

An Analysis of *Longman Dictionary of Contemporary English*, Fifth Edition

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1. Introduction

The aim of this paper is to review the fifth edition of *Longman Dictionary of Contemporary English* (abbreviated as *LDCE5*), which came out in 2009, six years after its previous edition. When we consider the intervals between the publication of the previous editions, in which the second edition (henceforth *LDCE2*) came in 1987, the third edition (henceforth *LDCE3*) in 1995, and the previous fourth edition (henceforth *LDCE4*) in 2003, the period of six years this time is two years shorter than the ordinary *LDCE* interval of eight years. Moreover, if we take into consideration the publication of the updated edition of the fourth edition (henceforth *LDCE4v2*) in 2005, the interval is only four years.

On the other hand, considering the fact that other major monolingual English dictionaries for advanced learners, that is, the seventh edition of *Oxford Advanced Learner's Dictionary* (abbreviated as *OALD7*) (2005) and the second edition of *Macmillan English Dictionary for Advanced Learners* (abbreviated as *MED2*) (2007) are published just five years after their previous editions, the publication time of *LDCE5* might be safely claimed to be reasonable, that is, not too quickly.¹⁾

However, commercial purposes of the publication set aside, it is quite natural that one should expect adequate reasons, explicit or implicit, for the new edition being published. In other words, one wonders what

kind of advances have been incorporated into the new edition. Moreover, *LDCE5* was compiled under a new editorial director, Michael Mayor, whose name is not present in the lists of the editors in *LDCE4* and *LDCE4v2*; having said that, he has worked on other learners' dictionaries from Longman.²⁾ Thus, a large portion of our analysis is devoted to the comparison with the previous edition from a variety of aspects together with occasional references to other related dictionaries.

The introduction to *LDCE5*, co-written by Mayor and Chris Fox, a managing editor, states that this edition focuses on “three key areas; collocation, synonym, and register.” In fact, one can easily locate these new features — more or less related to the productive activity of the learners — together with the newly introduced labeling for the words on the *Academic Word List*, which can be detected by a cursive scanning of several pages of *LDCE5*. *LDCE4* and *LDCE4v2* had been already equipped with collocation notes, but *LDCE5* makes them more explicit by adding the title COLLOCATIONS to each note. We will look at this new feature in more detail in 4.3. Another key area “synonym” mentioned above can be noticed in the Thesaurus Notes in the dictionary body part, which replace the Word Choice Notes and the Word Focus Notes in the previous editions. The detailed discussion on the Thesaurus Notes is given in 5.5. Register Notes are new to *LDCE* series, and we will examine this topic in more detail in 4.5.

Since its third edition, the *LDCE* series has been accompanied by the corresponding CD versions: one CD for *LDCE3* and *LDCE4*, and two CDs for *LDCE4v2*. In the latest edition the media for the electronic version is replaced with a massive DVD.³⁾ One can conjecture that the replacement is to deal with bulky audio files for pronunciation; but on the other hand, one may also reasonably wonder what would become of other items previously included. Thus, although not all items are covered on account of space considerations, thorough and critical analysis is also made on *LDCE5-DVD* for the following items in particular: entries, pronunciation, examples, collocations, and illustrations.

This paper consists of eight sections. Section 2 deals with entries and Academic vocabulary. Section 3 covers pronunciation. In Section 4, we

examine various information concerning how to use entries in question, thus, grammar, examples, collocation, pragmatics, and register. The semantics of entries, that is, the definition and the thesaurus, are in Section 5. Then, we look at illustrations in Section 6. Lastly, Section 7 is devoted to a user study to see how the participants evaluated some features of *LDCE5* we have examined. Our concluding remarks are given in Section 8.

2. Entries and Academic Word List

2.1. Entries

In this section we examine entries in *LDCE5*. First, we briefly review the way the dictionary presents its entries. Then, we examine the quantitative aspects of the dictionary, that is, how many entries are included in *LDCE5*, in comparison with the second edition of *Longman Advanced American Dictionary* (abbreviated as *LAAD2*) (2007), *LDCE4*, and *LDCE4v2*. Lastly, we look at the qualitative aspects, that is, which entries are newly added or deleted in the new edition of *LDCE*.

2.1.1. Manner of presentation

The overall manner of presentation of entries in *LDCE5* is basically the same as its previous editions, *LDCE4* and *LDCE4v2*: Main entries are typed in blue-colored boldface sans serif unless they are one of the *Longman Communication 3000* words, which, instead, are printed in red letters. However, some minor changes are also observable. For example, in addition to headwords, *LDCE5* also lists its run-on entries in blue letters so that users can easily locate derivatives of the main entries. The hanging indentation of main entries, together with the indentation of phrasal verbs, is discarded. As a result, phrasal verbs look more like independent main entries.¹⁾

One new feature to be mentioned here is the treatment of entries written in Arabic numerals. These entries are collected and listed together on an independent page before the A-Z part in *LDCE5*: the same method to deal with numbers already introduced in *OALD7*, *MED2*, and the third edition of *Cambridge Advanced Learner's Dictionary* (ab-

breviated as *CALD3*) (2008). There are 24 entries on the page with the title “Numbers,”²⁾ but, as we see, it might be possible to claim that a standard style of treatment for these entries is not yet firmly established in the *LDCE* series. Some entries on the list, **2.2** and **24–7**, for example, are repeated in the A-Z part, but some others like **.22**, **2.1**, and **419 scam** are not. Two entries, **4x4** and **4WD**, lack pronunciation, for which, especially the former, it is easily expected that users might wonder how to pronounce. **8** is once listed in the A-Z part of *LDCE4*, and it is also included in its CD version. In *LDCE4v2* the entry is listed as **8** in the print version, but **eight** in the CD version. In *LDCE5* the entry is included in the DVD version as **8**, but it is abandoned in the print version although the new “Numbers” page is added to the dictionary. We must, then, point out that as for the treatment of these entries with Arabic numerals, there remains some room for improvements in the next edition.

2.1.2. Comparison

In this part we investigate entries in *LDCE5* in terms of numerical aspects. The sample material basically covers the same ranges from the A-Z part of the dictionary as those employed in Ichikawa *et al.* (2005), but for the sake of easy calculation of the total number of entries, we add several extra entries so that the first entry of each range is also the first entry of the page which lists that entry, and the last entry of each range is also the last entry of the page which lists that entry. As a result, our sample material covers the following pages in *LDCE5*: 1–12 (**A**¹ — **accuse**), 540–552 (**edge city** — **emergency brake**), 1,063–1,074 (**mandolin** — **mass**³), and 1,594–1,604 (**set**² — **shed**²). For the purpose of comparative analysis, the same ranges of entries are examined in *LAAD2*, *LDCE4*, and *LDCE4v2*.

2.1.2.1. Quantitative aspects

Table 2.1 shows the number of entries in the print versions of each dictionary within the range of our sample material. *LDCE5* contains a total of 1,203 entries in which 1,028 are main entries and 175 are run-

ons. Figures in “+/-” columns indicate the increase or decrease in the number of entries in comparison with the previous version. Thus, *LDCE5* has 15 more main entries (which is 1.5% of the number of main entries in *LDCE4v2*) and two fewer run-on entries (which is 1.1% of the number of run-on entries in *LDCE4v2*) than its previous version *LDCE4v2*. Likewise, *LDCE4v2* contains 1,013 main entries and 177 run-on entries, which means 13 (1.3%) more main entries and one (0.6%) more run-on entry than *LDCE4*.³⁾

Our sample material covers 48 pages, which represents approximately 2.35% of the 2043-page A-Z part in *LDCE5*. The estimated numbers of entries in *LDCE5* derived by calculation is given in brackets.

Table 2.1 Number of entries listed in print versions (focusing on main/run-on differences)

	<i>LAAD2</i>	<i>LDCE4</i>	<i>LDCE4v2</i>		<i>LDCE5</i>	
				+/-		+/-
Main	1,124	1,000	1,013	+13 (+1.3%)	1,028 [43,745]	+15 (+1.5%)
Run-on	189	176	177	+1 (+0.6%)	175 [7,447]	-2 (-1.1%)
Total	1,313	1,176	1,190	+14 (+1.2%)	1,203 [51,192]	+13 (+1.1%)

Since all the four dictionaries compared in our analysis are accompanied by CD/DVD versions, we also count entries contained in these electronic counterparts. The result of our survey is shown in Table 2.2, in which figures represent the numbers of entries available in CD/DVD versions of the dictionaries, but not in their printed counterparts. Note that within the range of our sample material, we find no cases in which the print version of *LDCE5* contains entries which are not contained in its DVD version. Thus, we have 1,311 (1,028 + 283) main entries and 181 (175 + 6) run-on entries in our sample material from *LDCE5-DVD*, with an estimated number of main entries being about 55,800, and that of run-on entries being about 7,700. The figure “0” in the *LAAD2* column indicates that *LAAD2-CD* does not have any extra entries in addition to those available in its print version.

Table 2.2 Number of entries only listed in CD/DVD versions (focusing on main/run-on differences)

	LAAD2- CD	LDCE4- CD	LDCE4v2-CD		LDCE5-DVD	
				+/-		+/-
Main	0	205	206	+1 (+0.5%)	283 [12,043]	+77 (+37.4%)
Run-on	0	5	5	+0 (+0.0%)	6 [255]	+1 (+20.0%)
Total	0	210	211	+1 (+0.5%)	289 [12,298]	+78 (+37.0%)

It should be noted here that the number of increases in the category of main entries in the print version of *LDCE5* is rather small: 1.5%. When we recall the result of the sampling survey of the print versions of *LDCE3* and *LDCE4* by Ichikawa *et al.* (2005), in which the rate of the total number of increase in the category of headwords and phrasal verbs, which corresponds to the category of main entries in our survey, is 8.3%, we can point out here that the addition of entries in the print version of *LDCE5* is not as much as the one in *LDCE4*. On the other hand, note that the rate of the total number of added entries only included in the DVD version is 37.4%, which indicates that, at least in terms of the quantitative aspects of the dictionary, one of the main features of *LDCE5* is the additional input of entries in the DVD version of the dictionary. In fact, the proportions of entries in the CD/DVD versions to those in the print versions among *LDCE4*, *LDCE4v2*, and *LDCE5* are 100: 117.9, 100: 117.7, and 100: 124.0, respectively, in which we see a higher rate in the case of *LDCE5*.

Next, an examination will be done on the forms of entries themselves. Table 2.3 shows the number of entries focusing on whether they are one-word entries; multi-word entries, which include compound words, hyphenated words, person's names, and so on; or affixes. The bottom row gives additional information of whether the first letter of each entry begins with a capital letter or an Arabic numeral. Figures in parentheses show the proportions of each category to the total number of entries in each dictionary. Thus, *LDCE5* has 974 one-word entries, which corresponds to 81.0% of the total number of entries in the dictionary.

Table 2.3 Number of entries listed in print versions (focusing on the forms of entries)

	<i>LAAD2</i>	<i>LDCE4</i>	<i>LDCE4v2</i>	<i>LDCE5</i>
One-word	990 (75.4%)	963 (81.9%)	968 (81.3%)	974 (81.0%)
Multi-word	311 (23.7%)	202 (17.2%)	211 (17.7%)	218 (18.1%)
Affix	12 (0.9%)	11 (0.9%)	11 (0.9%)	11 (0.9%)
Beginning with a capital letter or an Arabic numeral	150 (11.4%)	58 (4.9%)	60 (5.0%)	69 (5.7%)

As you can see, the three *LDCEs* share basically the same ratios: 81.0–81.9% for one-words, 17.2–18.1% for multi-words, and 0.9% for affixes. The proportion of multi words in *LAAD2* looks relatively higher than the *LDCE* series, but the disparity might be attributed to the fact that entries contained in the print version of *LAAD2* are identical to those in the CD version of the dictionary. Look at Table 2.4, in which figures represent the number of one-words, multi-words, and affixes which only occur in the CD/DVD versions of the dictionaries.

Table 2.4 Number of entries only listed in CD/DVD versions (focusing on the forms of entries)

	<i>LAAD2</i>	<i>LDCE4</i>	<i>LDCE4v2</i>	<i>LDCE5</i>
One-word	0	79 (37.6%)	79 (37.4%)	100 (34.6%)
Multi-word	0	131 (62.4%)	132 (62.6%)	189 (65.4%)
Affix	0	0 (0.0%)	0 (0.0%)	0 (0.0%)
Beginning with a capital letter or an Arabic numeral	0	210 (100%)	211 (100%)	289 (100%)

As we have already pointed out, *LAAD2-CD* does not contain any extra entries distinct from its printed counterpart. One should notice that the numbers of one-word entries are overwhelmed by those of multi-word entries in each edition of the *LDCE* series, and in the case of *LDCE5*, more than 65% of the total number of entries listed only in its DVD version are multi-words. Table 2.5 gives figures available by combining the data in Table 2.3 and Table 2.4.

Table 2.5 Number of entries listed in CD/DVD versions (focusing on the forms of entries)

	<i>LAAD2</i>	<i>LDCE4</i>	<i>LDCE4v2</i>	<i>LDCE5</i>
One-word	990 (75.4%)	1,042 (75.2%)	1,047 (74.7%)	1,074 (72.0%)
Multi-word	311 (23.7%)	333 (24.0%)	343 (24.5%)	407 (27.3%)
Affix	12 (0.9%)	11 (0.8%)	11 (0.8%)	11 (0.7%)
Beginning with a capital letter or an Arabic numeral	150 (11.4%)	268 (19.3%)	271 (19.3%)	358 (24.0%)

As a result, when we look at the proportion of one-word, multi-word, and affix entries without giving any specific consideration to the forms of media, *LAAD2* has the least proportion of multi-words among the four dictionaries, and *LDCE5* proves to have a relatively higher proportion of multi-words than other dictionaries.

It should be also noted here that while the proportions of entries beginning with a capital letter or an Arabic numeral in the *LDCE* series are 4.9–5.7% in Table 2.3, the figures spike to 100% in Table 2.4. This means that those extra entries only included in the CD/DVD versions of the *LDCE* series are all written with their initial letters being either capitals or Arabic numerals. In the case of *LDCE5*-DVD, 282⁴⁾ out of 289 entries are retrievable from the search table under the tab “CULTURE,” which shows that they are basically the members of the encyclopedic vocabulary. Moreover, recall that the addition of entries to the DVD version is rather remarkable in *LDCE5* compared with the addition of entries to its print version, and that we have, thus, pointed out that one of the main features of *LDCE5* is the addition of entries in the DVD version of the dictionary. This, in the end, indicates that *LDCE5* as a whole, virtually the DVD version, contains more encyclopedic information than its predecessors.

2.1.2.2. Qualitative aspects

Now we move on to the discussion of the qualitative aspects of the entries in *LDCE5*. In this part we examine how many entries in *LDCE5* are the same as or different from entries in *LAAD2*, *LDCE4*, or

LDCE4v2, by checking whether entries in our sample material are present or missing in each dictionary.⁵⁾

Let us begin by comparing *LDCE5* and *LAAD2*. In the print versions, the *LAAD2* sample material contains 264 entries which are not included in the *LDCE5* sample material. Out of these 264 entries, 84 — all beginning with a capital letter — are included in *LDCE5-DVD*. The remaining 180 entries are not given the entry status in *LDCE5*, but one can spot some of them as idioms, phrases, or examples of other entries. Thus, *LAAD2* entry **egg white**, for example, can be found in an example of the entry **egg**¹ in *LDCE5*. On the other hand, 163 entries in the *LDCE5* print version sample material are missing in the *LAAD2*. However, some of them are present in *LAAD2* as idioms, phrases, or examples of other entries. One can locate the *LDCE5* phrasal verb **emanate from sth** in an example given in the entry **emanate** in *LAAD2*. When it comes to phrasal verbs, *LAAD2* has 31 phrasal-verb entries in our sample material, and one entry **shake on sth** is absent in *LDCE5*. On the other hand, six phrasal verbs in *LDCE5* (**emanate from sth**, **map onto sth**, **map sth ↔ out**, **settle back**, **sex something ↔ up**, and **shake sb/sth ↔ off**) are not present as independent entries in *LAAD2*.

There are some cases in which a main entry in one dictionary is given run-on status in the other. Thus, nine *LAAD2* main entries (**abductee**, **abductor**, **abnormally**, **abuser**, **accidentally**, **accreditation**, **accrued**, **emblazon**, and **emboss**) are all present as run-on entries in *LDCE5*, and eight *LDCE5* main entries (**edifying**, **efficacy**, **electromagnetic**, **embossed**, **manicurist**, **manorial**, **marcher**, and **martyred**) are listed as run-on entries in *LAAD2*.

Since *LAAD2-CD* does not contain any extra entries which are absent in the print version, there are no such entries which are only present in *LAAD2-CD* but not in *LDCE5-DVD*. On the other hand, 206 *LDCE5-DVD* entries are absent in *LAAD2*. Note that these entries all begin with a capital letter or an Arabic numeral.

