s corresponding definition:

CIDE If a large group has to do something to satisfy a small group that can be (**a case of**) **the tail wagging the dog**

CALD when a large group has to do something to satisfy a small group

As *CALD*'s definitions of the two phrases are noticeably shorter than in *CIDE*, the *CALD* lexicographers might have used the style in question in order to save space.

Even if it is employed to make definitions easier for the user and/or to

save space, that particular use of *when* in the definition is usually not familiar to learners (cf. Higashi 2003). In fact, although the use seems to be gaining currency in current English, *CALD* itself does not explain it in the entry.³⁾ More importantly, as we have seen above, such definitions cannot properly explain the senses of headwords. This style of definition leaves much to be desired.⁴⁾

4.4. Coverage

4.4.1. *CIDE* and *CALD* arrange senses of headwords in such different ways that it can be rather difficult to compare their coverage of meanings quantitatively. This is partly because, as we saw in 4.3.2, *CALD* often splits a sense in *CIDE* into two or more, providing each of them with a description of subtler nuances and/or more specific uses of that headword. Examine the following definitions of **custodian**:

CIDE a person with responsibility for the care, protection or maintenance of something

CALD 1 a person with responsibility for protecting or taking care of something or keeping something in good condition 2 someone who tries to protect particular ideas or principles

Also, the two dictionaries seem to emphasize different aspects of their referents. The following definitions of **laser** from *CIDE* and *CALD* illustrate the point:

CIDE (a device which produces) a powerful beam of light that is a single pure colour and consists of light waves moving in exactly the same way as each other

CALD (a device which produces) a powerful narrow beam of light that can be used as a tool to cut metal, to perform medical operations, or to create patterns of light for entertainment

It seems that *CIDE*'s definition is unnecessarily scientific. Would we need to know that a laser is a beam of light with a pure colour, consisting of light waves? Most of us will associate it with its use in medicine or entertainment as defined by *CALD*. In short, to be scientifically correct is one thing and to be lexically correct is quite another (cf. Hanks 1979).

The following definitions of **cheesecake** and **the Holy Grail** also show clearly that *CIDE* is rather too precise in explaining their referents:

CIDE photographs in newspapers and magazines of attractive women who are wearing very few clothes and who are photographed in a way that emphasizes the sexual attractiveness of their bodies, or the women who appear in such photographs

CALD photographs of sexually attractive young women wearing very few clothes, or the women who appear in such photographs

CIDE The Holy Grail (also the Grail) is a bowl believed to have been used by Jesus Christ at the meal before his death. Some of his blood is believed to have been collected in it and it therefore became a holy thing which many people looked for

CALD a cup believed to have been used by Jesus Christ at the meal before his death (sense 1)

As Rundell (1998) points out, when presenting information, lexicographers should carefully select the kinds of information that are lexically relevant and necessary for users. In this sense, *CALD*'s approach to meaning must be more relevant for the learner; the examples are legion: **bee** **INSECT**, **chemist**, **laser printer**, to name but a few.

Apart from nouns, *CALD*'s policy towards specific and lexically relevant information will be clearly illustrated in its treatment of other parts of speech. For instance, *CALD* lists **home-grown** as a main entry and has two senses: 1 "from your own garden" and 2 "If someone or something is home-grown, they belong to or were developed in your own country." On the other hand, *CIDE* just gives the following explanation in the entry for **home** **HOUSE/APARTMENT**: "Home is used to mean done or made at home." It may be fair to say that *CALD* does not only cover a wider range of relevant information but presents it in a more accessible way (see also 4.3.2). Obviously, these are *CALD*'s merits concerning its coverage of meaning.

4.4.2. Figurative meanings or uses of words and phrases have begun to attract our attention with the development of cognitive semantics.⁵⁾ Although both *CIDE* and *CALD* have a lot of information on this kind of meaning, the former seems to have a wider coverage. For example, the following meanings are covered only in *CIDE*:

prowl (*fig.*) *After two years of famine, death is on the prowl* (= many people are dying) *throughout the villages.*

tag **SMALL PART** (*fig.*) *This house has a price tag of (= costs) half of a million pounds.*

It is to be noted here that while *CIDE* usually puts the *fig.* label to example sentences which illustrate figurative uses, *CALD* often does not. On the twenty-eight pages I examined, there are as many as twelve uses which both *CIDE* and *CALD* contain but which only *CIDE* adds the label to: **holy grail**, **parasite**, **pare** (v.), **sad** **NOT HAPPY**, **safety** (two), **snow** (v.) **WEATHER**, **table** **FURNITURE**, **tailor-made**, **untangle**, and **up** **HIGHER** and **ALONG**. Nevertheless, it may be too rash to conclude that *CALD*'s presentation of the meaning is less user-friendly, because the two dictionaries present the senses of a headword in quite a different manner (see 4.3.1 and 4.3.2). In fact, *CALD* lists the majority of the above figurative uses as numbered senses of the headwords and even treats one of them **safety net** as an independent entry.

It is not really clear why *CALD* has omitted the *fig.* label from the twelve uses. Considering the fact that metaphor is one of the most productive ways to create a new sense, it is not very difficult to imagine that such uses can go into circulation within a relatively short period of time. There is a possibility that, since *CIDE* was first published, at least some of them have actually become quite common to such an extent that it is no longer necessary to mark them with the label.

4.4.3. Even though a dictionary contains important information on the meaning of headwords, this will be of no use unless the meaning is clearly explained. Unlike *CIDE*, *CALD* provides quite a few sub-entries and run-ons with their own definitions. For example, **cut**, a subheadword of

the verb, **cut** [USE KNIFE] has four senses with their own definitions, but, in *CIDE*, they are explained only with example sentences and bracketed annotations. While these additions of definitions are one of the advantages of *CALD*, it is also true that *CALD*'s treatment of subheadwords and run-ons are sometimes rather inconsistent. Of thirty-three sub-entries and run-ons on pp. 1000–1 in *CALD*, only fifteen items have definitions. Even among the entries for the same word form, their treatment is quite different. Take **proudly**, for example. It has the following definition "in a proud way" under the entry for **proud** [SATISFIED], but, under the entries for the same word form [RESPECTING YOURSELF] and [FEELING IMPORTANT], no definitions are given. It will not follow from this, however, that *CALD* should provide each of these words with a definition, for the above definition of **proudly** seems to carry only a little information about the meaning. From the user perspective the most important thing is that the meaning of headwords are explained in as comprehensible way as possible. It can be concluded that there is room for improvement in *CALD*'s treatment of sub-headwords and run-ons.

4.5. Labels

4.5.1. According to the lists of labels at the front of *CIDE* and *CALD*, each of them has twenty-eight and twenty-seven labels respectively except those for grammar. Table 6 below lists the twenty-three labels common to *CIDE* and *CALD*, and shows their correspondence relations:

Table 6

<i>CIDE</i> usage labels	<i>CALD</i> style and usage labels
<i>Am</i>	US
<i>approving</i>	APPROVING
<i>Aus</i>	AUS
<i>Br</i>	UK
<i>dated</i>	DATED
<i>disapproving</i>	DISAPPROVING
<i>female</i>	FEMALE
<i>fig.</i>	FIGURATIVE
<i>fml</i>	FORMAL

<i>humorous</i>	HUMOROUS
<i>infml</i>	INFORMAL
<i>Irish Eng</i>	IRISH ENGLISH
<i>law</i>	LEGAL
<i>literary</i>	LITERARY
<i>male</i>	MALE
<i>not standard</i>	NOT STANDARD
<i>old use</i>	OLD USE
<i>saying</i>	SAYING
<i>Scot Eng</i>	SCOTTISH ENGLISH
<i>slang</i>	SLANG
<i>specialized</i>	SPECIALIZED
<i>taboo</i>	OFFENSIVE
<i>trademark</i>	TRADEMARK

Significantly, all the labels in *CALD* are in upper case, which helps to clearly distinguish them from other contents in entries. Also, it is to be noted that the majority of the labels in *CALD* are spelled out in full (see 4.6.3). Considering the fact that many users are unlikely to take the trouble to read through the list for the keys to labels, these changes no doubt make the labels in *CALD* more comprehensible to the user. This will be also true of the replacements of *Am* and *Br* with *US* and *UK*. It seems safe to say that *CALD*'s use of these labels is as a whole more user-friendly in terms of accessibility.

Incidentally, it should be mentioned here that neither of the lists of labels in *CIDE* and *CALD* are exhaustive; there are labels which although not listed in either of the dictionaries are actually used. For *example*, *abbreviation*, not given in the list of *CIDE*, is used in the dictionary (e.g. **BE**d and **EM**U), and *WRITTEN*, not given in either list, does appear in such entries as **tablespoon** and **tablespoonful** in *CALD* as a qualifier of *ABBREVIATION*.

4.5.2. It may be worth pointing out that some kind of redundancy has been reduced in *CALD*; for example *medical* and *poetic* seem to have been respectively incorporated into *SPECIALIZED* and *LITERARY*. Although it is not completely certain if these reductions should be wel-

comed, it would be unnecessary for an EFL dictionary to classify too finely words and phrases often used in literary works according to the genres (see *CIDE*: 790). Thus, the decision to do away with *poetic* at least may be a right one.

4.5.3. Concerning labels which only *CIDE* lists, *regional* seems to have been replaced partly by *NORTHERN ENGLISH*, a new regional label, though there are not too many examples of this (e.g. **agin**, **mam**, and **champion** [GOOD]). Considering the growing dominance of American English, the senses of a word or phrase which is mainly used in a particular area of the UK might need some label. If that is the case, however, the same may go for other varieties of English including Canadian and Australian English. Moreover, while *CALD* still lists *AUS*, it has removed the label from quite a few (sub) entries such as the adjective **cheesed off**, **cut loose**, **home away from home**, **lash out**.

As for the two major varieties of English, *CIDE* often includes unmarked British uses in contrast to *CALD* which appears to make it a principle to mark equally both American and British senses. On pages 300–1, 600–1, 900–1 and 1200–1 in *CALD*, for example, the following five senses are marked with *UK*: **custard pie**, **holiday camp**, sense 2 of the **holy of holies**, the adjective **paralytic**, and sense 1 of **parcel**, but they are not marked as such in *CIDE*. On the same pages there are also four headwords which only *CALD* marks as *mainly* American uses: **cuss** [SWEAR], **holy** [EMPHASIS], **homemaker** and **snow-job**. As long as EFL dictionaries are generally expected to help learners learn about the most common varieties of the English language, their emphases on the two varieties are not to be criticised.

In this connection, *CALD* puts the qualifier *MAINLY* before the two regional labels more often than *CIDE* does (e.g. **encamp**, **holler** and **homeliness**) perhaps because the work avoids distinctions between the two varieties that are too sharp. This tendency is more clearly seen in *CLD*². It even lists, in the front matter, regional labels together with their modifiers, though again they are restricted to the two major varieties: *UK*, *US*, *mainly UK*, *mainly US*, *also UK*, and *also US*.

4.5.4. In view of the fact that in the current language teaching there is a growing concern for the appropriate use of language, *CALD*'s introduction of *CHILD'S WORD* and *POLITE WORD|PHRASE* can be a positive step forward, though on the twenty-eight pages examined there are no such examples. I thus manually looked up several words which children are likely to prefer, such as **daddy**, **mummy** and **yummy**, and found an example under the entry for **mummy**. Yet, a closer examination reveals that *CALD* uses the label rather unsystematically. Although the dictionary claims to provide the label for such words or phrases as "used by children," it does not mark **daddy**, which is explained as "a word for 'father', used especially by children." The same goes for *POLITE WORD|PHRASE*. While **powder room** is not given the label, it is defined as "a polite word for a woman's toilet in a public building, such as a restaurant, hotel, theatre, etc." Even if the above definitions carry the kinds of information which the labels could provide, *CALD*'s inconsistency might reduce the value of the label.