As is easily conjectured, the results of the comparison between *LDCE4* and *LDCE5*, and *LDCE4v2* and *LDCE5* show quite similar

patterns in terms of the qualitative differences of their entries. The comparison between the print versions of each dictionary reveals that four entries, that is, **8**; **AAA**; **Maris, Roger**; and **be shorn of sth**, are present in *LDCE4* but not in *LDCE5*. The only difference between *LDCE4* and *LDCE4v2* lies in the fact that **Maris, Roger** is deleted in the print version of *LDCE4v2* and is only included in the CD version. As we have pointed out in 2.1.1, **8**, although it is not included within the range of our sample material, is listed before the A-Z part in *LDCE5*, and is also included in the DVD version together with **AAA**. The phrasal verb **be shorn of sth**, listed under the entry for **shear** in *LDCE4* and *LDCE4v2*, has lost entry status in *LDCE5* but is present as an idiom or a phrase under the entry **shear**. To the contrary, the following 17 entries are absent in *LDCE4v2* but present in *LDCE5*:

A*; **Abdication**; **ablative**; **ABTA**; **acai berry**; **ACAS**; **accelerant**; **El Dorado**; **electrosmog**; **Elysium**; **Man Friday**; **Marie Celeste, the**; **Mary Poppins**; **mash-up**; **shagpile**; **shalwar kameez**; **Shangri-La**

It should be noted here that seven underlined entries are not actually newly added to the *LDCE* series in that they are already present in the CD versions of *LDCE4* and *LDCE4v2*. That is, they are, in a sense, promoted from somehow supplementary materials up to the mainstream dictionary entries. Nine entries, that is, **A***; **Abdication**; **acai berry**; **accelerant**; **electrosmog**; **Elysium**; **Mary Poppins**; **mash-up**; and **shagpile** are not included in either of *OALD7*, *MED2*, *CALD3*, or the sixth edition of *Collins COBUILD Advanced Dictionary* (abbreviated as *COBUILD6*) (2009), **ACAS** is included only in *OALD7*, and **El Dorado**, only in *MED2*. The following 15 entries are added to the above-mentioned 17 entries when we pick up entries which are absent in *LDCE4* but present in *LDCE5*, in which — **egosurfing** is a run-on entry under **egosurf**, which is also in the list, and **sex something ↔ up** is a phrasal verb of **sex**.

access point; **EDT**; **egosurf**; — **egosurfing**; **Eid ul-Adha**; **Eid ul-Fitr**; **electronic paper**; **elimination diet**; **embed²**; **embed-**

ded journalist; manga; sevice; sex bias; sex something ↔ up; sexed-up

We find only two cases in which run-on entries in *LDCE4* and *LDCE4v2* are treated as main entries in *LDCE5*: **electromagnetic; mashed.**

As far as our survey is concerned, entries only included in the CD versions of *LDCE4* and *LDCE4v2* but not in their corresponding printed counterparts are much more similar than those in print versions — in essence, they are basically the same. The result of the comparison of entries only present in the CD/DVD versions of each dictionary shows that the following eight entries are included in *LDCE4* and *LDCE4v2*, but not in *LDCE5*:

ACAS; Eire; El Dorado; Elysium; Man Friday; Marie Celeste, the; Mary Poppins; Shangri-La

However, as we have seen, seven underlined entries above are listed in the print version of *LDCE5*, which indicates that two entries, that is, **be shorn of sth** and **Eire** are deleted in *LDCE5-DVD*.

As for the exchange between the main entry and the run-on entry, only — **Shakespearean**, a run-on entry under **Shakespeare, William**, in *LDCE4* and *LDCE4v2*, is elevated to a main entry in *LDCE5*.

In *LDCE4*, the following 87 *LDCE5* entries are absent, of which **Maris, Roger**, as we have seen, is listed in the print version of the dictionary. Then *LDCE4v2* shares those 86 entries without **Maris, Roger**, which the dictionary includes in its CD version.

A&W; Ab Fab; Abacha, General Sani; Abba; Abdul-Jabbar, Kareem; Abramovich, Roman; Absolutely Fabulous; Abu Ghraib prison; Abu Nidal; Academe; Academy; Access; Edmonds, Noel; Edwards, Gareth; Eggo waffles; EHIC; El Al; Electrolux; Elland Road; Ellis, Brett Easton; Ellis, Perry; Ellis, Ruth; Ellison, Larry; Els, Ernie; Elstree; Elton, Ben; Elvis sighting; Elway, John; Manic Street Preachers, The; Manilow, Barry; Mansell, Nigel; Manson, Marilyn; Mantle, Mickey; Manuel; Mapplethorpe, Robert; Maradona, Diego; Marceau, Marcel; Marching Season, the; Marchioness, the;

Marconi; Marcos, Ferdinand; Marcos, Imelda; Marines, the; Marino, Dan; Maris, Roger; Markova, Dame Alicia; Marks and Spencer; Marlboro; Marley tiles; Marriner, Sir Neville; Marriott; Mars Bar; Marsh, Ngaio; Martello tower; Martin, Dean; Martin, Sir George; Martin, Steve; Martinez, Pedro; Marvin, Lee; Mary Quant; Masai; — Masai; Maskell, Dan; Mason, Jackie; Setanta; Seven Samurai, The; Sex and the City; SFO, the; Shadow Cabinet, the; Shaffer, Sir Peter; Shaker; Shakers, the; Shameless; Shankly, Bill; Shard London Bridge, the; Sharif, Omar; Sharp; Sharp, Cecil; Sharples, Ena; Shatner, William; Shavian; Shaw, Artie; Shaw, Sandie; Shawnee; — Shawnee; Shea Stadium; Shearer, Alan

The four underlined entries above, **EHIC; Setanta; Shameless; and Shard London Bridge, the**, are also absent in the third edition of *Longman Dictionary of English Language and Culture* (2005).

Table 2.6 shows the summary of the aforementioned result of our survey.

Table 2.6 Number of entries only included in each dictionary and the rate of shared entries

	LAAD2			LDCE4			LDCE4v2		
	Only in LAAD2	Only in LDCE5		Only in LDCE4	Only in LDCE5		Only in LDCE4v2	Only in LDCE5	
Print	264	163	86.5%	4	32	97.3%	3	17	98.6%
Only in CD/DVD	0	289	0%	8	87	69.9%	8	86	70.2%
Print ↔ CD/DVD	84			10			9		
Total	180	368	75.3%	2	109	92.7%	2	94	93.7%

The figures in the third row show the number of entries which are included in the print version of one dictionary but only in the CD/DVD version of the other dictionary, and the third columns under each dictionary title show roughly how much *LDCE5* shares entries with *LAAD2*, *LDCE4*, and *LDCE4v2*. Thus, in the case of the comparison between the print versions of *LDCE4v2* and *LDCE5*, the number of entries which are included only in *LDCE5* is 17. To recall the figures in Table 2.1, the total number of entries in the print version of *LDCE5*

is 1,203, thus, we see 1,186 entries, that is, roughly 98.6% of the *LDCE5* print version entries are shared by the *LDCE4v2* print version. By using the same method, we can see that 70.2% of the *LDCE5*-DVD entries are also included in *LDCE4v2*-CD. The third row in Table 2.6 indicates that nine entries are included in the print version of one dictionary, while the other dictionary contains them in its CD/DVD version; that is, these entries are not unique to either *LDCE4v2* or *LDCE5*. Therefore, a total of 94 entries in our sample material are unique to *LDCE5*. In the end, 93.7% of the *LDCE5* entries are shared by *LDCE4v2*. Table 2.6 also shows that as high as 92.7% of *LDCE5* entries are also included in *LDCE4*, while *LDCE5* shares 75.3% of its entries with *LAAD2*. It is, then, obvious that *LDCE5* actually inherits the tradition of *LDCE* series in terms of the type of entries it contains.

(Section 2.1. by Osada)

2.2. Academic Word List

2.2.1. Academic vocabulary

LDCE5 is in tune with the idea proposed by Nation, “When learners have mastered the 2,000–3,000 words of general usefulness in English, it is wise to direct vocabulary learning to more specialised areas . . . it is possible to specialise by learning the shared vocabulary of several fields of study, for example academic vocabulary . . .” (2001: 187). Nation enumerates the reasons for the importance of academic vocabulary: being common to a wide range of academic texts, accounting for a substantial number of words in academic texts, being generally not as well known as technical vocabulary, and being the kind of specialised vocabulary that teachers can usefully help learners with (*ibid.*: 189–191). He goes on to state, “For learners studying English for academic purposes, academic vocabulary is a kind of high-frequency vocabulary and thus any time spent learning it is time well spent” (*ibid.*: 196). Little, however, has been done on the frequency of specific academic words in academic and non-academic texts, and Coxhead (2000) is a corpus-based study into academic vocabulary.

2.2.2. Academic Word List in LDCE5

Coxhead's Academic Word List (henceforth abbreviated to AWL), originally publicized in the monograph *An Academic Word List* (1998), came to be widely known by her 2000 article. It was first introduced in *Longman Exams Dictionary* (abbreviated as *LED*) (2006)⁶⁾ and *Longman Study Dictionary of American English* (2006), followed by *LAAD2*. No mention, however, is made of AWL in the introduction in *LDCE5*. *LDCEs* have focused on the most frequent 3000 words in written and/or spoken English, and, for the next step toward vocabulary expansion, the Longman dictionary range attempt to put a great emphasis on academic vocabulary as well as the addition of numerous entries in specific domains or fields.

LDCE5 follows *LED*, but, strangely enough, an explanation is provided in its DVD, not in the book. The explanation contains the same content as that in *LED*. Below is given a quotation from Coxhead's introduction in *LED*.

The Academic Word List (AWL) is a list of 570 word families that are commonly found in academic texts. This list was selected by examining a large corpus (or collection) of written academic texts and selecting the words that occurred:

- 1 In texts from all four academic faculty sections: Arts, Commerce, Law and Science.
- 2 Over 100 times in the corpus overall.
- 3 At least 10 times in each academic faculty section.
- 4 Outside the 2000 most frequent words on Michael West's *General Service List* (GSL). The GSL includes everyday words such as **I**, **house** and **do**.

These principles ensured that only words that occurred reasonably frequently in a variety of study areas were selected.

The AWL targets vocabulary that occurs most often in written academic texts. These words also occur in newspapers but not as often as they do in academic textbooks. The AWL words appear even less in fiction

The AWL is organized into Word Families. Word families are made up of the ‘parent word’⁷⁾ and ‘family members.’ Take for example the word **maximise**. Its family members include inflections of the verb such as *maximised*, *maximises*, and *maximising* as well as the noun *maximum*. The word family also includes the British spelling of the noun *maximisation*, as well as *maximization*, the US spelling. (*LED*: 1809)⁸⁾

The description makes it reasonable to think that 570 word families include several times as large as the number even if the AWL includes the words without family members such as **behalf**, **nevertheless** and **nonetheless**. Coxhead (2000: 227) says 3,110 types are included there.

Coxhead maintains, “The AWL is intended as a reference for students who are studying or preparing to study at a tertiary level in English . . . I was aware of the difficulties that students had in *mastering the vocabulary necessary for written assignments*. The AWL does not include ‘content’ vocabulary for particular subjects which students obviously need to learn . . . The AWL focuses instead on the non-subject-specific vocabulary that students of any discipline will need to master in order to *produce coherently-structured written assignments* . . . The AWL covers up to 10% of the vocabulary covered in written academic texts. This means that, on average, one word in 10 in an academic textbook is in the AWL . . .” (*LED*: 1809). (The emphasis added is the present writer’s.) The AWL does not cover technical vocabulary but non-technical words for advanced learners at a university level: the minimum vocabulary for writing assignments (i.e., for encoding) rather than for reading academic texts (i.e., for decoding).

A comparison of AWL is drawn between *LED* and *LDCE5*. Out of 1,451 highlighted entries in *LED* (1811–1817), *LDCE5* fails to attach the **AC** label to seventeen entries (the label shows that the headword is among AWL): **academy**, **adapt**, **analyze**, **coincidence**, **commit**, **commitment**, **committed**, **commodity**, **communication**, **community**, **discrimination**, **edit**, **founding**, **issue**¹ (n), **licence** (n), **logic**, and **trend** (**founding** is not so labeled because of a run-on entry)⁹⁾. A consistent description is essential in a learners’ dictionary if

emphasis is placed on any feature. Moreover, it is a disappointment that the DVD, either in the list of AWL or in the search results box in the advanced search of the AWL, fails to show **AC** in these entries, causing us to doubt its usefulness¹⁰.

It is also not necessarily clear how selection was made of **AC** words in *LDCE5*. The AWL includes ten Sublists in order of frequency, i.e. the words in Sublist 1 are the most frequent, which can be found at <http://www.victoria.ac.nz/lals/resources/academicwordlist>. For example, Sublist 6 includes *instruct* and its family members of *instruction*, *instructed*, *instructing*, *instructions*, *instructive*, *instructor*, *instructors*, and *instructs*. Four of these are labeled **AC**: **instruct**, **instruction**, **instructive** and **instructor**. The other conjugated verb forms and inflected (plural) noun forms are usually not so labeled. Some include words with an affix: **illegal**¹ and **legally**, for example. Run-on entries in *LDCE5* are not labeled **AC** either. The label is not reasonably nor consistently attached to 60 parent words in Sublist 1. Most are labeled: **economic**, **economical**, **economically**, **economics**, **economist** and **uneconomical**, for example. Nevertheless, the reason some are not labeled nor highlighted is not convincing and, what is worse, this is again the case in the advanced search: **analyze** (variant form) mentioned above, **approachable** (**unapproachable** is labeled), **conceptualize** (**-ise**) (cf. *revolutionize* (**-ise**) in Sublist 9), **distributor** (cf. *inspector* in Sublist 8) and **significance** (cf. *assurance* in Sublist 9), for example¹¹). There is some room for improvement in labeling. The misleading **AC** labeling in *LDCE5* might confuse learners.

It remains to be seen whether Coxhead's AWL will continue to be used, will be revised or replaced in future advanced learners' dictionaries, because not all scholars concur with her AWL. Paquot (2007), or Hyland and Tse (2007), for example, put forth their own revisions or recommendations. There has been, and will be, heated debate going on and a new project is in progress to create a corpus-based dictionary of academic English (Kosem and Krishnamurthy 2007). The AWL could be regarded for the time being as "a quick reference" for academic vocabulary until more research bears fruit (cf. Section 7.6.).

3. Pronunciation

3.1. Pronunciation in the printed edition

3.1.1. Scheme for transcription

The scheme for transcribing pronunciation in *LDCE5* is the same as that in the previous edition, except for a subtle change in the form of the dollar mark with a slant line across the “S” instead of the vertical one; therefore, we do not need to make further reference to it here. However, it should be noted that the shortcomings of the scheme we have pointed out (Shimizu *et al.*, 1990: 42; Urata *et al.*, 1999: 73; Ichikawa *et al.*, 2005: 14) still remain unchanged in this edition.

3.1.2. Stress shifts

Stress shifts in compounds ceased to be indicated because of the change in the method of depicting stress patterns in *LDCE4* (Ichikawa *et al.*, 2005: 16). Part of this inconvenience has been mitigated in *LDCE5-DVD*, since not only entry words but also phrases and sentences given in the printed edition have come to be pronounced: a stress shift in **ˌtɒŋɡwɪn-ɪn-ˈtʃiːk** and **ˌsaɪz ˈzɪrəʊ**, for example, is not visually indicated either in the printed edition or in *LDCE5-DVD*, but the compounds are read as **ˈtɒŋɡwɪn-ɪn-ˈtʃiːk** in “**I love that kind of ˈtɒŋɡwɪn-ɪn-ˈtʃiːk ˈwɪt**” and **ˈsaɪz ˌzɪrəʊ** in **ˈsaɪz ˌzɪrəʊ ˈmɒdɪz** (stress marks by the author), respectively, such that the user will notice that these undergo a stress shift. However, this is not always the case: with such compounds as **ˌkrɒm ˈjɛləʊ** and **ˌtʃiːf-sʊːpərɪn ˈtɛndənt**, the user will not have the opportunity to notice that these also undergo a stress shift because no such example sentences or phrases have been given to them. We hope that the indication of the stress shift in compounds will be restored one way or the other. If it is deemed necessary to indicate stress shifts with one-word entries, so it is with compounds, and moreover, it would not take much space to insert a wedge mark or some such indicator after every compound that undergoes a stress shift, as **ˌkrɒm ˈjɛləʊ ◀** and **ˌtʃiːf-sʊːpərɪn ˈtɛndənt ◀**.

3.1.3. Choice of variants

By a careful check on “words with uncertain pronunciation” in the second edition of *Longman Pronunciation Dictionary* (abbreviated as *LPD2*) (2000: xii), and the third edition of *Longman Pronunciation Dictionary* (abbreviated as *LPD3*) (2008: xviii) as well as other entry items, we could safely say that pronunciations given to individual entry items are the same as in the previous edition. However, this does not necessarily mean that we do not have to make any further comments on this topic. Considering the fact that there have been very few changes in the choice of variants after *LDCE3*, we are afraid there are likely to be lags between the given variants and the current trends in pronunciation. As discussed in Section 3.2.4., some of the pronunciations newly recorded for the *LDCE5-DVD* are not in accordance with the variants appearing first in the transcriptions. It may be time for a wide-ranging review of the choice of variants.

3.2. Pronunciation in the DVD-ROM

3.2.1. Introduction of spoken examples

What is remarkable with *LDCE5-DVD* is that it includes spoken examples: Pronunciations of all the example phrases and sentences given in the printed edition have been recorded in British English. We estimate this improvement highly because it enables the user to listen to the pronunciation of entry words not only in isolation but also in connected speech, which consequently helps him/her get used to English rhythm, sentence stress, and intonation.