4.5.5. Given the difference in size between *CALD* and *CLD*², it is not surprising that the latter has fewer headwords and labels. However, labels are expected to serve the purpose of marking the actual usage of particular expressions in a language community. Therefore, in principle, the use of labels common to *CALD* and *CLD*² will not be affected by their sizes; whether a dictionary is designed for advanced or intermediate learners, any use which is, say, considered dated should be marked as such. In actual fact, nevertheless, their use of labels is quite different, especially regarding *FORMAL*. For example, only *CALD* gives the label to the following: **encompass**, **moderation** in the entry of **moderate** [REDUCE], and **modicum**. This is not simply due to *CLD*²'s space limitation, for the dictionary puts the label to several headwords which *CALD* does not give the label to (e.g. **proviso**, **untoward**, and **unwell**). The two dictionaries appear to employ different criteria for deciding the speech levels of a word, but it would not be a good editorial policy if *CALD* and *CLD*² were to decide which word to mark according to some educational consideration rather than actual usage (cf. Schmidt and McCreary, 1977 and

Thomas, 1983).

In this connection, *CLD*² lists in the front matter thirteen fewer labels than *CALD*. As *CLD*² is designed for intermediate learners of English, it may be legitimate for the work to use fewer labels. However, it is not to be overlooked that the dictionary does not have labels to mark either disapproving or offensive uses of words. Considering the fact that the majority of pragmatic failures stem from learners' misuse of disapproving and/or offensive senses of words, it is no doubt necessary for an EFL dictionary to mark such senses.

4.5.6. As far as labels given to subentries are concerned, *CIDE* was scrupulous in attaching them to each of the subentries where applicable. By contrast, *CALD* is not as explicit and may be called less user-friendly because it very often omits the use of labels either to run-ons or to subheadwords especially when they are not followed by their definitions (e.g. **parenthetically**, **providently**, **providentially**, **sagaciously**, and **sagacity**; see 4.6.3).

4.6. Miscellanea

4.6.1. Both *CIDE* and *CALD* contain a lot of pictorial illustrations, but, at this revision, *CALD* has come to print some of them in full color and group them together in the middle of the volume (centre 1–16). It may go without saying that actual colors play crucial roles in explaining the referents of some noun headwords. While both of the dictionaries seek to define **orange** **FRUIT** verbally referring to its color, *CALD* even cross-refers the definition to its picture on centre 1. Although printing them in full color can be more expensive, this no doubt helps the user's understanding of some headwords.

4.6.2. Another new feature of *CALD* is "Study Sections" consisting of short essays on various aspects of English (centre 17–38). The topics range from "Vocabulary" to "Varieties of English," and some of them concern the meaning. Under the heading "Work and jobs," for instance, related words and phrases are arranged in such a way that the learner can easily

recognize their relationships and the differences between them (e.g. **employee**, **employer**, and **self-employed**). As the words are in bold and cross-referred to their own entries, the user can find out more information whenever necessary. Interestingly, several related expressions are shown in the order of their relative strength of meaning so that the learner can detect the subtler differences between them. Under "Sounds and smells", nine words are listed with examples in the following order: **defeating**, **loud**, **racket**, **noisy**, **noise**, **sound**, **quiet**, **faint**, and **silent**.

It is also to be mentioned that expressions often used in particular situations such as those for a telephone conversation or abbreviations for text messages and email are shown together. Even "smileys" are listed. Now that the pragmatic skills needed to choose the right expression in a particular context is attracting much attention in the EFL context, this kind of information should be very valuable (cf. *COBUILD*⁴ for "Access to English" at the end of the volume).

4.6.3. *CALD* comes in book form and on CD-ROM. The contents in the CD are basically the same as the paper version, but the CD-ROM version has several special features. As far as the meaning is concerned, three points are worth mentioning. First, as was seen in 4.5.1, all the labels except *AUS* are spelled out in full in *CALD*; in the CD-ROM, this label is also spelled out. However small these differences may be, from the user perspective, this will be welcomed.

Second, as was pointed out in 4.5.6, *CALD* has removed many labels from subentries. Interestingly enough, the omitted labels are often restored in the CD-ROM version. In fact, inconsistencies like this are spotted between the two versions of *CALD*. One such example of glaring inconsistency is found at the entry **functional food** where the user is cross-referred to **nutraceutical**, which is given in the CD-ROM properly, but not so in the paper version.

Third, the CD-ROM version has introduced a tool called "SMART thesaurus" to show synonymous expressions and their differences. The CD-ROM versions of *COBUILD*⁴ and *LDOCE*⁴ can also perform similar functions, but *COBUILD*⁴ cannot specify a particular sense of a head-

word. Thus, even if the user tries to find a synonym of *get*, say, as used in “to get ill,” the dictionary will give all the expressions which have similar meanings to the verb as a whole, irrespective of the sense in question. In the case of *LDOCE*⁴, its CD-ROM version contains the *Longman Language Activator*, and can list synonyms according to the specified sense of an expression. Still, it seems that *CALD* can give the user far easier access to the information. In the CD, all (sub) headwords and senses are followed by a button of the thesaurus even when they do not have their definitions. The user only has to click on it to get the results. Clearly, the CD-ROM version of *CALD* can provide the user with more user-friendly access to its contents. (A. Kawamura)

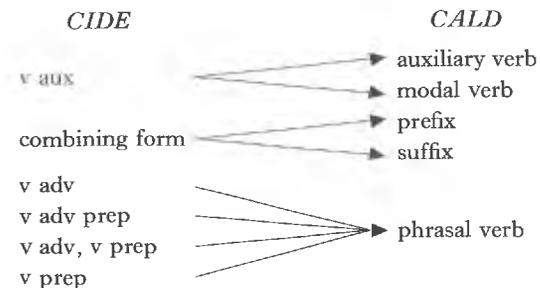
5. Grammatical Information

5.1. Introductory remarks

This section deals with grammatical information. First, in order to reveal changes made to the overall grammar-labeling framework of the two dictionaries, this section compares lists of the grammar labels in *CALD* and *CIDE*. Then, specific entries are taken up according to part of speech classes: nouns, adjectives, adverbs, and verbs including phrasal verbs, and their actual labels will be examined.

5.2. Grammar labels

5.2.1. Grammar labels, listed under one single title of “Grammar labels in the dictionary” in *CIDE*, are grouped into two categories and given separate headings in *CALD*: “Parts of speech used in the dictionary” and “Common grammar labels used in the dictionary.” As for the former category, a number of changes may be pointed out. The changes include the addition of the following labels: *comparative*, *group noun*, *modal verb*, *name*, *phrasal verb*, *prefix*, *suffix*, and *superlative*. The correspondence between the specific labels of the two dictionaries is diagrammed below:



As for the rest of the labels added, *comparative* and *superlative* are few and far between, and I could not find any use in *CALD* of *name*.¹⁾ The label *group noun* is assigned to such nouns as **audience**, **court of inquiry**, and **UNESCO**. Also, while *adj*, *adv*, and *prep* remain the same, abbreviated labels such as *n*, *pl n*, and *v aux* are spelled out as *noun*, *plural noun*, and *auxiliary verb*, respectively. Thus, *CALD* tends toward more transparency.

5.2.2. For the second category of grammar labels describing syntactic features, one has to be very careful in comparing the two lists in question because, as suggested by the title above “Common grammar labels used in the dictionary,” *CALD*'s is not an exhaustive list. Such labels as [T], [+speech], and [+to infinitive], which are quite often used in *CALD*, are missing from the list. Is using [T] to indicate a “transitive verb” not “common” enough for inclusion into the list?

The comparison of the two lists reveals three groups of label changes in the two dictionaries: (1) those grammar labels that have been removed; (2) those that have been renamed; (3) those that have been added anew. Included in the first group are such labels as [no passive] and [not gradable].²⁾ As may be expected, the removal of these grammar labels translates into a loss of useful information. This is not a welcome change. In the second group are grammar labels like [not continuous] and [+question word], of which the counterparts in *CIDE* were [not be -ing] and [+wh-word], respectively. These are nominal changes and do not seem to have much effect on the user. Moreover, *CIDE*'s [+that clause]

has become [+ *that*] in *CALD*, and it is annotated as “verb used with ‘that’” on the inside front cover. This treatment has to be corrected because, as we will see later, the attachment of this grammar label is not restricted to verbs. The same problem arises with the [+ **question word**] label: “verb with a question word.” The third group adds labels such as [R] and [S]. [R] stands for a reflexive verb and [S] for a singular noun. [R] is a welcome addition in *CALD* which makes it possible to distinguish reflexive verbs³ from ordinary transitive verbs. The verb *perjure*, for example, was treated merely as a transitive verb in *CIDE*. Thus, no distinction existed between reflexive and ordinary transitive verbs, which treatment was less user-friendly. [S] is another welcome addition in *CALD* that makes it possible to distinguish between two types of nouns in *CIDE* with the label [U], “noun that does not have a plural form.” Take **bind** [UNPLEASANT SITUATION], for example. Although [U] was attached to this headword, the two examples given were “*Having to visit her every week is a terrible bind.*” and “*Borrowing money may put you in a real bind,*” unlike typical [U] words such as *anger* and *biology*.

Akasu et al. (1996: 43) pointed out that “[t]he grammar labels in *CIDE* per se are very clear and easy to understand.” In general, this feature is carried over in *CALD*.

5.3. Grammar labels in use

5.3.1. First, nouns are discussed here. The majority of nouns have both [C] and [U] uses, and either label was assigned to each and every example sentence in *CIDE* where the relevant noun occurred. This treatment was praised in Akasu et al. (1996: 49), but *CALD* has abandoned using this system, probably for the purpose of saving space. The new way of labeling that *CALD* has adopted is to put the combined label [C or U] immediately before the definition, or to put [C] or [U], as the case may be, before each definition when the entry has more than one sense. Regrettably, countability or uncountability of nouns has been made much less explicit.

In connection with this [C or U] label, consider the following entries in *CALD* taken from **chicken** [BIRD] and **cedar**:

chicken [C or U] a type of bird kept on a farm for its eggs or its meat, or the meat of this bird which is cooked and eaten
cedar 1 [C] a tall wide evergreen tree 2 [U] (. . .) the wood of this tree

The advantage of the *cedar*-style treatment is obvious. Such entries as *fish*, *lamb*, *oak*, *salmon*, and many others of this kind should be modified accordingly. It is interesting, incidentally, to note that the corresponding entry *chicken*¹ in *CLD*² is handled not in the *chicken*-, but in the *cedar*-fashion.

Another point that needs to be mentioned here is the inadequate or inaccurate representation of complementation patterns that still prevail in *CALD*. Review the following examples:

folly [+ to infinitive] *It would be folly for the country to become involved in the war.*
privilege 2 *It was a real privilege to meet her.* cf. *It would be a privilege to be taught by such a famous violinist.* [C + to infinitive] (*CIDE*)

As for the latter example, the label [+ to infinitive] has been correctly removed in the revision, whereas that is not the case with the former example. There are many examples that still need correction in *CALD*.

5.3.2. Adjectives are the subject of this subsection. As there are inadequacies found with the complementation of nouns, so are there with the complementation of adjectives in *CALD*. Here are some examples that illustrate the point:

possible [ACHIEVABLE] *Is it possible to buy tickets in advance?* cf. *Is it possible to book tickets in advance?* [+ to infinitive] (*CIDE*)
difficult [+ to infinitive] *It will be very difficult to prove that they are guilty.* cf. *It will be very difficult to prove that they are guilty.* [+ to infinitive] (*CIDE*)
impossible *It seems impossible that I could have walked by without noticing her.* cf. *It seems impossible that I could have walked by and not noticed her.* [+ that clause] (*CIDE*)
certain [EXTREMELY LIKELY] [+ (that)] *It is virtually certain (that)*

she will win the gold medal. cf. *It is virtually certain (that) she will win the gold medal.* [+ (that) clause] (CIDE)

As is clear from the above examples, there is inconsistency in the correction of ill-attached grammar labels. The removal of [+ to infinitive] in the first example and of [+ that clause] in the third (example) represents a change in the right direction, whereas the second and fourth examples have yet to be corrected.

Also, it was pointed out in Akasu et al. (1996: 50) that “[t]o give an example of inadequate labeling, [before n], which should be given to *fond* [FOOLISH], is mistakenly given to *fond* [LIKING].” This remains uncorrected in the new dictionary’s revision.