A small blue mark in the shape of a speaker indicates the beginning of a spoken example in *LDCE5-DVD*. However, we are afraid this might be associated with American pronunciation, since a somewhat larger blue mark of the same shape indicates the American pronunciation of entry words in isolation whereas a red one indicates British pronunciation. A small red mark in place of a blue one will be more adequate because every example is read in British English.

3.2.2. /ɜ/ and /ɝ/

There has been a little change in phonetic transcriptions: Somehow, the symbols /ɜ/ and /ɝ/, which are still used in the printed edition, have been abandoned in *LDCE5-DVD*. They have been separated into series of variants, /ə/, /ɪ/ and /ə/, /ʊ/ respectively, with /ə/ always given the first place, as in the case of **basis** (/ˈbeɪsɪs/ → /ˈbeɪsəs, ˈbeɪsɪs/) and **document** (/ˈdɒkjʊmənt \$ˈdɑ:k-/ → /ˈdɒkjəmənt, ˈdɒkjʊ- \$ˈdɑ:k-/). We do not know why these symbols have been abandoned nor why /ə/ has been chosen as the first (and sometimes the only)¹⁾ variant, but we are sure that this change has led to further discrepancies between the transcriptions and the recorded pronunciations: Despite the fact that /ə/ always comes first in transcriptions as shown above, the readers, British or American, did not choose it and pronounced **basis** as /ˈbeɪsɪs/ and **document** as /ˈdɒkjʊmənt \$ˈdɑ:k-/. To cite some more examples: **attitude**, **citizen**, **fabulous**, **monument**.

3.2.3. Discrepancies resolved by re-recording

Some of the entries have been re-recorded in British English, whereas exactly the same recordings in American English as heard in *LDCE4-CD* have been used again in *LDCE5-DVD*. Table 3.1 shows the entries cited as examples of discrepancy in Ichikawa *et al.* (2005: 17–18) along with their transcriptions and recorded pronunciations in *LDCE4-CD* and *LDCE5-DVD* for comparison. As in cases like **garage**, **Advent calendar** and **advanced level** in Table 3.1, some of the discrepancies in *LDCE4-CD* seem to have been resolved in the re-recording because the newly recorded pronunciations now correspond to the first variants in the transcription. Such cases seem to be relatively few, but we could cite **gnu** /nu:/ as another example, which is pronounced as /nju:/ in *LDCE4-CD* but later as /nu:/ in *LDCE5-DVD*.

3.2.4. Discrepancies caused by re-recording

On the other hand, there occurred numerous cases of discrepancies caused by the re-recording of the entries in the case of which no such problems existed in *LDCE4-CD*. As in the case of **cigarette** in Table

3.1, the newly recorded pronunciations are somehow different from those in *LDCE4-CD*, and consequently, these no longer correspond to the first variants in the transcription since the transcriptions themselves have remained the same. Plenty of such cases have been found through a survey of “words of uncertain pronunciation” (see Section 3.1.3.) beginning with **a**, **b**, and **c**, which suggests that the discrepancy is even more serious in *LDCE5-DVD* than in *LDCE4-CD*. Other examples include **absorb**, **absolute**, **baptize**, **capsize**, **clandestine**, **communal**, **contribute**, **controversy**, and **create**.

Table 3.1 Pronunciations in *LDCE4-CD* and *LDCE5-DVD*

(The pronunciations that do not correspond to the first variants in the transcription are shaded.)

	Transcription	Recorded Pronunciation (British)		Recorded Pronunciation (American)
		<i>LDCE4-CD</i>	<i>LDCE5-DVD</i>	<i>LDCE4-CD</i> <i>LDCE5-DVD</i>
poor	pɔ: \$pɔ:ɹ	pʊə	pʊə	pɔ:ɹ
sure ²⁾	ʃɔ: \$ʃɔ:ɹ	ʃʊə	ʃʊə	ʃɔ:ɹ
garage	ˈgærɪdʒ, -rɑ:ʒ \$gəˈrɑ:ʒ	ˈgærɑ:ʒ	ˈgærɪdʒ	gəˈrɑ:ʒ
premature	ˈpreməʃə, -tʃə, ˌpreməʃʊə \$pri:məʃjə	ˌpreməʃʊə	ˌpreməʃʊə	ˌpri:məʃjə
cigarette	ˌsɪgəˈret \$ˌsɪgəˌret, ˌsɪgəˈret	ˌsɪgəˈret	ˌsɪgəˌret	ˌsɪgəˈret
abdomen	ˈæbdəmən, æbˈdɑ: umən \$-ˈdɒu-	ˈæbdəmən	ˈæbdəmən	ˈæbdəmən
finance ³⁾	ˈfaɪnəns, fɪˈnæns \$fɪˈnæns, ˈfaɪnəns	ˈfaɪnəns	ˈfaɪnəns	ˈfaɪnəns
sonorous	ˈsɒnərəs, səˈnɔ:ərəs \$səˈnɔ:ərəs, ˈsɑ:nərəs	ˈsɒnərəs	ˈsɒnərəs	ˈsɑ:nərəs
illustrative	ˈɪləstreɪtɪv, -strət- \$ˈlɑ:stɹətɪv	ˈɪləstreɪtɪv	ˈɪləstreɪtɪv	ˈɪləstreɪtɪv ⁴⁾
Advent calendar	ˈAdvent ˌcalendar	ˌAdvent ˌcalendar	ˈAdvent ˌcalendar	ˌAdvent ˌcalendar
acid jazz	ˈacid jazz	ˌacid ˈjazz	ˌacid ˈjazz	ˌacid ˈjazz

advanced level	ad'vʌnsəd ,level	ad,vʌnsəd 'level	ad'vʌnsəd ,level	ad'vʌnsəd ,level
adult education	,ʌdʌlt edu'keɪʃən	a,dʌlt edu'keɪʃən	a,dʌlt edu'keɪʃən	a,dʌlt edu'keɪʃən

3.2.5. Current trends reflected in the DVD-ROM

Some of the examples cited in Section 3.2.4. seem to reflect current trends in British English. For example, /əb'zɔ:b/ for **absorb**, as heard in *LDCE5-DVD*, is different from the transcription /əb'sɔ:b/, but corresponds to the pronunciation preferred by 83% of British speakers according to *LPD3*, whereas /əb'sɔ:b/, heard in *LDCE4-CD*, is preferred only by 17% of them. In the same way, the recorded pronunciation for **contribute** has changed from /kən'trɪbjʊ:t/ to /'kɒntrɪbjʊ:t/, whereas the transcription /kən'trɪbjʊ:t/ has remained the same. The pronunciation heard in *LDCE5-DVD* seems to be increasing in popularity, since *LPD3* says that more than half of the younger British speakers prefer /'kɒntrɪbjʊ:t/ to /kən'trɪbjʊ:t/, although the majority of those born before 1942 show a preference for /kən'trɪbjʊ:t/. We welcome such newly recorded pronunciations because they reflect the current trends, however, if this is the case, the transcriptions ought to have been revised to match the recordings.

3.2.6. Some problems with recording

Other examples, such as **cigarette**, **capsize**, **chromosome**, and many others, do not reflect current trends in pronunciation but personal preferences or sometimes even idiosyncrasies of the reader. As shown in Table 3.1, **cigarette** is pronounced with the primary stress on the first syllable, but this variant is preferred only by 15% of British speakers according to *LPD3*. The other variant with the primary stress on the third syllable as shown in transcription is far popular and both *LPD3* and the 17th edition of *English Pronouncing Dictionary* (abbreviated as *EPD17*) (2006) show it as the first variant. Therefore, it is not likely that this entry was re-recorded in order to update the pronunciation. Likewise **capsize**, pronounced as /'kæpsaɪz/ in *LDCE5-DVD*,

appears in *LPD3* and *EPD17* with /kæp'saɪz/ as the first variant. It is hard to find a valid reason for replacing this latter pronunciation as heard in *LDCE4-CD* with the former, sacrificing the correspondence between the sound and transcription. Furthermore, the newly recorded pronunciation for **chromosome** could phonologically be transcribed as /'krəʊməsəʊm/, but in realization, the second element of the diphthong /əʊ/, which appears twice in the word, lacks lip-rounding to the extent that the average user might take it for something like /ɔɪ/. It is not desirable to use this kind of pronunciation as a model for the user to imitate. Such cases as the one discussed above make us wonder why they had to be re-recorded in the first place and whether the recordings were conducted along any coherent principles.

3.2.7. Treatment of “culture” words

The pronunciation of encyclopedic words, both transcribed and recorded in British and American English, has been introduced into *LDCE5-DVD*. We welcome this innovation in the treatment of encyclopedic (or “culture”) words⁵⁾, since it is often too difficult for the user to guess the pronunciations of such words, often of foreign (i.e., non-English) origin, only from the spellings.

3.2.8. Inconsistency in the transcription scheme

However, it is regrettable that inconsistency in the scheme for phonetic transcription is frequently found in those entries. Somehow, the old scheme used in *LDCE2* has been employed for transcribing some of such entries, while others are transcribed according to the present scheme: **New Yorker**, for example, is transcribed as /nju: 'jɔ:kəʳ \$ nju: 'jɔ:r-/ in *LDCE-5DVD* when it ought to be /nju: 'jɔ:kə \$ nju: 'jɔ:rkəʳ/ according to the present scheme and /'æləməʊ/ for **Alamo** ought to be /'æləməʊ \$ -məʊ/.

A few more such cases are shown below, with the adequate transcriptions within <> symbols:

Adenauer /,ædə'naʊəʳ/ < ,ædə'naʊə \$ -'naʊəʳ >

Acapulco /,ækə'pʊlkəʊ \$,ɑ:kə 'pu:l-/ < ,ækə'pʊlkəʊ \$,ɑ:kə 'pu:lkoʊ >

Salvador /'sælvə,dɔː/ <'sælvə,dɔː \$ -,dɔːr>

Alonso /æ'lɒnsəʊ \$ -'lɑːn-/ <æ'lɒnsəʊ \$ -'lɑːnsou>

Almodovar /,ælməʊ'dəʊvɑː/ <,ælməʊ'dəʊvɑː \$ -mou'douva:r>

It can easily be imagined that the user will be confused by this mixture of the old and new schemes employed in the same DVD. Since most of the proper names seem to have been transcribed according to the old scheme, the present transcription for every such entry containing the diphthong of **note** and/or word-final “r” needs rewriting.

3.2.9. Pronunciation of “culture” words

It is not surprising that discrepancies between the recorded pronunciations and the first variants given in the transcription is far more frequent with “culture” words than with other entry items, since there are plenty of words that the readers themselves may not be familiar with. **Acapulco**, for example, is pronounced as /,ɑːkə'pʊlkəʊ \$,ɑːkə'pʊlkou/, whereas the transcribed pronunciation is /,ækə'pʊlkəʊ \$,ɑːkə'puːlkou/ (rewritten by the author) and **Alonso**, transcribed as /æ'lɒnsəʊ \$ -'lɑːnsou/ (rewritten by the author), is pronounced with /z/ instead of /s/ in both the British and American pronunciations.

Instead of citing the problematic cases one by one, we sampled the first 100 “culture” items that the average native speaker is not likely to be familiar with. The list begins with **Abacha** and ends with **Annan**, including such items as **Abu Dhabi**, **Aga**, **Alitalia**, **Alka Seltzer**, **Akihito**, and **Al-Qaeda**, and contains mostly biographical and geographical names of foreign (i.e., non-English) origin as well as newly coined trademarks.⁶⁾

Out of the 100 items, 23 showed a discrepancy between the first variants in the transcription and the recorded pronunciations either in British or American English. This is not surprising if we think of the cases of discrepancy found with more familiar words; however, all the more careful recordings are desirable with such unfamiliar items.

There are cases of inadequate transcription in 34 items, such as those cited in Section 3.2.6. Words like **Adidas** and **Afghanistan** are each counted as discrepancies, and at the same time counted among the cases

of inadequate transcription: **Adidas**, transcribed as /'ædədəs, 'ædɪdəs \$ ə'di:dəs/ and pronounced as /'ædɪdəs/ in both British and American English, is counted as a case of inadequate transcription because if the symbol /ɪ/ had been used as in the printed edition, the discrepancy in British English would not have occurred. Likewise **Afghanistan** — transcribed as /æf'gænəstɑ:n, æf'gæni:stɑ:n, -,stæn \$ æf'gænəstæn/ pronounced as /æf'gæni:stɑ:n \$ æf'gænəstæn/ — is also counted as one from the same reason.

Transcriptions are lacking in the case of 5 items on the display, namely, **Abuja**, **Allahabad**, **Almaty**, **Amarillo** and **Anguilla**, although their pronunciations are recorded just like other items.

Through this brief survey, only 43⁷⁾ out of the 100 items examined have been found to be adequately transcribed and pronounced in accordance with the first variants in the transcription. This result suggests that more than half of these items have a flaw (or flaws) of some kind related to pronunciation, even if we assume that there are no problems concerning the choice of variants themselves.

3.2.10. Pronunciation of personal names

The way in which personal names are read is somewhat inconsistent: With **Wozniak**, **Steve**, for example, the full name is transcribed whereas only the family name is read by both British and American readers in the recording. On the other hand, with **Woods**, **Tiger**, only the family name, /wʊdz/, is shown in the transcription but both British and American readers pronounce his full name. Furthermore, in the case of **Woolf**, **Virginia**, only the family name is transcribed whereas the British reader pronounces her name in full while the American reader pronounces only the family name. There do not seem to be any principles underlying how to read personal names, and we do not know what we should expect to hear until we listen to the recordings.

We highly estimate the efforts devoted to introducing the pronunciation of “culture” words into *LDCE5-DVD*, and expect that the shortcomings mentioned above will be remedied in the next edition through careful recordings and by doubly checking the transcriptions.

3.2.11. Pronunciation search

Except for the change in the arrangement of keys, there has been little change in “Pronunciation search.” We welcome two instances of improvement: One is that the confusion in *LDCE4*-CD caused by the two keys equally labeled as (u) has been remedied, and the other is that the misleading pop-up explanation for (uə), which used to be “as in *sure*” in *LDCE4*, has been changed to “cure, poor, jury” in *LDCE5*-DVD. (See Table 3.1 and Note 2 above.)

As pointed out in Ichikawa *et al.* (2005: 19), it is hoped that this system will have more tolerance of ambiguity to allow the user to arrive at the targeted word even if he/she does not know the right phonetic symbols, because even advanced learners are not likely to have much knowledge of phonetics.⁸⁾

(Section 3. by Shimizu)

4. Grammar, Examples, Collocation, Pragmatics and Register Notes

4.1. Grammatical information

4.1.1. Grammar codes and patterns

LDCE5 uses exactly the same grammar codes and grammar patterns as *LDCE4*, and the type of grammatical information given (indicating parts of speech, the distinction between countable and uncountable nouns, transitive and intransitive verbs, inflections, attributive only/predicative only, etc; common prepositions, and other grammatical patterns) is also the same in both editions. See Ichikawa *et al.* (2005: 457) for a detailed discussion about grammar codes and patterns in *LDCE*.¹⁾

4.1.2. Grammar boxes

One feature in *LDCE* that deals with grammatical points is the use of notes or boxes labeled GRAMMAR. There are many more grammar boxes in *LDCE5* than in *LDCE4*, and the notes in *LDCE5* are more plentiful and more systematically presented. *LDCE4* has 36 boxes devoted to grammar notes, while *LDCE5* contains 97 (the entries **so**¹ and

what each have two boxes). *LDCE5* includes 25 of the 36 grammar boxes found in *LDCE4*, along with 72 new additions.

Some grammar boxes in *LDCE5* are almost unchanged from those in *LDCE4*, but most have been rearranged and more or less modified. Compare, for example, the explanations about the object of the verb **pay**¹ in the two editions.

[*LDCE4*] The verb **pay** is followed directly by a noun when you are talking about paying a person: *I'll pay you tomorrow.* | *I haven't paid my accountant yet.* **Pay** is also followed directly by a noun when you are talking about the amount of money you pay: *I've already paid £700.*

[*LDCE5*] The object of **pay** can be the person you give money to or the amount of money you give: *I'll pay you in advance.* | *I've already paid £700.*

In this case, *LDCE5* provides a much more concise and space-saving account.

Out of 95 grammar boxes in *LDCE5*, 30 (or approximately 30 per cent) of them — for the entries **advice**, **baggage**, **data**, **each**, **equipment**, **every**, **everyone**, **everything**, **food**, **fruit**, **furniture**, **glass**, **half**, **homework**, **majority**, **neither**, **none**, **number**, **percentage**, **person**, **plenty**, **police**, **rest**¹, **sport**, **staff**, **they**, **transport**, **variety**, **vegetable**, and **work** — deal with number (countable/uncountable, single/plural).

Other grammatical points explained in the boxes include tense (for the entries **before**, **if**¹, **until**, **when**, **while**, **will**¹, **wish**¹, **would**, and **yet**) and word order or position in a sentence (for **bit**¹, **especially**, **mainly**, **rarely**, **still**, **too**, and **yet**¹).

LDCE5's grammar boxes contain information found in *LDCE4* in boxes other than those labeled GRAMMAR. In *LDCE4* the information for the entries **each**, **every**, **front**, **less**, **say**, and **since** is found in boxes labeled WORD CHOICE. Similarly, grammatical accounts for **different**, **glasses**, **police**, and **what** are given in the form of warning notes in *LDCE4*. Further, **gotten** is covered in a box labeled US/UK DIFFERENCE in *LDCE4*. In *LDCE5*, grammatical points for some words are still explained in the form of warning notes, as in *LDCE4*,

with modifications: For example, compare [LDCE5] “**Enjoy** always has an object and is never followed by a preposition or an infinitive with to . . .” with [LDCE4] “**Enjoy** is never followed by a preposition, and almost always has an object.”