5.3.3. Adverbs are considered in this subsection. As a matter of fact, with the removal of such grammar labels as [before adv/prep], [not gradable], and [usually in negatives and questions],⁴⁾ there is not much to say about adverbs. For example, *ago* and *too* [VERY] had [after n or adv; not gradable] and [usually in negatives; not gradable] attached to them, respectively. Neither of these grammar labels are found in the corresponding entries of *CALD*. In view of the fact that this new dictionary claims to be aimed at advanced learners of English, should we say that information loss of this kind matters little?

The treatment of sentence-modifying adverbs, more correctly, the lack of due attention to adverb treatment, sets *CALD* apart from other dictionaries of comparable size. “For example, *CALD* is unique in that it has demoted *unfortunately*, one of the most typical sentence adverbs, to a run-on, while *LDOCE*⁴, *OALD*⁶, *COBUILD*⁴, and *MED* all accord it headword status.”⁵⁾ As might be expected, *regretfully* and *regrettably* are also given as run-ons, with no definition and no illustrative examples at all. It goes without saying that there is much room, indeed, for improvement.

5.3.4.1. Finally, in this subsection, verbs are examined. As was the case with [C] and [U] for nouns, [I] and [T] are combined in *CALD* as [I or T] to designate the verb that has both transitive and intransitive uses. Hence,

there is no need to attach either grammar label to each pertinent example, which was the former practice in *CIDE*. This is certainly a space-saving device, but, at the same time, it has taken away from *CIDE*’s remarkable explicitness. In fact, this system of not repeating the same grammar label is applied more extensively in *CALD* than in *CIDE*, and so it must have contributed a great deal to saving of space in *CALD*. The verb *stay* [CONTINUE], for instance, had such a long label as [I always + adv/prep] repeated many times. By contrast, the corresponding entry in *CALD* places the label [I usually + adv or prep; L] before the definition and all the illustrative examples, which means “that grammar pattern is true for all uses of the word” (p. x).

On the other hand, *CIDE* had another way to indicate transitivity or intransitivity of verbs, which was to place or not place the label *obj* immediately after the verb headword. Verbs which may be used transitively and intransitively were represented as follows, using parentheses: e.g. *run* (*obj*) [FLOW]. Put another way, *CIDE* was redundant in showing transitivity of verbs. This dual way of indicating transitivity has been done away with in *CALD*. It might well be inferred that, for the editorial team of this new dictionary, the issue of space saving or redundancy reduction was high on their agenda.

Regrettably, it is not too difficult to find instances of incorrect or inadequate labeling as to the complementation patterns of verbs. Consider the following examples:

expect [THINK] [+ to infinitive] *We were half expecting you not to come back.* cf. *We were half expecting you to not come back . . .*
[+ obj + to infinitive] (CIDE)

want [DESIRE] [+ obj + to infinitive] *Do you want me to take you to the station?* cf. *Do you want me to take you to the station?.*[sic]
[T + obj + to infinitive] (CIDE)

convince [+ (that)] *It's useless trying to convince her (that) she doesn't need to lose any weight.* cf. *It's useless trying to convince her (that) she doesn't need to lose any weight.* [+ obj + (that) clause]
(CIDE)

warn [+ obj + (that)] *Have you warned them (that) there will be an extra person for dinner?* cf. *Have you warned them (that) there will*

be an extra person for dinner? [T + obj + (that) clause] (CIDE)

It is difficult to see why [+ obj] has been struck out in **expect** and why it has been otherwise retained in **want** above. Other verbs treated in the same way as **expect** include **advise, ask, force, lead, order, persuade, teach, urge**, and other verbs. The grammar label [+ obj] is retained in the following entries: **beg, cause, help, permit**, and other verbs as well. On the other hand, this treatment makes it impossible to set this particular pattern apart from the following construction: *He didn't expect to see me*, which represents genuine [+ to infinitive]. The same goes for the verb pair of **convince** and **warn** above that can take a *that*-clause as an object, irrespective of the omissibility of the conjunction. It is strange that the two verbs should be labeled differently, and this inconsistency would indicate an incorrect treatment of verb labeling in *CALD*.

A related treatment of *CALD*'s, mentioned previously in the above paragraph, or *obj* omission if you will, is the grammar label [+ v-ing] given to such verbs as **hate** and **stop**:

[+ v-ing] *I have always hated speaking in public. I hate him telling me what to do all the time.*

Although both are now included under one and the same grammar label, these two examples represent two distinct patterns that should be distinguished from each other. Thus, the latter example should be consistent according to the *CALD* framework⁶⁾ and be headed by [+ obj + v-ing].

As was the case in *CIDE*, construction patterns and collocations are usually indicated by way of examples in *CALD*, putting relevant items in bold type. However, an improvement can be found in *CALD*, for example, in the entry for **derive**.⁷⁾ The grammatical collocation of **derive sth from sth** is given before the definition, making its construction pattern explicit. This is a new, welcome addition, not found in the corresponding entry in *CIDE*. And yet, on the opposite page is an entry of the verb **deprive** where, as in the case of **derive** above, two examples are given, representing the supposed pattern **deprive sb of sth**. Unfortunately, no such explicit pattern as we have just seen is provided there. *CALD* could, and should, make more extensive use of this approach above

which is more user-friendly.

In passing, the grammar label [+ two objects] indicating a ditransitive verb, which is among those not given in the list at the front of *CALD*, is attached to the illustrative example given in the entry for **name verb**: *We named our dogs 'Shandy' and 'Belle'*. It appears that this particular occurrence is an isolated case, but, obviously, it is wrongly labeled.⁸⁾

5.3.4.2. Phrasal verbs are dealt with here.⁹⁾ As Akasu et al. (1996: 58–59) pointed out, *CIDE*'s presentation of phrasal verbs was quite complicated, making it difficult for the user to locate the particular phrasal verb that he or she was looking for. In fact, there were three different ways in which phrasal verbs, identical in form but distinct in meaning, were entered. In *CALD*, however, this complication has been dramatically reduced by putting them together at the end of the main entry.

Not for the first time, this revision reduces redundancy. On one hand, transitivity or intransitivity was shown by the presence of absence of *obj* in the headword, and [T] and [I] were concurrently assigned to the examples. On the other hand, particle movement was indicated by the label [M], while, at the same time, it was explicitly presented as follows, in *CIDE*:

get in obj [SAY], **get obj in v adv** [M]

In a phrase, *CIDE* was doubly redundant as indicated in the above phrasal verb usage aspect. *CALD* simplifies this redundancy:

get sth in [SAY] *phrasal verb* [M]

Since *CIDE* included a large number of phrasal verbs of this kind, the amount of space saved for each entry was enormous.

5.4. Notes

CALD introduces three kinds of note headings: **COMMON LEARNER ERROR, USAGE**, and just **NOTE**. Common learner error notes (hereafter CLEs) are found in such entries as **alone** [WITHOUT PEOPLE], **avoid, clothes, day, disappoint, fault** [MISTAKE], **information, lend, never, recommend**, and **society** [ORGANIZATION]. CLE headings for **avoid**,

clothes, information, etc. deal with grammar and usage; those for **alone** [WITHOUT PEOPLE], **possibility**, and **strange** [UNUSUAL] with synonyms, and those for **disappoint**, **profession**, and **recommend** with spelling. The errors made by foreign learners of English vary greatly, and it is natural that these CLEs deal with a wide variety of topics. Usage notes (hereafter UNs) are located in such entries for **country** [POLITICAL UNIT], **metro** [RAILWAY], **more**, **that** [SOMETHING NOT HERE], **toilet** [CONTAINER], and **whom**.¹⁰ However, the distinction between the two types of notes above is not clear enough as some UNs in such entries as **country** [POLITICAL UNIT], **metro** [RAILWAY], and **right** [CORRECT] are actually synonym discussions, not usage concerns. Simple "notes" also vary in content. For example, the note at **get** [LOOK AT] gives "This is usually used in the imperative form,"¹¹ at **discreet** "Do not confuse with **discrete**," and at **likely** "The opposite is **unlikely**." Notes of this type are brief and one sentence in length. (K. Akasu)

6. Examples

6.1. Introductory remarks

In this section we will examine illustrative examples, mainly comparing *CALD* and its predecessor *CIDE*, and see what happened to the examples in the process of dictionary revision.

6.2. Space-saving efforts

6.2.1. When we compare examples in the two editions, we are acutely aware how the *CALD* lexicographers tried to save space or reduce examples in the revision process. In the attempt to save space, the most (or worst) affected area seems to be illustrative examples. Examples were deleted or shortened to save space. One of the most obvious changes is in the omission of 'well-known phrases' sometimes included at the end of the entry, inclusion of which constituted a unique feature of *CIDE*. These are "phrases from popular songs, television, films, books, plays, and sayings by famous people." (E.g. "*Educating Rita*" (title of a play by Willy Russel; "*Is that a gun in your pocket, or are you just pleased to see me?*" (Mae West in the film *My Little Chickadee*)) These may not be of much practical

relevance for the learner. Still, some should miss the disappearance of this "fun part" of the dictionary.¹⁾ This omission seems to be part of the space-saving efforts on the part of the *CALD* lexicographers.²⁾

6.2.2. The purpose of reducing dictionary space substantially seems to have been achieved by omissions of examples as seen in the following change in the entry for **sensual**.

- CIDE* For many people, eating chocolate is a very sensual **experience**. ● A woman with a sensual voice answered the phone. ● He is elegant, sensual, conscious of his body. ● He noticed her high cheekbones, the sensual mouth and the way her brown eyes fixed on him directly as he talked. ● He was looking at her with an odd, flickering smile, faintly sensual and appreciative.
- CALD* sensual pleasure ○ a sensual mouth|voice ○ He is elegant, sensual, conscious of his body.

This reduction from five full sentences to one short sentence and two phrases might be called dramatic or drastic.³⁾ Words like **absent-minded** and **mumps** and many others lost all the examples found in *CIDE*.

6.2.3. Deletion is not the only way of reducing dictionary space. Sentences can be replaced by phrases.

- | | | |
|------------------|--|-------------|
| D [MUSIC] | <i>CIDE</i> | <i>CALD</i> |
| | <i>At this point the music is in (the key of) D. ⇒ in (the key of) D</i> | |

In some cases one sentence becomes two phrases. (*Criticisms from these political pygmies doesn't worry me at all. ⇒ a political pygmy ○ an intellectual pygmy (pygmy)*)

6.3. Other changes

Changes are not restricted to deletions. There are a large number of partly modified examples. Here are some types of such modification to examples. (The underlines are supplied by the reviewer.)

- CIDE* She absent-mindedly left her shopping on the bus. (**absent-**

mindedly)

CALD *She absent-mindedly left her umbrella on the bus.*

CIDE *John Wayne stars as a grief-stricken avenger on the trail of his brother's killer. (avenger)*

CALD *Russel Crowe stars as a grief-stricken avenger on the trail of his family's killer.*

CIDE *As she cradled her daughter's lifeless body in her arms, she swore that vengeance would be hers. (vengeance)*

CALD *As he cradled his daughter's lifeless body in his arms, he swore (to take) vengeance on her killers.*

Naturally, the addition of a new word or new sense can involve the addition of one or more illustrative examples.

6.4. Definitions and examples

Some deletions are not without a good reason, other than for saving space. One of the major functions of dictionary examples is to make a sense of the word clearer by providing a concrete context in which the word is used. Closely related to the definition, examples are subject to change when the definition is modified. **Pyramidal**, for example, lost its only example when the word was given an independent definition in *CALD*. (In *CIDE*, the bracketed explanations or glosses serve as definitions.)

CIDE **pyramidal** . . . *specialized* • *It is claimed that pyramidal containers (= in the shape of a pyramid) keep razor blades sharp and prolong the life of fruit and vegetables.*

CALD **pyramidal** . . . *SPECIALIZED* having a pyramid shape [no example]

In the case of **puzzler**, a modification to its definition caused one example to disappear.

CIDE **puzzler** . . . *A puzzler is something or someone that is difficult to explain or understand: What happened to the missing money is quite a puzzler. • You can be a real puzzler sometimes, Emily.*

CALD **puzzler** . . . *something that is difficult to explain or understand: I don't know what happened to the money — it's a real*

puzzler.