Lastly, let us point out some possible misrepresentations in grammar boxes. There are cases where notes in grammar boxes do not answer grammatical questions at all. The grammar box for **front**, for example, does not discuss a grammatical point, but just explains how different **in front of** and **opposite** are in meaning.

In LDCE5, the explanation in the second grammar box for **what** (sense 3) seems to be rather misleading. The third definition of **what** reads, “the thing which: *Show me what you bought.* | *I believe what he told me.* | *I could get you a job here if that’s what you want.* | *What he did was morally wrong.* | *She gave him what money she had* (= all the money she had, although she did not have much).” The corresponding grammar box states that “**What** is not a relative pronoun and should not be used to begin a clause after a noun or pronoun. Use **that** instead: *There are so many things that (NOT things what) can go wrong.*”²⁾

4.2. Examples

4.2.1. The number of examples

The “official” number of examples in LDCE4 is given as 155,000, while the back cover of LDCE5 says that it contains 165,000, an increase of 10,000 over the previous edition.

First, let us compare the examples in LDCE4 with those in LDCE5, focusing on those entries that lack newly designed collocation boxes in the new edition. The examples in both editions are based on the Longman Corpus Network and the Longman Web Corpus. “Based on the corpora” in this case means that the LDCE makes use of real sentences from the corpora but usually slightly edits or modifies them (LDCE5, p. xii).

A comparison of LDCE4 with LDCE5 shows instances where examples have been replaced, modified or newly added in the new edition, as illustrated in the cases described below.

Replacements

In the entry for **eliminate**, for the collocation pattern **eliminate a need/possibility/risk/problem etc**, *LDCE4* gives two example sentences, one of which is replaced by a totally new sentence in *LDCE5*.

[*LDCE4*] *The teacher should try to eliminate the possibility that the child has a hearing defect.*

[*LDCE5*] *There is no solution that will totally eliminate the possibility of theft.*

Additions (new examples)

In the entry for **electricity**, *LDCE4* offers no example for the second sense “a feeling of excitement,” for which *LDCE5* adds the example “*There was electricity in the air between the two of them.*” For the collocation **Roman/Greek etc god**, found in the entry for **god**, *LDCE5* includes the newly added **example** “*Zeus was one of the most well-known Greek gods.*”

There are cases in *LDCE5* where new phrases appear which, together with example sentences, modify the content of *LDCE4*. For example, in the *LDCE5* entry for **elephant**, the phrase **the elephant in the (living) room** has been added, along with the example “*The race issue is the elephant in the room.*” The same is true for **mark** (noun) and **suggest**. The new phrases **close to the mark** and **something suggests itself** were added with a new example for each. In the case of **efflorescence**, the definition from *LDCE4* was slightly modified, and then used with a new example in *LDCE5*.

4.2.2. Examples and collocation boxes

It is now widely accepted that the leading aim of examples, especially in learners’ dictionaries, is to show how a word is typically used in sentences, with a special focus on giving collocation information. Examples and collocations are interrelated in dictionaries. Thus, it is natural that a change in or rearrangement of collocation boxes would involve corresponding changes in example sentences. More collocations should mean more examples. This is what has happened in the new edition of *LDCE*.

Take the example of sense 1 of the entry **exam** (“a spoken or written test of knowledge”).

[LDCE4] *At the end of each level, you **take an exam**. | **pass/fail an exam** Did you pass the exam? | He failed the school’s **entrance exam**. | **chemistry/French etc exam** | How did you do **in your exams**? | the stresses of **final exams** | The **exam results** will be posted up tomorrow. | **oral/written exam** Drivers have to take a written exam as part of their tests. | **sit an exam** (= take an exam) BrE formal: He’ll sit his exams next summer.*

[LDCE5] *At the end of each level, there’s an exam. | How did you do **in your exams**?*

On the surface, the number of examples has been drastically cut for the new edition. In fact, LDCE5 provides more examples for **exam** than LDCE4, through the introduction of a collocation box that includes the following: “*We have to take exams at the end of each year. | Did you pass your final exam? | If you fail the exam, you can retake it. | Maria always did well in her exams at school. | She has to study for her exams. | Don’t worry—I’m sure you’ll sail through all your exams. | I knew I wouldn’t pass the German exam. | There is a written exam at the end of the course. | I have my French oral exams next week. | He did well in the mock exams. | The school achieves consistently good exam results. | I’ve still got dozens of exam papers to mark. | Read the exam questions carefully before writing your answers.*”

In LDCE5, these types of sentences are almost always grouped by collocation patterns in the collocation boxes (see Section 4.3.2.). A few example sentences stay unchanged or are only slightly modified from those in LDCE4; other sentences have been replaced, and some new sentences have been added to explain specific collocations. Thus, overall, the total number of examples in LDCE5 has increased by, officially, 10,000 from the previous edition.

4.2.3. Additions on the DVD-ROM

LDCE4 provides additional sentences on the accompanying CD-ROM. You can bring them onto the screen from two of the smaller

windows or boxes called “collocations” and “examples bank.” From “collocations” you can select sentences grouped by collocates (and further grouped by parts of speech). (See Ichikawa *et al.* 2005: 79–82.) The examples bank constitutes a database of real sentences from (1) other entries of the dictionary (extra dictionary examples), and (2) the corpus (sentences from books, newspapers, etc.). On *LDCE4-CD*, the user can view the extra examples in corpus mode or KWIC format. On *LDCE5-DVD*, too, you can view extra sentences from the examples bank. (Sources are renamed (1) “Other dictionary examples,” and (2) “Examples from the corpus”). However, on *LDCE5-DVD*, example sentences are not viewable in corpus mode or KWIC format.

Both editions claim to contain 1 million additional corpus examples. Still, sentences from the examples bank are not identical in both editions. Some stay and others have gone, with many additions.³⁾

In the collocation boxes in the book version, not all collocations are given illustrative examples, while many of those missing examples (not given, perhaps, for space reasons) are supplied on the DVD-ROM. Take the example of **food**. In the category [ADJECTIVES], the **food** collocations **good/excellent**, **delicious/tasty**, **fresh**, and **healthy** are provided with one example each in both versions. However, the book provides no examples for **nourishing/nutritious**, **plain/simple**, **spicy**, **hot**, **cold**, **Italian/French/Chinese etc**, **exotic**, or **fatty**, while the DVD does provide sentences for those **food** collocations (“*The food was nourishing but not particularly tasty. | He liked eating simple food, nothing spicy. | Spanish food is not usually very spicy. | She wanted a rest and some hot food. | The cafeteria only serves cold food. | The restaurant serves delicious Italian food. | The shop specializes in selling exotic food like kangaroo and crocodile meat. | Limit your intake of fatty food*”). The DVD also gives the example “*Starch foods include bread, rice, pasta, and potatoes,*” for the additional, DVD-only collocation **starch foods**. (See Section 4.3.4. for more about DVD-only collocations and examples.) Similarly, in the [VERB] category of **food** collocations, the DVD provides examples for **serve**, **enjoy**, **chew**, **swallow**, **digest**, **food tastes**, and **good/delicious, etc**. Therefore, example sentences on the DVD

vastly outnumber those in the print version.

4.3. Collocation

4.3.1. Collocation boxes

The introduction to *LDCE5* states that “Collocations . . . are already a key feature of the fourth edition which has proved popular with both students and teachers,” and adds that the authors “have developed this feature further—transforming it into an integrated collocations dictionary which now contains over 65,000 common collocations” (p. ix). It is true that collocations are a key feature not only of *LDCE*, but also of other major English learners’ dictionaries. Showing common collocations in bold type (in many cases in example sentences) has become a common practice of those dictionaries. (*LDCE* introduced this practice in their third edition.)

LDCE4 already has collocation boxes to list major word partnerships but *LDCE5* has improved on *LDCE4* in almost every way. The new edition contains an “Integrated Collocations Dictionary with over 65,000 collocations” (back cover). This seems to suggest that the collocation boxes taken altogether comprise content so rich and organized that it constitutes a whole dictionary.

Collocation boxes in *LDCE5* are placed at the end of an entry (but before the thesaurus box where applicable) and usually refer to the first sense of the entry — if another sense is involved, the sense number is given as, for example, COLLOCATIONS — MEANING 3 (e.g., **term**). When more than one sense share the same collocations sense, numbers are indicated as MEANINGS 1 & 2 (e.g., **law**). When collocations are different for different senses, they are treated in separate boxes (e.g., **balance**, **chance**, **record**, **signal**).

The number of collocation boxes in *LDCE4* and *LDCE5* is significantly different: *LDCE5* has 469 (for 461 entries) as opposed to 299 (for 298 entries) in *LDCE4*. Both editions have such boxes for the same 163 entries, which means that 135 entries lost collocation boxes, while 298 gained them. In *LDCE5*, entries with a collocation box are predominantly nouns (455), while 3 are adjectives (**ill**, **illegal** and **obvious**) and

3 are verbs (**regret**, **sit** and **sleep**). The numbers for *LDCE4* are 272, 16, and 9 respectively, and out of the 25 non-noun words with collocation boxes in *LDCE4*, only **ill** and **sleep** continue to have a collocation box in the new edition.

4.3.2. Categories of collocation patterns

The way in which collocation boxes are organized differs between *LDCE4* and *LDCE5*.

In *LDCE4*, collocations are listed together in a special box with some semantic explanations or glosses in brackets, but corresponding example sentences are given below the box and collocations and examples are not near enough to each other to see their relationship. In *LDCE5*, collocation boxes are rearranged and reorganized; an example comes just after the relevant collocation and their relationship is very clearly understood. In *LDCE4* collocations patterns are just listed without any indication of their type, while in *LDCE5* collocations in the box are grouped by the types of collocation or category of collocation patterns: **VERBS**, **ADJECTIVES**, **ADJECTIVES/NOUN +**, **+ NOUN**, **ADVERBS**, **PHRASES**. For some entries, a note called **COMMON ERRORS** is also provided. Examples of how these groupings are used in *LDCE5* are given below.

VERBS: This category includes both <verb + noun> and <noun + verb> combinations, with the former combinations being more numerous (e.g., **have a problem**, **cause a problem**, **pose a problem**, **deal with a problem**; **a problem arises/occurs**, **the problem lies in/with sth**; **a fish swims**, **a fish bites**; **the wind picks up**).⁴⁾

ADJECTIVES: This category indicates typical adjectives which accompany nouns, predominantly <adjective + noun> combinations like **a simple calculation**, **a rough calculation**; **an important decision**, **a big decision**. Predicative as well as attributive adjectives are included (e.g., **strong**, **light/gentle** for **wind** as in “*The wind was so strong . . . | Winds tomorrow will be light.*”)

ADJECTIVES/NOUN +: This category actually appears in the dictionary as, for example, **ADJECTIVES/NOUN + fire**. This differs

from the category [ADJECTIVES] in that it includes <noun + noun> combinations as well as <adjective + noun> combinations such as **a big/major fire, a forest fire, a house fire.**

[+ NOUN]: This category is shown as <the word in question + NOUN> (e.g., [illegal + NOUN]): **an illegal weapon, illegal drugs; a hill country; cough medicine/cough mixture/cough syrup.**

[ADVERBS]: This category is exclusively for adverbs that modify adjectives and verbs (e.g., **seriously ill, gravely ill; completely/totally illegal; glaringly/blindingly obvious; deeply/greatly** regret)

[PHRASES]: This category includes phrases as disparate as **a piece of wood; a shoal/school of fish; a wave of panic/relief/sympathy; My guess is (that), at a guess, I'll give you three guesses; let your imagination run wild; there is no accounting for tastes,** and so forth.

[COMMON ERRORS]: This category contains such warning notes as “! Do not say ‘instructions how to do something’ or ‘instructions to do something’. Say **instructions on how to do something.**” Or, “Do not say ‘she’s doing a diet.’ Say **she’s on a diet.** Do not say ‘keep a diet.’ Say **stick to a diet.**” (66 boxes have this category.)

Sometimes the criteria for assigning the categories can be confusing. For **course**, for example, the category [ADJECTIVES] includes such collocations as **a language/art/design etc course** and **a training course** as well as **a full-time course** and **an intensive course.** Nouns (language/art/design) are included in those examples; shouldn’t they belong in the [ADJECTIVES/NOUN +] category, rather than in the [ADJECTIVES] category with examples such as **a company/police car, a road/traffic accident, an iron will, the stopping/braking distance,** and **breathing difficulties?** Similarly, the collocation box for the entry **address** lists **an address book** in [PHRASES] together with **sb’s name and address, a change of address,** and **of no fixed address.** Is this treatment reasonable? It would be more reasonable to put the phrase in the [+ NOUN] category like, for example, **a phone number.**⁵⁾

There are exceptions to the categories of collocation patterns

adopted. **Eye**, **hair** and **cake** receive a totally different or more irregular treatment than other entries. In the case of **eye** the categories of the collocation patterns are **COLOUR** (**brown/blue/grey/green**), **SHAPE/POSITION** (**big, round/wide, sunken**), and **SHOWING YOUR FEELINGS/CHARACTER** (**sleepy/tired, sad, tearful/moist/misty, red/bloodshot, hungry**), as well as the regular **VERBS/PHRASES**, and **COMMON ERRORS**. Likewise, collocations for **hair** are grouped into categories like **COLOUR** (**dark, fair, auburn**), **LENGTH** (**short, shoulder-length**), **TYPE** (**straight, curly, frizzy**), **CONDITION** (**in good/bad/terrible etc condition, glossy/shiny**) as well as **VERBS**, **hair + NOUN**, **PHRASES**, and **COMMON ERRORS**. And **cake** has **TYPES OF CAKE** (**a birthday/Christmas/wedding cake, a home-made cake, a fruit cake**) in addition to **VERBS** and **PHRASES**, and **COMMON ERRORS**.

Likewise, there is an *ad hoc* category, **NOUNS**. In the entry for **concert**, **a concert performance**, **a concert tour**, and so forth are listed in the category **NOUNS**, which is not a regular category. Collocations like **the city centre**, **the city limits**, and **course material** are also categorized as **NOUNS**. There is no good reason to introduce a new category. These should be in the **+ NOUN** category just as **a blood test** is.

4.3.3. Collocation information found elsewhere

As has already been stated, in *LDCE5*, collocations are highlighted in the example sentences or listed in the collocations boxes at the end of the entries. However, these are not the only places where you can find information about collocation in *LDCE5*. Such information can also be found elsewhere in the dictionary. Additional information can be found in the **COLLOCATIONS CHECK** section in some Thesaurus Notes. For example, the thesaurus box in the entry **modern** includes a collocations check that says something to the effect that **latest** goes well with **technology/equipment/news**, **up-to-date** is often used with **equipment/information**, and so on. Similar information is given at entries like **cheap, comfortable, poor, rich, rough, rude, sad, secret, soft**, and

young. Moreover, a warning note as found in **sting** (verb) can be viewed as a note for collocation (“! A bee, wasp, scorpion, or plant can **sting** you. For a mosquito, ant, or snake, use **bite**”).

4.3.4. Additions on the DVD-ROM

Thus far, we have looked, for the most part, at the print version of the dictionary. When we turn our attention to the DVD-ROM, a new picture emerges in terms of collocation information in *LDCE5*.⁶

In *LDCE4*, the accompanying CD-ROM contains all the same collocation information as the book version, plus sentences from the example banks (those from books, newspapers, etc.). On the other hand, *LDCE5-DVD* also provides additional collocations (usually together with additional example sentences) in the normal layout (which means that you don’t have to click and select examples from other windows; they are just shown as part of the text in the same format as in the book). Even for entries that already have collocation boxes in the book, *LDCE5-DVD* often provides additional sentences, especially when the book provides collocations but not examples. For example, the entry **concert** includes such collocations as **a concert hall**, **a concert ticket**, and **a concert pianist**, with no example sentences provided for them, but the DVD provides sentences like “*On the last night, the concert hall was packed. | Concert tickets are available from \$17.50. | Her ambition was to become a concert pianist*” for the collocations.

In many cases, collocations are added to what the print version already provides by the addition of one or more boxes to those that already exist. The entry **number**¹, for example, already has a collocation box for sense 5 (“an amount of something that can be counted” as in “*The numbers of cars on our roads rose dramatically last year*”) in the book. On the DVD-ROM there is another box for sense 1 (“a word or sign that represents an exact amount or quantity” as in “*an even|odd number*”).⁷

We haven’t counted up all the collocation boxes on the DVD but it is certain that it includes hundreds more such boxes than the print version. On the DVD-ROM, verbs (**break**, **condemn**, **drive**⁸), **excite**,

pose, **watch**, etc.) and additional adjectives (**exclusive**, **official**, **popular**, **viable**, etc.) are provided with new collocation boxes. Collocation boxes for adverbs such as **sharply** have also been added to the DVD-ROM.

It is to be noted that the addition of a collocation box in an entry or addition of example sentences in collocation boxes on the DVD does not affect the description in the rest of the entry text. What is written outside the collocation box in an entry is exactly the same as in the book version, even if a collocation box or sentences are added. No editing has been done to the rest of the entry.