6.5. Collocational information

6.5.1. It is standard practice for ELT dictionaries to give collocational information in examples, often by highlighting such common word combinations in bold type. *CALD* is no exception.⁴⁾ These dictionaries sometimes provide similar examples. The treatment of collocation, however, often differs from dictionary to dictionary. Some word combinations are treated as collocations in one dictionary and not in others and the "span" of a collocation sometimes varies between dictionaries. Take **punishable** and **endurance** for example:

CALD *Drug dealing is punishable **by death** in some countries.*

MED *+ **by a crime punishable** by 20 years in prison*

*LDOCE*⁴ *[+ **by/with**] a crime punishable by death*

In the entry for **endurance** **beyond endurance** is treated as a collocational combination or fixed phrase, printed in bold type, in *MED*. The expression is contained in the example sentence in *CALD*, but not in bold type (*The pain was bad beyond endurance.*) *LDOCE*⁴ include "**beyond her powers of endurance**" in its examples.

6.5.2. More extensive examinations will be necessary before we can say which dictionary provides more collocational information than others, but the overall impression is that *CALD* is a bit weaker than *LDOCE*⁴ and *MED* in terms of giving collocational information in the form of illustrative examples.

6.5.3. We can see the lexicographer's efforts to save space by reducing the number of examples and, at the same time, to retain relevant information. In the following cases, two sentences are combined into one new sentence, still retaining collocational information. This no doubt reflects the awareness of the importance of giving collocational information in ELT dictionaries.

CIDE *We're still puzzling **about** how the accident could have hap-*

pened. ● *Scientists are puzzling over* (= thinking hard about) *the results of the research on the drug.* (**puzzling**)

CALD *Management are still puzzling about/over how the accident could have happened.*⁵⁾

CIDE *If you have any queries about this document, please let me know. ● I'll hand you over to Peter Jackson who should be able to answer your queries.* (**query**)

CALD *If you have any queries about your treatment, the doctor will answer them.*

6.6. Miscellanea

6.6.1. For *CJD* (Creutzfeldt-Jakob Disease), *CALD* gives one example sentence, which conveys collocational information: *When it was first realised that BSE could lead to new variant CJD, the European Commission banned the sale of all British beef.* It is always not a bad idea to include an illustrative example to give some information about the meaning and/or collocation. But it is arguable that this is a good case in point for an ELT dictionary. This particular example should find more proper place in, say, *Oxford Dictionary of English* than in a learner's dictionary.

6.6.2. There remain some editorial errors. For example, in *CALD*, **quartet** (*group noun* "a group of four people who play musical instruments or sing as a group") has two examples: *A string quartet was playing Mozart.* ○ *He has composed 14 quartets and 11 symphonies.* The latter example should belong to another **quartet** (*noun* "a piece of music written for four people"). In *CIDE*, a single headword **quartet** covers both "people" and "music" senses in its definition, providing the same two example sentences as found in *CALD*, which, on the other hand, divides **quartet** into two separate entry. In the process of differentiation, they failed to move the example to its proper position. (Y. Asada)

7. Conclusion

CIDE was a most interesting EFL dictionary in at least two ways. One is that it implemented the peculiar policy of assigning one entry to one main meaning. In addition, related senses and phrases were packed in the entry, which, in combination with the "one entry for one main meaning"

policy mentioned above, made it a formidable task for ordinary users to search for and locate the word or phrase in the dictionary. The other is that *CIDE* carried a considerable number of illustrative examples, some of which were quite unique quotations, ranging from "[w]ell-known phrases from popular songs, television, films, books, plays, and sayings by famous people" (p. x) to "titles of songs, films and books, lines from advertisements, speeches, and many others" (Akasu et al. (1996: 69)). Thus, there is a sense in which *CIDE* was indeed a "readable" dictionary.

As we have seen, *CALD* has devised a number of ways to render the revised edition more easily accessible to the user or, in a word, more user-friendly. Numbered definitions are one such device, and putting together of idioms and phrasal verbs is another user-friendly addition. The use of color in headwords including run-ons has also made a significant difference. Illustrative examples, however, have turned out to be much less readable, and thus less appealing. Put another way, they have become quite ordinary. It is regrettable that one of the major features of *CIDE*, attractive singularity and a fascinating variety of examples, has been sacrificed for user-friendliness. To sum up, we may conclude that *CALD* is a reasonable attempt to reduce or minimize the alleged inaccessibility of its predecessor while retaining its "*CIDE*-ishness."

NOTES

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Section 2

1) The former aspects roughly correspond to "perspective" and "presentation" aspects of the dictionary in Malkiel's (1967) terminology, whereas the latter aspects correspond to "range" aspects in his terminology.

2) See McArthur (ed.) (1992: 375), for example.

3) As to the importance of the productive aspect of language learning in EFL dictionaries, see Allen (1996), Bogaards (1996), etc.

4) *Numerical* is a paradigm of what Pyles and Algeo (1970: 129) call "collateral adjectives." See Koshiishi (2002) for various problems concerning collateral adjectives.

5) See Prčić (1999) for the treatment of affixes in the EFL dictionaries published in the 1990's. As to the morphotactic transparency of derivatives, see Dressler (1985), Dalton-Puffer (1996), among others.

6) See <http://dictionary.cambridge.org/cald/book/caldbook2.htm>.

7) Note that *CALD* has some emoticons as their headwords, as is witnessed by: **-o**; **-O**, **=**; **-o**, etc.

8) The following 9 headwords are deleted from the first 50 pages of *CALD*: **abed**, **abnegate**, **agnosia**, **ahchoo**, **ahistorical**, **Alice band**, **amontillado**, **antepenultimate**, and **aphasia**. Note that most of them are more or less technical in nature.

9) It has been pointed out by many scholars that the adjective *apparent* is notoriously ambiguous and hence poses serious problems for EFL learners. See Evans and Evans (1957: 38), Hayakawa (1968: 446), Konishi (ed.) (1989: 177-85) among others.

10) Note that *CALD* has another **appointment** which is a headword, meaning "a formal arrangement to meet or visit someone at a particular time and place."

11) In some cases, subheadwords are used with examples with parenthesized explanations. See **reportedly**, for example.

12) *CALD* refers to the former two as prefixes and the last as a suffix. See 2.8 for *CALD*'s treatment of these sublexical items.

13) Note that the plurality of **the accused** in terms of grammatical concord is contextually determined. Interestingly, **the deceased** is treated as a boldfaced collocation under **deceased**.

14) Redundancy there surely is because a certain amount of information has to be repeated in definitions as well. See **look at** in *CALD*.

15) *CIDE*'s treatment of sublexical items is almost the same, but note that it does not make use of run-ons.

16) Parenthesized elements in the examples are put for clarification.

17) This is the user level stated on the back cover of *CIDE*.

Section 4

1) Both *CIDE* and *CALD* put a note "(= sex film)" to "a PORNOGRAPHIC film" in the definition of *snuff movie*. This does not explain *pornographic* alone but the phrase as a whole. Notes of this kind are counted, however, as long as they help the user to understand items in small capitals (cf. *CIDE*: x). This is also the case with *angora* in the definition of *mohair* in *CALD*.

2) The following explanation of **checkbook** in *CLD*², which includes *chequebook*, may not be called a definition: "US spelling of chequebook (= a book of papers printed by a bank that you use to pay for things)." However, the work does not only list it as the British variant but annotates it. As explanations of this kind constitute definitions of headwords, they are treated as such in this analysis. Similar examples are found in *CALD*.

3) Among *CALD*'s contemporaries, *OALD*⁶, *MED*, *COBUILD*⁴ and *LDOCE*⁴, only *MED* and *LDOCE*⁴ explain this use of *when* and give the illustrative examples.

4) Fox (2003) commented on this way of definition that it actually worked well in classrooms, but went on to say that the Macmillan lexicographers stopped defining in that style as it did not really sound acceptable.

5) "Metaphor Boxes" have been introduced as a new feature in *MED*, which fact is a

good reflection of the growing interest in figurative meanings.

Section 5

1) *Comparative* and *superlative* are also used in **GUIDEWORDS**, as in **better** and **most**.

2) For users and learners, *CIDE*'s treatment of adjectival and adverbial comparative and superlative forms was explicit, succinct and exhaustive. That is, *CIDE*'s system of **-er** comparative and **-est** superlative post-headword marking, not indicating productive forms using **more** and **most**, and the provision of a [not gradable] label made it possible for *CIDE* users to easily learn and know all comparative and superlative forms. Conversely, *CALD* does not include such indicators, save for some special cases, and its removal of the [not gradable] label is more significant than it would appear. For encoding purposes, these omissions represent a serious loss of otherwise helpful information for users and learners.

3) Reflexive verbs in *CALD* have their headwords presented in a quite unique manner: e.g. **perjure yourself**.

4) Sometimes information of this kind is found elsewhere. For example, **either** **ALSO** has "used in negative sentences instead of 'also' or 'too'" in the position where a definition should have been provided.

5) Interestingly enough, both *CLD*¹ and *CLD*² enter **unfortunately** as a headword.

6) Actually, the latter example: *I hate him telling me what to do all the time* had the label [+obj + v-ing] in *CIDE*.

7) In this entry of **derive**, there is a phrasal verb given as a subentry: **derive from sth** *phrasal verb* [often passive]. Also given in this subentry is the following illustrative example: *The English word 'olive' is derived from the Latin word 'oliva'*. This example as well as the grammar label, [often passive], should belong in the main entry, not in this subentry. Note that the entry **derive from obj** in *CIDE* contained the following, very similar, example: *The English word 'olive' derives from the Latin word 'oliva'*. This is indeed the illustrative example that should belong in the subentry for **derive from sth** above.

8) *CLD*² quite often uses this grammar label [+two objects], and wrongly at that: e.g. **call**¹, **make**¹, and **name**².

9) "Compound verbs" was the name given for verbs of this particular type in *CIDE*.

10) In *CLD*¹, no distinction is made between CLEs and UNs, and all notes are given under the heading of **USAGE**. Some notes, which are given as CLEs in *CALD* in such entries as **day**, **disappoint**, and **society** **ORGANIZATION**, do not appear in *CLD*¹. By contrast, *CLD*² has replaced the heading of **USAGE** with that of **COMMON LEARNER ERROR** in a large majority of cases.

11) This particular information was given in *CIDE* by way of a grammar label [usually in commands].

Section 6

1) For detailed analysis of this unique feature of *CIDE*, see Akasu et al. (1996).

2) Those quotations have already been omitted from the CD-ROM version of *CIDE*. We are not certain why there were such omissions there, but one thing is clear: the limited space available was not the reason.

3) We may say that *CIDE* includes, in a sense, too many examples for *sensual* in comparison with other ELT dictionaries and that with just three examples the number of

examples for this entry has become "normal." (Other ELT dictionaries include from one to three examples for this particular word.)

4) *COBUILD* is an exception among major ELT dictionaries, though it is now catching up with others.

5) In the *CALD* entry for phrasal verb **puzzle over sth**, the *CIDE* example is retained: *Scientists are puzzling over the results of the research on the drug.*

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An Analysis of *Merriam-Webster's Collegiate Dictionary*, Eleventh Edition

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1. Introduction

This is a critical analysis of *Merriam-Webster's Collegiate Dictionary*, Eleventh Edition (abbreviated to *MWCD11*). Four people have contributed to this study of entries, pronunciations, definitions and verbal illustrations, usages, and synonyms.

The first *Webster's Collegiate Dictionary* was published in 1898 "based on the 1890 edition of the Merriam-Webster Unabridged and it aimed to present the most essential parts of Webster's International Dictionary, in a compact and convenient form, suited to the general reader and especially to the college student." (Preface to the Tenth Edition: 6a)

The title of the dictionary was altered from *Webster's New Collegiate Dictionary* to *Merriam-Webster's Collegiate Dictionary* in the tenth edition (*MWCD10*).¹ Collegiate dictionaries have been regularly published at ten-year intervals. The seventh edition was published in 1963, the eighth