There are some misrepresentations of collocations on the DVD. In some cases non-collocations are included in example sentences from 'collocations' from the corpus. Consider such examples as the following: "*Review your notes to **make** sure that behavioral **observations** are stated and are not arbitrary judgments.*" (cf. **observation**); "*In car **manufacturing** alone, the **state** has seen employment jump by 25 percent between 1989 and the end of 1994.*" (cf. **manufacture**¹); "*In every case two chemicals are **mixed** to produce the **reaction**.*" (cf. **reaction**) Many others involve wrongly assigned parts of speech. For example, collocations for **pressing** (noun) available from the collocations from other entries (**a pressing problem**; **a pressing need**) are both the same as those given for **pressing** (adjective). Among collocations for **joke** (verb) available on the DVD, those coming from other entries (**black joke**, **dirty joke**, **see the joke**, etc.) are identical to those for **joke** (noun). Additionally, the collocations you can retrieve from other entries are identical for both **manual** the adjective and **manual** the noun (**a manual/blue-collar worker**, **a training manual**, **an instruction book/manual**, **manual dexterity**, **manual occupations/blue-collar occupations**, **manual work**). Further, the collocation box for the noun **approach** appears in the entry for the verb.⁹

(Sections 4.1.–4.3. by Asada)

4.4. Pragmatics

4.4.1. Information in *LDCE*

Pragmatic information could be shown in some ways in learners' dictionaries: labels (such as *disapproving* and *taboo*), language notes (on modal verbs), usage notes (on addressing people), phrases or examples (with formality shown), comments (on politeness) and so forth. An attempt was made to "capture 'the guidelines' of pragmatic usage by three means" in *LDCE2* (1987: F13): Usage Notes, Language Notes, and comments and examples within the entry. *LDCE3* (1995), however, gives no explicit language notes, while *LDCE4* (2003) shows "Pragmatics" as one of the topics in Language notes (1146–1149). *LDCE5* focuses in the middle matter on "Formality in spoken and written English" (A1–A16), a revised description of pragmatics in language notes in *LDCE4*.

LDCE4 is considered to be basically based on *LDCE2* and partially owes to "Essential Communication" in the first edition of *Longman Essential Activator* (abbreviated as *LEA1*) (1997: 871–910) followed by its new edition (henceforth *LEA2*) (2006: 855–894). *LEAs* show the instructive information for encoding purposes rather than for decoding. In comparison with nineteen topics in *LEA2* of advice, *suggestions, offers, invitations, *requests, asking for permission, complaining, *apologizing, *saying thank you, directions, *opinions, *agreeing, *disagreeing, saying yes, saying no, *saying hello, *saying goodbye, talking on the phone, and having a conversation (linking words, and positions and direction excluded), *LDCE5* shows the asterisked nine topics and related expressions¹⁰. A few topics in *LDCE4* are included in the other topics: advising someone, inviting someone, giving permission, and refusing permission. A few are newly introduced in *LDCE5*: opinions, suggestion, hello, goodbye, thank you. The language note attempts to "focus on functional language — language you use to do something, such as agreeing with someone or asking someone to do something for you — contrasting synonymous words and phrases to explain which ones are more appropriate for formal written contexts and which are more suited to informal spoken contexts" (A1). *LDCE5* places more

emphasis on formality, and on the differences between spoken and written medium.

4.4.2. Comparison between *LDCE5* and *LDCE4*

Yang (2007) looks into pragmatic information in *LDCE4*. A brief comparison of *LDCE5* and Yang makes it clear that not many striking differences could be found between the two *LDCEs*. Here a comparison is drawn of the information on functional language. As is mentioned above, the number of chosen topics is narrowed down to nine, including new ones. For reasons of space, the topic of apologizing is selected for comparison. Some everyday or formal expressions are listed as well as expressions used when replying to an apology. Compared with *LDCE4*, the new edition provides more expressions and information on functional language. Some are shown as everyday English: *sorry/I'm sorry, excuse me/pardon me, I beg your pardon, forgive me, I owe you an apology, I feel bad/terrible/awful about something*. Some are given as formal English: *I apologize/we would like to apologize, please accept my/our apologies for something, and I/we regret something*. Some usage notes are also attached: In *Forgive me* it is “used when saying you feel sorry about something, especially when you have said or done something that might upset, annoy, or offend someone” (A6) and that the expression “sounds very polite” (A6).

This type of description is quite instructive for foreign learners, but it is also vital that the same information should be found in the related entries. For example, the expression *I owe you an apology* is found in the entry **apology** in its collocation box and in the entry **owe**, but both entries show no information on formality. The same is true of the expressions *please accept my/our apologies for something*. Or pragmatic information on the expressions, such as *no worries, forget it, and apology accepted*, is not given in the *LDCE* text. Information on formality and medium should be provided when more emphasis is placed in the new edition, or such a detailed description could be provided in the related entries in the DVD because space is not a concern there.

4.4.3. Information in *LDCE5-DVD*

Regrettably, no more detailed description is provided in the DVD, which does not contain the language note of “Formality in spoken and written English.” The DVD will make it technically feasible to provide more information on pragmatics in the column such as Longman Language Activator in Thesaurus box, given that the same kind of information is provided on the formality and the function of the related expressions. It is desirable to make the most of the cutting-edge technology for advanced users who need more information for encoding purposes¹¹).

4.5. Register Notes

Register is defined in *LDCE5* as “the words, style, and grammar used by speakers and writers in a particular situation or in a particular type of writing” (s.v. **register**¹ (2)). This new feature in *LDCE5* is explained in the introduction as follows: “Being aware of the different register of closely related words and phrases is a common problem for learners of English. Spoken language can sound unnatural if the words and phrases are too formal or high level; conversely, written assignments are marked down if the language is that of spoken English . . . you will find hundreds of Register notes, focusing precisely on this problem area” (p. ix). This type of information is already given in Longman production dictionaries, *Longman Language Activator* (1993) (abbreviated as *LLA1*) and *LEAs: ALONE* (1), for example, in *LEA2* enumerates the expressions **alone/on your own/by yourself** with the following note attached¹²). Compare it with the counterpart in *LDCE5*, which clearly shows that the *LDCE5* description roughly correspond with *LEA2*'s.

LEA2

Formal or informal?

On your own and **by yourself** are more informal than **alone**.
Alone is often used in written stories and descriptions.

LDCE5

REGISTER

In everyday English, people often say **by yourself** or **on your own** rather than **alone**: *She lives **by herself/on her own**.*

A note of this kind is considered to be instructive for learners of English because they tend to express themselves in (rather) formal English in speaking the language. 47 notes of this type are found in A section, for example. Some notes are quite similar to those in *LEA2* as is shown above. Below is quoted another example of **accumulate** in the second sense “to gradually increase in numbers or amount until there is a large quantity in one place,” which is not covered in *LEA2* (cf. Thesaurus Note in *LDCE5-DVD*).

REGISTER

In everyday English, people usually say **build up** rather than **accumulate**: *These chemical tend to **build up** in the soil.*

The Register Note is placed just below the related sense/entry and shown in a blue colored box with the blue colored REGISTER. Users should be careful to remember that the note is to be found not in the entry **build**¹ or the phrasal verb **build up** but in the entry **accumulate**: More Register Notes are located in a more formal entry. There is not always cross reference in the entry of everyday English. Compare the following notes of **about**² (adv) and **approximate**¹. **Approximately** is treated as a run-on without sense, and is found as a synonym in the Thesaurus Note in **approximate**¹.

LDCE5 The Register Note in **about**²

REGISTER

In written English, people usually prefer to use **approximately**, as it sounds more technical: *The cost to taxpayers is **approximately** \$200 billion.*

LDCE5 The Register Note in **approximate**¹

REGISTER

In everyday English, people usually say **rough** rather than **approximate**: *Can you give me a **rough** idea of how much it would cost?*

LDCE5 The Thesaurus Note in **approximate**¹

THESAURUS

approximately more or less than a number or amount — used especially in technical or scientific contexts: (no example quoted here)

about more or less than a number or amount. ‘About’ is the usual word to use in everyday English: (no example quoted here)
(no other synonyms quoted here)

The Register Note, although shown in a limited number of senses/entries (397 notes), is highly valued from the pedagogical viewpoint of encouraging learners to become well aware of everyday spoken English. It is intended for production by those learners who want to get accustomed to everyday English rather than formal English, although it is more often given under the dictionary’s one-way system.

(Sections 4.4. and 4.5. Dohi)

5. Definition

5.1. Overview

We will discuss the definitions in *LDCE5* in this section. In the last review, we examined the definitions in *LDCE4* in terms of their user-friendliness and considered whether the changes made to them were favorable for people using the dictionary (Ichikawa *et al.* 2005: 20).

We will examine the definitions in *LDCE5* from the same perspectives, citing examples from our sample pages. Where necessary, additional examples will be cited from other parts of *LDCE5*.

5.2. Data analysis

Our samples show that the definitions in *LDCE5* have not changed much from those in the previous edition. Table 5.1 presents the number of changes in the definitions in *LDCE5*.

Table 5.1 The Number of Changes in the Word Senses in the Sample Pages¹⁾

Sample pages	Unchanged	Modified	Added	Deleted	Total
A¹-account²	417	6	10	0	433
edgy-embroider	440	3	5	0	448
manic depression-Mason jar	416	0	6	0	422
set²-shave¹	372	2	4	0	378
Total	1645	11	25	0	1681

As shown in Table 5.1, the total number of senses in our sample pages is 1,681. Of these, 1,645 senses are identical to those in *LDCE4*, that is, approximately 98% of the senses remain unchanged in *LDCE5*. None have been deleted. The modified and newly added senses account for approximately 0.7% and 1.5%, respectively.

5.2.1. Modifications of definitions in *LDCE5*

Most of the modifications applied to the definitions in *LDCE4* remain as they are in *LDCE5*. For instance, the definitions of the entry items cited as examples in the previous review — **abyss** *n* and **accommodate** *v* 2 — have not changed in *LDCE5*. The set phrases in the entry for **shadow**¹ — 4 (**without/beyond a shadow of a doubt**) and 6 (**be a shadow of your former self**) — have also remained the same.

It is interesting to note that the definition of **without/beyond a shadow of a doubt**, is introduced by a clause beginning with *used* in *LDCE4* and *LDCE5*; it was not so in *LDCE3*. The phrase beginning with *used* first appears in the definitions in *LDCE4* and is used profusely thereafter. The practice of using such a clause in the definitions is discussed in Section 5.2.3.

Full-sentence definitions (FSDs) are sometimes used in *LDCE5* as in *LDCE4*. The second sense of **accede** *v* is defined in a full sentence.

The definition is identical to that in *LDCE4*. The only difference is the reference to the noun **accession** in the entry in *LDCE5*:

accede *v*

[*LDCE4*] 2 if someone accedes to the THRONE, they become king or queen.

[*LDCE5*] 2 if someone accedes to the THRONE, they become king or queen → **accession**.

5.2.2. Rephrased definitions

Some definitions are slightly rephrased in *LDCE5*. Take the definition for the second sense of **accident** as an example:

[*LDCE4*] 2 a crash involving cars, trains, planes etc.

[*LDCE5*] 2 an event in which a car, train, plane etc is damaged and often someone is hurt.

The reason for this rephrasing is not clear, since the word “crash” is included in the Longman Defining Vocabulary (LDV) in *LDCE5*. However, the rephrased definition makes it explicit that one can be injured in a crash. Perhaps the definition was rephrased in order to state this point clearly.

The definition for **accident and emergency** *n* provides another example of rephrasing. The first part of the if-clause “if they have an accident” in *LDCE4* is rephrased as “if they are injured” in *LDCE5*. It may have been rephrased to make it clear to the users that the facility is for the injured:

accident and emergency *n*

[*LDCE4*] the room or department in a hospital where people go if they have an accident or suddenly become ill.

[*LDCE5*] the room or department in a hospital where people go if they are injured or suddenly become ill.

5.2.3. Definitions beginning with *especially* or *used*

Additional information is included in a definition using a phrase or clause beginning with *especially* or *used (to show)* in *LDCE5*, as in

LDCE4. For example, the phrase beginning with *especially* is used in the definition for the second sense of **sever**. In fact, the definition is identical in the two editions. In this case, the phrase beginning with *especially* indicates that the verb is used when a relationship with someone or a connection with something ends because of a disagreement between the two involved:

sever *v*

2 to end a relationship with someone, or a connection with something, especially because of a disagreement.

A phrase beginning with *used* often introduces pragmatic information in *LDCE4*, and *LDCE5* inherits this practice. The following example shows that the entry item is used when showing disapproval:

shackle² *v*

1 to put many limits on what someone can do — used to show disapproval.

The phrase beginning with *used* is sometimes embedded in a definition in *LDCE4*, and *LDCE5* inherits this practice as the following example shows:

elderly *adj*

1 used as a polite way of saying that someone is old or becoming old.

The use of the phrase beginning with *used* is rather inconsistent, since a pragmatic or style label sometimes replaces the phrase, as in the example below:

shagged *adj*

BrE informal not polite very tired.

In this case, the style label *informal not polite* is used instead of a phrase beginning with *used*.

The phrase beginning with *used* sometimes introduces the definition of an entry item in *LDCE4* and *LDCE5*. This is often the case in the definitions for set phrases. It can be inferred that the clause “it is” is

omitted before *used*. The following definitions are identical in both *LDCE4* and *LDCE5*:

shade¹ *n*

8 shades of sb/sth used to say that someone or something reminds you of another person or thing.

shadow¹ *n*

4 without/beyond a shadow of a doubt used to say that something is definitely true.

The former definition may originally have been “it is used to say that someone or something reminds you of another person or thing,” and the latter may have been “it is used to say that something is definitely true.”

This type of definition is also used for defining function words such as modal verbs, conjunctions, and articles in *LDCE5*. The entries for **shall** (modal verb) and **that** (conjunction) are quoted as examples:

shall *modal verb*

1 shall I/we . . . ? *spoken* used to make a suggestion, or ask a question that you want the other person to decide about.

2 I/we shall *especially BrE formal* used to say what you will do in the future.

3 formal or old fashioned used to emphasize that something will definitely happen, or that you are determined that something should happen.

4 formal used in official documents to state an order, law, promise etc.

that *conjunction*

1 used after verbs, nouns, and adjectives to introduce a *CLAUSE* which shows what someone says or thinks, or states a fact or reason.

2 used after a phrase with ‘so’ or ‘such’ to introduce a *CLAUSE* that shows the result of something.

3 used to introduce a *CLAUSE* that refers to a fact, when describing it.

4 in order that something may happen or someone may do something.

5 used to express a wish for something to happen or be true, especially when this is not possible.

The meaning of the definite article **the** is divided into 17 senses, and the definition for all but one sense is introduced by a phrase beginning with *used*.

5.2.4. The use of single-clause *when*-definitions

Single-clause *when*-definitions are used in some cases in *LDCE5*, as in *LDCE4*. According to Atkins and Rundell (2008: 443), it is “a style of definition that begins with ‘when’ but (unlike the FSD) consists of a single clause and has no main verb.” This type of definition is used “mainly for defining nouns that refer to states or situations,” (*ibid.*: 444). While it has some advantages, this type of definition can mislead dictionary users:

The risks of misinterpretation are especially high when the same word-form can be either a noun or a verb, and the noun is defined in this way. For example:

delay *n* when someone or something has to wait (*LDOCE-4* 2003)

Dziemianko and Lew (2006) report two empirical studies with Polish students: the results are not conclusive, but in one of the studies users had real problems in identifying the wordclass of the item being defined. On the whole, this style is best avoided, at least until we have a clearer idea of how users cope with it.

(*ibid.*: 444)

The definition for **delay** *n* remains the same, and other similar examples in *LDCE5* are presented below:

march² *n* 2 when soldiers walk with firm regular steps from one place to another.

shampoo¹ *n* 2 when someone washes your hair using shampoo.

March and **shampoo** can be used either as nouns or verbs without changing their word-form. Their single-clause *when*-definitions may

obscure the fact that the definitions cited above are for their noun forms that denote acts.

“Someone” or “people” is often used as the subject in a single-clause *when*-definition in order to give the impression that a state or a situation described applies to people in general. If “you” is used as the subject, the definition can sometimes sound awkward:

severance *n*

1 when you end your relationship or connection with another person, organization, country etc, especially because of a disagreement.

In the above case, the subject “you” can be applied not only to personal relationships but also to relationships with an organization or a country. However, this may not have been the intention of the person who wrote the definition as shown in the example sentence: *the severance of diplomatic ties between the two countries*. This sentence describes the severance of the relationship between the two countries, not that of the relationship between a country and a user of *LDCE5* who may be addressed as “you.”

Hanks (1987: 125) says that “the majority of the verb explanations in the Cobuild dictionary begin with the words ‘if you . . .’” because “one of the most common selection preferences shown by verbs is for a human subject.” The Cobuild dictionary surely has set the trend, but this practice should be applied with care in order not to mislead dictionary users.

5.2.5. Definitions of encyclopedic entries

Encyclopedic entries are included in the newly added senses in *LDCE5*. Encyclopedic information is given as the definition in those cases. For example, in the entry for **elementary** *adj.*, a piece of encyclopedic information is given for the set phrase “**Elementary, my dear Watson**”.

elementary *adj*

4 Elementary, my dear Watson. People sometimes use this ex-

pression humorously to say how easy something is to solve. Some people think that the phrase comes from the Sherlock Holmes stories by Sir Arthur Conan Doyle. Holmes says this to his friend Watson when explaining how easy it is to understand something about a crime. In fact, the phrase does not appear in the books.

Here is another interesting example.

Marie Celeste, the

A sailing ship that was found in the Atlantic Ocean in 1872, with no one on it. The ship was undamaged, and a table was prepared for a meal. No one knows why the sailors left the ship, or what happened to them. People sometimes describe a place that is *DESERTED* (= nobody is there) as being like the Marie Celeste.

For further discussion on entry words in *LDCE5*, see Section 2.

As mentioned above, some new entry items in *LDCE5* are encyclopedic. Verbal definitions are sometimes not enough to give clear image of what a definiendum looks like in such cases. Illustrations may help as visual aids. Look at the entry items below.

marten *n*

a small animal with a long body and a tail that lives mainly in trees and that eats smaller animals.

Many kinds of animals live in trees and eat smaller animals. We doubt that this definition provides the users with enough information to identify the defined animal.

Another example is the definition for **shalwar kameez**.

shalwar kameez (also **salwar kameez**) *n*

loose trousers which are narrow at the bottom and a long loose shirt, worn by some South Asian women and, in some countries, men.

This definition is also vague. It is difficult for dictionary users who have never actually seen the clothing to imagine what it looks like. An illustration or a photograph may help convey a clearer image.

Unfortunately, neither the print version of *LDCE5* nor *LDCE5-*

DVD provides the two entry items with illustrations or photographs. If there were some sort of visual aids, the dictionary users could mentally capture an image of each item, even though they might not be able to find the corresponding word in their native language. For further discussion on illustrations in *LDCE5*, see Section 6.

5.3. Codes used with definitions

Signposts are short definitions placed before the full definitions that help users to identify the definition they are searching. The design of signposts changed in *LDCE5*. A blue rectangle containing white bold-faced letters is used as the symbol for signposts in *LDCE5*, and a pale blue rectangle containing black bold-faced letters is used in *LDCE4*. Synonyms of entry words are shown after the sign **SYN**, and antonyms are shown after the sign **OPP**. The following are examples of synonyms and antonyms provided in entries:

severe *adj*

someone who is severe behaves in a way that does not seem friendly or sympathetic, and is very strict or disapproving **SYN** stern.

sharp¹ *adj* having a very thin edge or point that can cut things easily **OPP** blunt.

These labels may be more distinct in their meaning than an equal sign (=) or a sign of inequality (≠), which preceded synonyms and antonyms, respectively, in *LDCE4*. For a discussion on the effect that these codes have on the dictionary users, see Section 7.

5.4. Longman Defining Vocabulary in *LDCE5*

5.4.1. Data analysis

There are 2,152 words designated as LDV in *LDCE5*, an increase of 52 words from that in *LDCE4*. The newly added LDVs are as follows: **which**, **while** (*conj*), **whip**, **whistle**, **white** (*adj*, *n*), **who**, **whole**, **whose**, **why**, **wide**, **width**, **wife**, **wild** (*adj*, *adv*), **will**, **willing**, **win** (*v*), **wind**, **window**, **wine** (*n*), **wing** (*n*), **winter**, **wire** (*n*), **wise** (*adj*), **wish**, **with**, **within**, **without**, **woman**, **wood**, **wooden**, **wool**, **word**

(*n*), **work**, **world**, **worry**, **worse**, **worst**, **worth**, **would**, **wound**, **wrap** (*v*), **wrist**, **write**, **wrong** (*adj*, *adv*, *n*), **year**, **yellow**, **yes**, **yet**, **you**, **young** (*adj*), **your(s)** and **zero**. Three LDVs are deleted in *LDCE5*: **look sth up**, **make into** (*v*), and **thousandth**. Forty-three words are commonly used as LDVs in both *LDCE4* and *LDCE5*, but their wordclass labels differ in the two editions. They are listed in Table 5.2.

Table 5.2 Differences in the wordclass labels of LDV

		<i>LDCE4</i>	<i>LDCE5</i>
1	above	<i>adv, prep</i>	Not available (NA)
2	after	<i>adv, conj, prep</i>	<i>prep, conj, adv</i> (The order of the labels is changed. The reason is unclear.)
3	beyond	<i>adj, adv</i>	<i>prep</i>
4	church	<i>n</i>	NA
5	cook	<i>n, v</i>	NA
6	correct	<i>adj, v</i>	NA
7	crash	<i>n, v</i>	NA
8	double	<i>adj, predeterminer</i>	NA
9	dress	<i>n, v</i>	NA
10	drive	<i>n, v</i>	NA
11	fail	<i>adj</i>	<i>v</i>
12	first	<i>adj, determiner</i>	<i>Adj, adv, pron</i>
13	forest	<i>n</i>	NA
14	last	<i>adv, determiner</i>	NA
15	laugh	NA	<i>v</i>
16	length	<i>adv, pron, determiner</i>	NA
17	less	NA	<i>adv, pron, determiner</i>
18	make up	<i>v</i>	NA
19	next	<i>adj, adv</i>	NA
20	no	<i>adv, determiner</i>	<i>adv, determiner</i> (The order of the labels is changed. The reason is unclear.)
21	pink	<i>adj, n</i>	NA
22	probably	<i>adj</i>	NA
23	quiet	<i>adj, n</i>	NA
24	rid	NA	<i>adj</i>
25	ring	<i>n, v</i>	NA
26	score	<i>v, n</i>	NA
27	second	<i>adv, n, determiner</i>	<i>adv, n, number</i>
28	separate	<i>adv, v</i>	NA
29	show	<i>n, v</i>	NA
30	shy	NA	<i>adj</i>
31	silver	NA	<i>n, adv</i>
32	sky	<i>v</i>	NA
33	some	<i>prep, determiner</i>	NA
34	sting	NA	<i>v</i>
35	supply	<i>n, v</i>	NA
36	support	<i>n, v</i>	NA
37	that	<i>conj, pron, determiner</i>	NA
38	this	<i>pron, determiner</i>	NA
39	thousand(th)	NA	<i>thousand</i> NA
40	through	<i>adv, prep</i>	NA
41	upstairs	<i>adj, adv</i>	NA
42	what	<i>predeterminer, determiner, pron</i>	NA
43	when	<i>adv, conj</i>	NA

As shown in Table 5.2, the wordclass labels of 30 words are deleted in *LDCE5*. The terms “determiner” and “predeterminer” are no longer used as wordclass labels in *LDCE5*. However, the labels for **less** and **no** are exceptions. The wordclass label for **length** is “*adv, pron, determiner*” in *LDCE4*. This may be a careless error, but the label is not corrected in *LDCE5*. In fact, it is simply deleted in *LDCE5*. **Fail** was labeled as “*adj*” in *LDCE4*, but the label is corrected as “*v*” in *LDCE5*.

5.4.2. Unclear definitions

The limiting of the vocabulary that can be used to define a word sometimes leads to unclear definitions. This is especially true when defining encyclopedic entry items (see Section 5.2.5.). Vagueness is avoided in *LDCE5* by using the vocabulary outside the LDV whenever necessary, as the following case shows.

elephant *n*

1 a very large grey animal with four legs, two TUSKS (= long curved teeth) and a TRUNK (= long nose) that it can use to pick things up.

However, there seems to still be room for improvement. Look at the following example.

abscess *n*

a painful swollen part of your skin or inside your body that has become infected and is full of a yellowish liquid.

The expression “a yellowish liquid” is rather vague. The definition may be made clearer by replacing “a yellowish liquid” with the word “pus.” Since the noun is outside LDV, the meaning should be added in parentheses: a painful swollen part of your skin or inside your body that has become infected and is full of PUS (= a yellowish liquid produced by infection).

(Sections 5.1.–5.4. by Takahashi)

5.5. Thesaurus Notes

As Cowie explains (1999: 5.6.), *LDCE1* through *LDCE3* make occasional reference to synonymous expressions in usage notes. Following *LDCE3*, *LDCE4* lists them in Word Focus and Word Choice, which *LDCE5* integrates into GRAMMAR and THESAURUS²). The Thesaurus Notes are in principle placed at the end of the entry, and do not always contain the description of the key word (cf. Kanazashi *et al.* 2009: 57–61). The book contains 514 notes, while the guided tour in *LDCE5-DVD* explains that it contains almost a thousand (cf. 1,052 key words in *LLA1*). *LDCE5* (2,043 pages) has over six percent more text pages than *LDCE4* (1,922 pages) partly because the Thesaurus Notes take up far more space. Table 5.3 below shows that more than a fourth (134) of the Thesaurus Notes in *LDCE5* correspond with Word Focus and Word Choice Notes in *LDCE4*³). In terms of the number of thesaurus type notes, *LDCE5* outnumbers its competitors *CALD3* and *OALD7*: The former contains “around 200” notes (p. IX) and the latter 213 notes (Notes on usage: Synonyms R94–96).

Table 5.3 The number of corresponding notes in *LDCE4* and *LDCE5*

<i>LDCE4</i> ⁴)		<i>LDCE5</i>	
Word Focus	108	Thesaurus	80
Word Choice	116	Thesaurus	46(+8)

(Note) The number in parentheses shows the corresponding notes are different ones that contain synonymous expressions.

The reason more Word Focus Notes are integrated into Thesaurus Notes is that synonyms are often enumerated in Word Focus, while differences in meaning are described with examples given in Word Choice (cf. Kanazashi *et al.* 2009: 60). It looks as if *LDCE5* took the last review article into consideration which states that “those that list only similar words . . . seem to need some improvement” (Ichikawa *et al.* 2005: 63). The enlargement is presumably for “presenting learners with more specific alternatives to frequently-used core-vocabulary items . . . or providing learners with notes that point out the differences between closely related (yet non-interchangeable), easily confused words” (De

Cook and Granger 2005: 80) given that students' "lexical repertoire tends to be impoverished and lacking in nuance. One typical symptom . . . is the tendency to fall back on very general descriptive terms . . . , with a resulting loss of clarity, variety, vividness, and stylistic appropriacy [*sic*]" (Rundell 1999: 38). Nothing, however, is mentioned in *LDCE5* of whether or how Longman Learner's Corpus⁵ contributed to the preparation and revision of the Thesaurus Notes, but it seems to have been done because the introduction reads, "Vocabulary building was identified as the key need for learners of English . . . The *Longman Language Activator* database was used as the starting point for creating the Thesaurus notes for this new edition. For the first time users have a Thesaurus integrated into *LDOCE*—making it easier and quicker for them to find the most appropriate word or phrase. The Thesaurus notes contain information on 18,000 related words and phrases—with an additional 30,000 on the DVD-ROM" (p. ix). It also says that in addition to synonyms, antonyms, and related words after the definition indicated by the signs **SYN** and **OPP**, the Thesaurus Notes "explain the difference between words similar in meaning and give examples that show how they are used differently" (p. xiii).

The notes in some entries in *LDCE4* are divided into more than one in *LDCE5*: **important** is expanded into **important** and **unimportant**, for example. The largest six divisions are to be found in the superordinate entry of **sound**¹. Some opposite words are found under separate words: **honest** and **dishonest**, **obey** and **disobey**, for example. Some entries contain more than one division in terms of degree of intensification or a particular meaning: **angry** and **strong**, for example. Increasing the number of thesaurus notes as well as providing a fitting description makes it clear that *LDCE5* aims to serve the dual purposes of encoding and decoding, although the primary aim seems to clarify the receptive knowledge. The fact that 480 key words out of 514 are within the scope of the *Longman Communication 3000* makes it reasonable to assert that "the key words of the thesaurus boxes are the basic meanings of the core of English" (*LLA1*: F26).

Atkins and Rundell (2008: 409) maintain that the following features

are required in definitions for encoding: the precise semantic features, the collocational and selectional preferences, the sociolinguistic features in terms of register, regional distribution and so on, and the pragmatic and connotative features. *LLA1* was compiled with these principles taken into account. As a result, the presentation in the Thesaurus Note in *LDCE5* in principle imitates *LLA1* style, granted that the latter undoubtedly contains more comprehensive description for encoding purposes. In the Thesaurus Note the key word comes first, but not always, followed by some related expressions with definitions and examples given. The same number of related expressions is not found in each Thesaurus Note. Synonymous expressions are considered to be given in frequency order (cf. *LLA1*: F6). The randomly chosen adjectives (in the Thesaurus Notes) below show not only definitions but information on grammar, collocations (in bold), formality, spoken and/or written medium, selection preference, connotation, and pragmatics where necessary.

close very similar: *The film bears a close resemblance to real life* (= is very similar). | *The painting is remarkably close to the original.*

fat . . . It is rude to tell someone that they are fat. It is also better not to use any of these words when talking directly someone about their body.

mad [not before noun] *informal* angry: *Dad was mad at me for damaging the car.*

lovely *especially BrE spoken* used when saying that something looks, feels, or sounds very nice: *What a lovely day!* | *a lovely voice*

plump a woman or child who is plump is slightly fat, especially in a pleasant way: *Her mother was a plump, cheerful woman.*

A simple comparison of a few adjective descriptions between *LDCE5* definitions, the Thesaurus Note⁶, and *LLA2* in *LDCE5-DVD* reveals that the same descriptions are not always provided. Advanced learners who take a particular interest in the distinction of synonyms or vocabulary building are able to refer to the Thesaurus Notes for more information. The Thesaurus Notes enrich *LDCE5* definitions, as the quotations below show (cf. Bogaards 1996: 303–304). The notes include synony-

mous words, phrases, and idiomatic expressions, where users cannot always be referred to the Thesaurus Notes. For reasons of space, the key or general terms **nice** used for person and **beautiful** used for women are chosen for comparison, with the examples deleted. (Note that *LDCE4* lists **lovely**, **pleasant**, **charming**, **sweet**, and **adorable** in Word Focus Note for **nice**.)

LDCE5 definitions

nice	friendly, kind, or polite
pleasant	friendly, polite and easy to talk to

REGISTER

In everyday English, people usually say something or someone is **nice** rather than **pleasant** . . .

sweet	kind, gentle and friendly
charming	very pleasing or attractive
engaging	pleasant and attracting your interest
likable, likeable	likable people are nice and easy to like
good-natured	naturally kind and helpful and not easily made angry
great	<i>especially spoken</i> very good
lovely	<i>informal especially BrE</i> friendly and pleasant

LDCE5 The Thesaurus Note in **nice**

nice	<i>especially spoken</i> friendly, kind, or polite. In written and formal English, it is better to use a more specific and interesting adjective than nice
pleasant	friendly, polite, and easy to talk to — used especially about someone that you do not know very well
sweet	very kind and gentle
charming	behaving in a polite and friendly way, which makes people like you and want to do things for you
engaging	interesting or amusing in a way that makes people like you — a rather formal word

likeable easy to like and seeming nice and friendly
good-natured having a nice kind character and not getting angry easily
great *informal* used about someone who you like and admire a lot
lovely *especially BrE informal* very nice, kind, and friendly

LLA2

nice *especially spoken* friendly and kind
pleasant friendly, polite, and easy to talk to — use this especially about someone you do not know well
likeable nice, and easy to like
lovely *especially British, informal* very nice, kind, and friendly:
good-natured *also good-humoured British | good-humored American* someone who is **good-natured** is kind, helpful, and does not get angry easily
sweet *informal* someone who is **sweet** is kind and gentle, and tries to make other people happy
charming able to make people like you or do things for you because you are attractive and have good manners
lovable *also loveable* a **lovable** person is friendly and gentle in a way that is very attractive
endearing an **endearing** quality, habit etc is one that makes you like the person who has it
engaging *formal* interesting or amusing in a way that makes people like you
adorable someone, especially a child or an animal, that is **adorable** is very attractive and makes you feel a lot of love towards them

The quotations indicate that it is a demanding job to make a subtle distinction of synonymous expressions. *LDCE5* often relies on the use of synonym definitions, or the entries are similarly explained by the defining vocabulary, such as *friendly*, *kind*, *polite*, *pleasant*, *attractive* and *nice*.

The definitions in the Thesaurus Note are in principle given in much the same way as in *LDCE5* definitions or those in *LDCE5* are differently phrased. A few expressions in *LLA2* are not found in the other two: **lov-able**, **endearing** and **adorable**. A few additional or slightly changed descriptions are found. *LDCE5* has a Register Note on the difference between **nice** and **pleasant**, but in **nice** shows no label *especially spoken* found in the Thesaurus Note and *LLA*. The Thesaurus Note describes **nice** as one of the overused words that should be replaced by other synonyms in written and formal English. *LDCE5* makes no mention of the usage of **pleasant** used about someone you do not know well. It labels **great** *especially spoken*, while the Thesaurus note indicates *informal*. *LDCE5* has no label in **sweet** and **engaging**, while **sweet** is shown to be *informal* in *LLA* and **engaging** *formal* in the Thesaurus Note and *LLA*. The frequency order in the Thesaurus Note and *LLA2* does not completely correspond, although their database is regarded as the same.

Below are shown the quotations for another key word **beautiful**.

LDCE4 Word Choice (An example deleted.)

beautiful is used to describe someone, usually a woman or child, who is attractive in a very special and noticeable way

pretty is usually used to describe a girl or woman who is good-looking, with regular features. It can also be used to describe a boy or young man who has an attractive but feminine face.

handsome is usually used to describe a a man or boy who is good-looking, with strong features. It can also be used to describe a woman, usually an older woman, who has attractive but masculine features.

good-looking can be used to describe anyone who you think is nice to look at.

attractive is used to describe someone who looks good in a way that attracts sexual interest

gorgeous and **stunning** are emphatic ways of saying that someone is very attractive. **Gorgeous** is used mostly in spoken English.

LDCE5 definitions (The examples and a Register Note deleted.)

beautiful someone or something that is beautiful is extremely attractive to look at

good-looking someone who is good-looking is attractive

attractive someone who is attractive is good looking, especially in a way that makes you sexually interested in them

pretty a woman or child who is pretty has a nice attractive face

handsome a woman who is handsome looks attractive in a strong healthy way

gorgeous *informal* extremely beautiful or attractive

stunning extremely attractive or beautiful

cute very pretty or attractive

lovely *especially BrE* beautiful or attractive

LDCE5 The Thesaurus Note in **beautiful** (The examples deleted.)

beautiful a beautiful woman or child has perfect good looks

good-looking a good-looking person looks nice. **Good-looking** is very common in spoken English

attractive an attractive person looks nice, especially in a way that makes you feel sexually interested in them

pretty a pretty girl or woman looks nice — used especially about a woman who has a nice face

handsome a handsome man or boy looks nice — used especially about a man who has a nice face. **Handsome** is also sometimes used, especially in literature, to describe a woman who is good-looking and has a strong face

gorgeous/stunning *spoken* extremely attractive. **Gorgeous** is used especially by women

cute *spoken* nice to look at — used about animals, babies, children, and young adults

lovely *especially BrE spoken* used when saying that someone looks very nice

LLA2 (The examples deleted. Six synonyms nowhere found in the others are deleted: **nice-looking**, **glamorous**, **elegant**, **striking**, **ravishing** and **a woman of great beauty**.)

beautiful use this about a woman who is extremely attractive in a way that is fairly unusual and special, so that people notice and admire her

good-looking use this about a woman who is nice to look at and has an attractive face and body

pretty use this about a young woman or girl who has an attractive face and is good-looking, but not in an unusual way:

attractive use this about a woman who is good-looking, especially in a way that makes people sexually interested in her

cute *especially American, spoken* use this about a girl or young woman who is pretty and sexually attractive

gorgeous *especially spoken* use this to emphasize that a woman is extremely attractive, in a sexual way:

stunning use this about a woman who is extremely beautiful and sexually attractive, in a way that everyone notices and admires

lovely *especially British* if a woman looks **lovely**, she looks very attractive

LDCE5 depends on synonym definitions in some entries, where the entries are explained by the defining vocabulary of *beautiful* and *attractive*. The Thesaurus Note, as well as *LDCE4*, shows that **beautiful**, which is more extensively defined in *LLA*, has selection preference to be used for women or children. However, *LDCE5* does not note this. The Thesaurus Note states that **good-looking** is very common in spoken English, of which none of the others makes any mention. **Attractive** is the only case where the descriptions agree. The descriptions for **pretty** are slightly different: The Thesaurus Note says that it is used especially about a woman who has a nice face, while *LLA2* notes that it is used about a “young” woman who is good-looking, but not in an unusual way. The Thesaurus Note says that **handsome** is sometimes

used for women, especially in literature, but nothing of the sort is referred to in *LDCE5* (cf. *LDCE4*). The Thesaurus Note labels **gorgeous**, **stunning**, **cute** and **lovely** as *spoken*, but no mention is made in *LDCE5*, while *LLA2* shows that **cute** is used especially in American English but that **stunning** and **lovely** are not labeled as *spoken*. Only the Thesaurus Note has an additional description that **gorgeous** is used by women. The descriptions make us realize that the Thesaurus Notes often provide an additional description of *LDCE5* with the phrase “(used) especially about . . .,” or with the above-mentioned features Atkins and Rundell point out (2008: 409). Compared with the Note, *LLA2* often contains longer definitions because there are no space restrictions, but it does not necessarily mean that it contains more descriptive features.

The synonyms in the Thesaurus Notes and *LLA2* are a little different in frequency order. The introduction reads that the Thesaurus Notes are based on the database of *LLA*, but their descriptions differ in some details. It could be safely said, however, that the Thesaurus Notes as well as *LLA2* are designed to make *LDCE5* more informative. But users might be at a loss as to which to choose as an appropriate synonym, because their definitions and descriptions are not necessarily given in the same way. User research may be required since a host of dictionary users take a strong interest in synonyms and antonyms (see Section 7.6.).

The sample comparison makes us realize that dictionary users should take good care to read all the definitions and descriptions of the three, and that *LDCE5*, by revision and enlargement of the Thesaurus Notes, attempts to bridge the gap between a passive dictionary and an active one, or to be more encoding-oriented. *LDCE5* could be positively valued in giving more prominence to synonyms (and antonyms) under the frequent and basic key words for learners’ vocabulary expansion, although whether users will grasp fine differences of synonyms in the Thesaurus Notes or how users value the look-up approach of *LDCE5* may require further research.

(Section 5.5. by Dohi)

6. Illustrations

6.1. Comparison of *LDCE5* and *LDCE4* in book form

LDCE5 makes no explicit explanation of the number of illustrations (see Section 6.2. below). An overall comparison of *LDCE5* and *LDCE4* reveals that the number of entries with one or more than one illustration accompanied (322) in *LDCE5* is approximately 30% larger than that in *LDCE4* (250). The number of illustrated entries is by far the largest in nouns (268), followed by verbs (42) and adjectives (12)¹. Nearly half (129) in the fourth edition are retained in the fifth. It seems that *LDCE* changes a large number of illustrations in each revision.

In the letter b, for example, 26 and 27 entries are given illustrations in the fifth and the fourth respectively. Some are new in the fifth: **background**, **bar**¹, **baseball**, **basketball**, **bend**¹, **blind**³, and **button**¹. Some in the fourth are deleted: **barrier**, **basket**, **bite**, **bonsai tree**, **bottle**, and **bundle**. Some are found in a different entry in *LDCE5*: **backhand** (in the entry **tennis**), **bat**¹ (in **sports**), and **broken**² (in **damage**). Some are partially changed: **bed**¹, **bin**¹, **box**¹, **break**¹, and **bridge**¹. Some are found in the previous editions: **brass**. Only in **barbeque**¹ is given one illustration, while more than one is shown for reference or comparison in the other entries. The method of more than one illustration is considered to be more instructive than its DVD presentation (see Section 6.2. below, cf. Section 7.6.). Especially useful for learners are the illustrations in the entries that “group and disambiguate words that belongs to the same lexical field . . . , depicts the parts and components of concrete objects or contrast the various meanings of polysemous and homonymous terms” (Heuberger 2000: 36). Nearly 70% of the entries in *LDCE5* show more than one illustration. The number of full-page color illustrations, however, was reduced from thirteen in *LDCE4* to five in *LDCE5*: **car**, **clean**, **fruit**, **office** and **vegetable**, which are found in *LDCE2* and/or *LDCE3*. Generally, the editorial principles for illustrations are not clear.

6.2. Illustrations in *LDCE5-DVD*

The guided tour in the DVD shows “See over 1500 pictures,” which

is almost the same as *LDCE4-CD* because the last review article writes, “When the ‘pictures’ option is selected while leaving the search box empty in the multimedia search function, the display shows that there are 1,499 candidates . . . This number seems to indicate the number of words with one or more illustrations” (Ichikawa *et al.* 2005: 82)². A comparison is drawn of *LDCE5* and its DVD to examine how the latter differs. The DVD outnumbers the book: It contains approximately five times as many illustrations in the letter b (the former has 133, while the latter 26), but usually one or very occasionally more than one illustration is given for an entry in the DVD, and many do not include what it calls labels³.

Selection of “Picture” in the multimedia box in the advanced search (Dictionary Search) in the DVD does not display the list of all the entries in the search result box below: 115 out of 133 entries in b are shown, for example, and all the compound entries are found missing despite the fact that they are shown as an entry in the book as well as the DVD: **Band-Aid**, **bar code**, **belly dance**, **big wheel**, **bird’s-eye view**, **bow tie**, **Brussels sprout**, and **Bulldog clip**, for example. There is no good reason why the DVD contains such a defect.

The same illustration is sometimes displayed in more than one entry (see footnote two). The illustration in the entry **body** is a case in point. The same illustration is found in the related entries: **artery**, **brain**¹, **heart**, **intestine**, **kidney**, **liver**, **lung**, **stomach**¹, **throat**, and **vein** (but not in **muscle**¹ and **tissue**). It is sometimes doubtful whether the same illustration is fully understood: **bunch**¹ (with no label) and **banana**, or **ballet dancer**, **ballet** and **ballerina**. In the entry **bag**¹ just a *paper bag* is displayed without a label, while several bags are shown in the book. Is the illustration typical or a prototype, if there is any, or will an illustration suffice? What the illustrations accurately describe is not occasionally so clear to follow: **back**². It would be even more instructive to show illustrations in encyclopedic entries: **bald eagle**, for example (cf. Section 5.2.5.).

The problem with the DVD is that it usually displays one illustration without labels, nor it includes full-page color illustrations. The DVD

abandons the principle in *LDCE2* (1987: F9): “In . . . the use of illustrations, . . . pictures have been devised to explain the meaning of words, by contrasting easily confused words . . . , by showing groups of related words . . . , or by clarifying the meanings of words that are usually used figuratively” It does not display all the illustrations in the book, nor does clicking on a word display the extra illustrations for contrasting or grouping related words. It would be more desirable for users to look for more illustrations by clicking on something like ‘Illustration sets’ (cf. Word sets in Thesaurus box).

On the whole, it is quite doubtful whether the DVD surpasses the book as far as illustrations are concerned. Despite the clarity of the DVD’s illustrations, a similar statement of the review article of *LDCE4* applies to *LDCE5-DVD*: It does not live up to the expectation that all the entries illustrated in the book are shown in the DVD. Also, regrettably, the schemes for contrasting or grouping words are not at all exploited there (cf. Ichikawa *et al.* 2005: 69–70).

(Section 6. by Dohi)

7. User Study

7.1. Background

In order to understand how users evaluate various features of *LDCE5* and partially support the arguments made in the previous sections, we have conducted a user study among participants teaching or studying English in Japan. This section presents the data collected from the study and its analysis. The study constitutes a sixth installment of the series of user studies including the one on the first edition of *Longman Advanced American Dictionary* (abbreviated as *LAAD1*) (2000) (henceforth *US-LAAD1*, conducted in 2001 and reported in Dohi *et al.* (2002: 61–84)), on *LDCE4* (*US-LDCE4*, conducted in 2004 and reported in Ichikawa *et al.* (2005: 89–118)), on *OALD7* and *OALD7-CD* (*US-OALD7*, conducted in 2005 and reported in Komuro *et al.* (2006: 110–139)), on two business English dictionaries, *Longman Business English Dictionary* (abbreviated as *LBED*) (2000) and *Oxford Business English Dictionary for Learners of English* (abbreviated as *OBED*) (2005) (*US-BEDs*, conduct-

ed in 2006–07 in England and 2007 in Japan and reported in Kanazashi (2008: 39–58)), and the one on *LAAD2* (US-*LAAD2*, conducted in 2008 and reported in Kanazashi *et al.* (2009: 69–87)).

7.2. Tasks undertaken by the participants

The present user study comprises four parts.

Part 1: The first part involved a questionnaire survey, whose format is the same as the one used in US-*LDCE4*, US-*OALD7*, and US-*LAAD2*. The survey was prepared in Japanese, and the English version is reproduced in Appendix 1.

Part 2: This part entailed a composition task similar to that used in US-*LAAD2*. The participants were presented with nine Japanese sentences, each with a target word in English, and were asked to translate part of the sentences into English with reference to the target word. The participants' look-up procedures are then evaluated in two respects: the success rate and the time required to access the relevant information. Three of the sentences used in US-*LAAD2* are again adopted in the present study, with the dictionaries specified being different from those consulted in US-*LAAD2*. It may well be worthwhile to partially replicate the previous study and investigate how the difference in the dictionaries used affected the participants' look-ups. The sentences and target words are reproduced in Appendix 2.

Part 3: This part comprised a comparison task within *LDCE5*, wherein the participants were asked to evaluate the usefulness of 11 features by ranking them in order of priority. The details of this task are provided in Appendix 3.

Part 4: This last part involved another comparison task, in which the participants were asked to compare three dictionaries in terms of definitions, examples, and collocations of six headwords, all in the reading context. This is a partial replication of the comparison task in US-BEDs. In the present study, the definitions and examples in *LDCE5* are compared with those in two other dictionaries in each of the six questions. The task sheets were prepared in Japanese, and the English version of the passages is reproduced in Appendix 4, together with com-

plete references to the sources. Although the names of the dictionaries are provided in Appendix 4, they were replaced by “Dictionary A,” “Dictionary B,” etc., on the actual task sheet in order to avoid any bias or influence on the participant’s responses, arising from preconceived ideas of the dictionaries themselves.

7.3. Participants in the study

A total of 93 people participated in the study, including 82 students and 8 English teachers from Japanese institutions and 3 other individuals. Of these, 50 were interviewed: They were classified into the Category Intv. The other 43 were not interviewed, but underwent either Parts 1 and 2 or Parts 1 and 3 as part of an in-class activity; they were labelled as Category Cl. These participants were classified differently, that is, on the basis of their proficiency levels in or exposure to English. Of the 50 whom we interviewed, there were 2 native English speakers from the U.S. (thus designated as Group E), 6 Japanese teachers of English (Group T), 16 Japanese students majoring in English (Group M), 20 advanced learners of English (Group A), and 6 non-English majors who did not prove to be advanced in English (Group N). We employed the snowball sampling technique.

7.4. Results of Part 1: Questionnaire survey

From this section on, we will present the results of US-*LDCE5* in a manner similar to the results of US-BEDs and US-*LAAD2* so as to facilitate an easy comparison.

A total of 91 participants, that is, all the participants except for the 2 in Group E, filled out the questionnaire. The answers to the first question “How many years have you studied English” ranged from “6 and a half years” to “54 years.” The mean value for Category Intv (excluding the two English speakers) and that for Category Cl are 12.1 and 7.7, respectively.

The previous user studies have already revealed how popular hand-held electronic dictionaries have become in Japan, a finding echoed in the responses we obtained to Question 2 “Please name the English dictionaries that you use most often. Is it a printed or electronic dic-

tionary?" and Question 3 "If you use a monolingual English dictionary, please name it. Is it a printed or electronic dictionary?" As far as the most frequently used dictionaries are concerned, 3 participants in Category Intv answered "printed," 43 answered "electronic," and 2 answered "both types"; the figures are 3, 40, and 0, respectively, in the case of Category Cl. This suggests that electronic dictionaries are becoming more readily available and popular. We should note, however, that there is a considerable discrepancy in the use of monolingual English dictionaries between the two categories. Of those in Category Intv, 7 answered they used "printed" ones, 35 answered "electronic," none answered "both types," while 6 answered that they did not usually use a monolingual English dictionary. The corresponding figures are 4, 23, 0, and 16 for Category Cl. In addition to the fact that hardly any in Category Cl are English majors or advanced learners, the low frequency of their dictionary look-up should be taken into account in the course of our data analysis in Sections 7.5.-7.7.

The answers to Question (6) are summarized as follows: 44 participants said that they often consulted a printed or electronic dictionary for phonetic symbols, 23 said they used electronic dictionaries to listen to recorded sounds to understand pronunciation, and 24 said they did both equally frequently.¹⁾ The figures are 27, 9, and 12 for Category Intv, and 17, 14, and 12 for Category Cl, respectively. It would be worthwhile to examine the discrepancies between the groups consisting of participants with higher proficiency levels (Groups T and M) and those with lower proficiency levels (Groups A and N and all of Group Cl). The figures are 15, 0, and 7 for the former set of participants, and 29, 23, and 17 for the latter. Both of these sets of data seem to suggest a high dependency on recorded sounds by those who are not accustomed to reading phonetic symbols.

The participants' answers to Questions (4) and (5) are shown in Tables 7.1 and 7.2, each further divided into smaller tables due to the horizontal spread. In each case, the participants chose their answers from <very often, often, sometimes, not usually, never>, which were replaced by the graded frequencies 4, 3, 2, 1, and 0, respectively, to

calculate the mean frequency of use.²⁾

Table 7.1 Occasions on which participants in Categories Intv and Cl used a dictionary

Frequency	reading English		translating E into L1	
	C Intv	C Cl	C Intv	C Cl
4 (very often)	13	16	23	27
3 (often)	14	14	15	11
2 (sometimes)	9	10	9	4
1 (not usually)	12	2	1	0
0 (never)	0	1	0	1
Means (each group)	2.58	2.98	3.25	3.47
Means (both groups)	2.77		3.35	

Table 7.1 Occasions (continued)

Frequency	writing English		translating L1 into E		broadening vocabulary	
	C Intv	C Cl	C Intv	C Cl	C Intv	C Cl
4	22	18	20	17	5	6
3	15	19	21	19	16	13
2	9	4	7	4	11	14
1	2	1	0	2	11	5
0	0	1	0	1	5	5
each	3.19	3.21	3.27	3.14	2.10	2.23
both	3.20		3.21		2.16	

Table 7.2 Purposes for which participants in Categories Intv and Cl used a dictionary

Frequency	synonyms/antonyms		etymology		grammar	
	C Intv	C Cl	C Intv	C Cl	C Intv	C Cl
4	7	6	5	2	14	5
3	15	11	8	3	20	11
2	16	16	13	2	12	17
1	10	7	20	21	2	7
0	0	3	2	15	0	3
each	2.40	2.23	1.88	0.98	2.96	2.19
both	2.32		1.45		2.59	

Table 7.2 Purposes (continued)

Frequency	cultural information		part-of-speech		meaning	
	C Intv	C Cl	C Intv	C Cl	C Intv	C Cl
4	1	2	6	4	29	30
3	8	4	7	15	14	9
2	23	8	14	17	4	3
1	15	18	19	6	1	1
0	1	11	2	1	0	0
each	1.85	1.26	1.92	2.35	3.48	3.58
both	1.57		2.12		3.53	

Table 7.2 Purposes (continued)

Frequency	collocation		spelling		existence		pronunciation	
	Intv	Cl	Intv	Cl	Intv	Cl	Intv	Cl
4	10	3	8	16	5	8	8	5
3	18	11	15	16	12	9	19	15
2	13	13	14	10	17	10	13	17
1	7	11	10	1	10	12	8	5
0	0	5	1	0	4	4	0	1
each	2.65	1.91	2.40	2.09	2.08	2.12	2.56	2.42
both	2.30		2.73		2.10		2.49	

The participants' general tendencies found in Tables 7.1 and 7.2 are as follows: (1) There is no extensive discrepancy between categories in occasions on which they use a dictionary. (2) They tend to use a dictionary less often in trying to broaden their vocabulary in English than on other occasions. (3) "Meaning" is by far the most frequently checked information category, followed by "grammar," "collocation," "pronunciation," and "synonym/antonym," which tied with "spelling" in the case of Category Intv; "spelling," "pronunciation," "part-of-speech," and "synonym/antonym" in the case of Category Cl; and by "spelling," "grammar," "pronunciation," and "synonym/antonym" for all the groups. (4) There are marked discrepancies between groups in "grammar," "collocation," "spelling," and "part-of-speech." To observe the discrepancies stated in (4) in further detail, it would be worthwhile to examine the discrepancies be-

tween the groups consisting of participants with higher proficiency levels (Groups T and M) and groups consisting of those with a lower proficiency level (Groups A and N and all the participants in Category C1), as with the re-analysis of answers to Question (6). Those in the former set of participants tend to check “grammar” and “collocation” more frequently, the corresponding mean values being 2.91 and 3.00, and they check “spelling” and “part-of-speech” less frequently (2.18 and 1.36, respectively) than the latter set, the means being 2.49, 2.07, 2.90, and 2.36, respectively.

7.5. Results of Part 2: Composition task

The results of this composition task are tabulated and analysed in virtually the same way as in *US-LAAD2*. Tables 7.3.1–7.3.9 present the results of Part 2, with one table allotted for the tabulation of the results of one question. Each table is first divided into rows according to the groups; it is further divided into three rows to show the number of participants who gave the correct answer before referring to the dictionary, that of those who gave the correct answer thanks to a successful look-up, and the total number of those who were asked to use the dictionary (in this order, in the first row); together with the average time spent finding the correct answer by those who benefited from their look-ups (in the second row); and the number of unsuccessful look-ups (in the third row). The participants who gave the correct answer before referring to the dictionary are excluded from the second row, and only those who benefited from their look-ups, indicated by the figure in the middle of the first row, are counted. However, those who gave the correct answer before look-up but gave the wrong answer afterwards are included in the third row.

In addition to the familiar fact that the more advanced the participants are, the more likely they are to give the right answer, some discrepancies between the dictionaries that the participants referred to can be gathered from the tables above. Aware of the unfairness from comparing the five dictionaries on the basis of the responses to different questions by different numbers of participants given by referring to dictionary entries of different lengths and levels of complexity, we would like to summarize these results in Table 7.4.

Table 7.3.1 Question (1) We must save the patient's life at all costs (*or* at any cost).

	<i>LDCE5</i>	<i>OALD7</i>	<i>COBUILD6</i>	<i>MED2</i>
Group T (n=6)	1, 1/2	1, 0/1	1, 1/2	1, 0/1
	48 sec.	—	48 sec.	—
	0	0	0	0
Group M (n=16)	3, 1/4	3, 1/5	2, 1/3	3, 1/4
	123 sec.	12 sec.	30 sec.	24 sec.
	1	1	0	0
Group A (n=17)	1, 3/4	1, 3/4	1, 3/4	2, 3/5
	74 sec.	70 sec.	178 sec.	64 sec.
	0	0	0	0
Group N (n=3)		0, 1/1	1, 0/1	0, 0/1
		96 sec.	—	—
		0	0	1
Total (n=42)	5, 5/10	5, 5/11	5, 5/10	6, 4/11
	79 sec.	64 sec.	122 sec.	54 sec.
	1	1	0	1

Table 7.3.2 Question (2) Don't hang about/around. Our train is about to leave.

	<i>LDCE5</i>	<i>LDCE4</i>	<i>COBUILD6</i>	<i>MED2</i>
Group T (n=6)	0, 2/2	1, 0/1	0, 1/1	1, 1/2
	33 sec.	—	9 sec.	156 sec.
	0	0	0	0
Group M (n=16)	0, 3/3	1, 3/4	3, 2/5	2, 2/4
	52 sec.	62 sec.	54 sec.	30 sec.
	0	0	0	0
Group A (n=17)	0, 3/4	1, 2/5	0, 3/4	1, 1/4
	49 sec.	27 sec.	25 sec.	60 sec.
	1	2	1	2
Group N (n=3)	0, 0/1	0, 1/1	1, 0/1	
	—	210 sec.	—	
	1	0	0	
Total (n=42)	0, 8/10	3, 6/11	4, 6/11	4, 4/10
	46 sec.	75 sec.	32 sec.	69 sec.
	2	2	1	2

Table 7.3.3 Question (3) I often play the guitar to blow off steam.

	<i>LDCE5</i>	<i>COBUILD6</i>	<i>COBUILD5</i>	<i>MED2</i>
Group T (n=6)	0, 2/2	0, 1/1	0, 1/1	0, 2/2
	24 sec.	27 sec.	54 sec.	32 sec.
	0	0	0	0
Group M (n=16)	1, 2/4	1, 4/5	0, 4/4	0, 3/3
	48 sec.	53 sec.	28 sec.	32 sec.
	1	0	0	0
Group A (n=17)	1, 3/4	0, 2/4	1, 3/5	0, 4/4
	18 sec.	153 sec.	34 sec.	35 sec.
	0	2	1	0
Group N (n=3)		0, 0/1	0, 1/1	0, 1/1
		—	216 sec.	186 sec.
		1	0	0
Total (n=42)	2, 7/10	1, 7/11	1, 9/11	0, 10/10
	28 sec.	78 sec.	54 sec.	48 sec.
	1	3	1	0

Table 7.3.4 Question (4) This regulation is aimed at preventing traffic accidents.

	<i>LDCE5</i>	<i>LDCE3</i>	<i>COBUILD6</i>	<i>COBUILD5</i>
Group T (n=6)	0, 2/2	0, 0/2	0, 1/1	0, 1/1
	17 sec.	—	15 sec.	24 sec.
	0	2	0	0
Group M (n=16)	2, 1/4	0, 3/3	0, 3/5	0, 4/4
	87 sec.	41 sec.	21 sec.	34 sec.
	1	0	2	0
Group A (n=17)	1, 0/4	0, 1/4	0, 3/4	0, 3/5
	—	57 sec.	24 sec.	28 sec.
	4	3	1	2
Group N (n=3)		0, 0/1	0, 1/1	0, 1/1
		—	141 sec.	183 sec.
		1	0	0
Total (n=42)	3, 3/10	0, 4/10	0, 8/11	0, 9/11
	40 sec.	45 sec.	37 sec.	47 sec.
	5	6	3	2

Table 7.3.5 Question (5) The doctors were sure that the patient would pull through.

	<i>LDCE5</i>	<i>LAAD2</i>	<i>COBUILD6</i>	<i>COBUILD5</i>
Group T (n=6)	0, 1/1	0, 1/1	0, 2/2	0, 2/2
	96 sec.	24 sec.	84 sec.	140 sec.
	0	0	0	0
Group M (n=16)	0, 4/4	1, 2/5	0, 3/3	1, 3/4
	81 sec.	119 sec.	118 sec.	62 sec.
	0	2	0	0
Group A (n=17)	0, 3/5	0, 2/4	0, 4/4	1, 3/4
	123 sec.	162 sec.	66 sec.	38 sec.
	2	2	0	0
Group N (n=3)	0, 0/1	0, 1/1	0, 1/1	
	—	177 sec.	150 sec.	
	1	0	0	
Total (n=42)	0, 8/11	1, 6/11	0, 10/10	2, 8/10
	99 sec.	127 sec.	94 sec.	72 sec.
	3	4	0	0

Table 7.3.6 Question (6) The student forgot to change into his school uniform.

	<i>LDCE5</i>	<i>LDCE4</i>	<i>LAAD2</i>	<i>COBUILD6</i>
Group T (n=6)	0, 1/1	1, 1/2	1, 1/2	0, 1/1
	24 sec.	36 sec.	18 sec.	18 sec.
	0	0	0	0
Group M (n=16)	3, 2/5	1, 1/4	0, 3/3	2, 1/4
	105 sec.	30 sec.	38 sec.	96 sec.
	0	2	0	1
Group A (n=17)	1, 3/4	2, 2/4	1, 3/4	1, 3/5
	34 sec.	29 sec.	57 sec.	101 sec.
	0	0	0	1
Group N (n=3)	0, 1/1		0, 1/1	0, 0/1
	39 sec.		48 sec.	—
	0		0	1
Total (n=42)	4, 7/11	4, 4/10	2, 8/10	3, 5/11
	53 sec.	31 sec.	44 sec.	83 sec.
	0	2	0	3

Table 7.3.7 Question (7) He is charged with (*or* is facing the charge of) theft at present.

	<i>LDCE5</i>	<i>LDCE4</i>	<i>LDCE3</i>	<i>MED2</i>
Group T (n=6)	0, 1/1	0, 1/1	0, 2/2	0, 2/2
	54 sec.	6 sec.	14 sec.	61 sec.
	0	0	0	0
Group M (n=16)	1, 3/4	3, 1/5	2, 2/4	0, 3/3
	55 sec.	30 sec.	45 sec.	28 sec.
	0	1	0	0
Group A (n=17)	0, 3/5	0, 4/4	0, 4/4	0, 3/4
	29 sec.	70 sec.	61 sec.	40 sec.
	2	0	0	1
Group N (n=3)	0, 1/1	0, 1/1		0, 0/1
	147 sec.	48 sec.		—
	0	0		1
Total (n=42)	1, 8/11	3, 7/11	2, 8/10	0, 8/10
	57 sec.	52 sec.	45 sec.	41 sec.
	2	1	0	2

Table 7.3.8 Question (8) We are aware that many problems lie ahead.

	<i>LDCE5</i>	<i>LAAD2</i>	<i>OALD7</i>	<i>MED2</i>
Group T (n=6)	1, 0/1	0, 1/1	1, 1/2	1, 1/2
	—	36 sec.	24 sec.	76 sec.
	0	0	0	1
Group M (n=16)	3, 1/5	1, 3/4	2, 2/4	2, 1/3
	48 sec.	27 sec.	88 sec.	24 sec.
	1	0	0	0
Group A (n=17)	2, 0/4	0, 3/5	0, 3/4	1, 2/4
	—	45 sec.	76 sec.	92 sec.
	2	2	1	1
Group N (n=3)		0, 1/1	0, 1/1	0, 1/1
		104 sec.	174 sec.	42 sec.
		0	0	0
Total (n=42)	6, 1/10	1, 8/11	3, 7/11	4, 5/10
	48 sec.	45 sec.	86 sec.	65 sec.
	3	2	1	2

Table 7.3.9 Question (9) The three have promised to stick together no matter what.

	<i>LDCE5</i>	<i>LDCE3</i>	<i>COBUILD6</i>	<i>COBUILD5</i>
Group T (n=6)	0, 2/2	0, 1/1	2, 0/2	1, 0/1
	51 sec.	102 sec.	—	—
	0	0	1	0
Group M (n=16)	2, 1/3	1, 2/4	2, 2/4	4, 1/5
	30 sec.	80 sec.	84 sec.	114 sec.
	1	0	0	0
Group A (n=17)	1, 2/4	2, 2/5	3, 1/4	1, 3/4
	35 sec.	63 sec.	30 sec.	93 sec.
	1	2	0	0
Group N (n=3)	0, 0/1	0, 1/1		0, 1/1
	—	234 sec.		63 sec.
	1	0		0
Total (n=42)	3, 5/10	4, 6/11	7, 3/10	6, 5/11
	40 sec.	104 sec.	66 sec.	91 sec.
	3	2	1	0

 Table 7.4 Summary of the results of Part 2³⁾

	<i>LDCE5</i>	<i>LDCE4</i>	<i>LDCE3</i>	<i>LAAD2</i>	<i>OALD7</i>	<i>COBUILD6</i>	<i>COBUILD5</i>	<i>MED2</i>
Group T (n=6)	2, 12/14	2, 2/4	0, 3/5	1, 3/4	2, 1/3	3, 7/10	1, 5/6	3, 5/8
	39 sec.	21 sec.	43 sec.	26 sec.	24 sec.	45 sec.	73 sec.	76 sec.
	0	0	2	0	0	1	0	1
Group M (n=16)	15, 18/36	5, 5/13	3, 7/11	2, 8/12	5, 3/9	9, 16/28	5, 11/16	8, 11/19
	69 sec.	49 sec.	53 sec.	54 sec.	63 sec.	58 sec.	48 sec.	37 sec.
	4	3	0	2	1	3	0	0
Group A (n=17)	7, 20/38	3, 8/13	2, 7/13	1, 8/13	1, 6/8	6, 20/30	2, 13/17	4, 11/21
	53 sec.	49 sec.	61 sec.	79 sec.	73 sec.	69 sec.	47 sec.	78 sec.
	12	2	5	4	1	4	2	6
Group N (n=3)	0, 2/5	0, 2/2	0, 1/2	0, 3/3	0, 2/2	2, 3/6	0, 3/3	0, 1/4
	93 sec.	129 sec.	234 sec.	110 sec.	135 sec.	169 sec.	144 sec.	42 sec.
	3	0	1	0	0	1	0	3
Total (n=42)	24, 52/93	10, 17/32	5, 18/31	4, 22/32	8, 12/22	20, 46/74	8, 32/42	15, 28/52
	57 sec.	55 sec.	65 sec.	67 sec.	77 sec.	68 sec.	61 sec.	60 sec.
	19 (73.2%)	5 (77.3%)	8 (69.2%)	6 (78.6%)	2 (85.7%)	9 (83.6%)	2 (94.1%)	10 (73.7%)

From Table 7.4, one can safely state that it did not take the participants long to find relevant information and understand it in the Longman dictionaries, particularly *LDCE5* and *LDCE4*, as compared to *OALD7*, *COBUILD6*, and *COBUILD5*. However, their success rate was higher with the Oxford and *COBUILD* dictionaries than with the Longman ones. From Table 7.3, it can be surmised that the results of the tasks in which the participants had to find “be aimed at doing something” in Sentence (4), “pull through” in (5), “lie ahead” in (8), and “stick together” in (9) brought down the success rate with the Longman dictionaries. This would naturally lead us to examine how the definition and examples concerning Sentence (4) are provided in the dictionaries in question.

[*LDCE5*] 1 to try or intend to achieve something: . . . **(be) aimed at doing sth** *an initiative aimed at reducing road accidents*

[*LDCE3*] (no relevant information)

[*COBUILD6* and *COBUILD5*] ③ If an action or plan is aimed at achieving something, it is intended or planned to achieve it. □
The new measures are aimed at tightening existing sanctions. . .
talks aimed at ending the war.

The *COBUILD* dictionaries provide two phrases — “is aimed at achieving,” and “are aimed at tightening” — that can directly be used to compose sentences such as “This regulation is aimed at preventing . . .,” and one phrase, “talks aimed at ending . . .” that indirectly shows the use of the verb in the passive voice. In contrast, *LDCE5*’s phrase does so only indirectly. *LDCE3* presents no relevant information. This accounts for the participants outperforming with a *COBUILD* dictionary. Concerning Sentences (5), (8), and (9), we could infer — from the time spent on locating the necessary information, the success rates, and the participants’ opinions — that long entries in *LDCE5* are relatively difficult to scan.

“Change into” in Sentence (6) is the only phrase that the participants located evidently more easily in *LDCE5* than in *COBUILD6*. This can be attributed partly to *LDCE5*’s noticeable signpost [CLOTHES], and partly to *COBUILD6*’s non-division of senses according to the part-

of-speech. In *COBUILD6*, the phrase “change into” only appears once as the third example “I changed into a tracksuit” in Sense 7 under **change**. To put it simply, the necessary information stands out in *LDCE5*, but is buried deep in the words in *COBUILD6*.

In order to make up for the smallness of the data presented in Tables 7.3 and 7.4, we have devised an in-class written test using the same sentences. A limit of 45 minutes was allotted to the test, in which 24 participants in Category C1 had to answer the questions. They were further divided into four groups, each consisting of six participants, and they looked up the target words in one of the four sets of dictionaries such that the participants in each group would use *LDCE5* in two or three different questions. Table 7.5 tabulates the number and percentage of correct answers with each dictionary.

Table 7.5 Correct answers by the participants in Group C1⁴⁾

Questions	<i>LDCE5</i>	<i>LDCE4</i>	<i>LDCE3</i>	<i>LAAD2</i>	<i>OALD7</i>	<i>COBUILD6</i>	<i>COBUILD5</i>	<i>MED2</i>
(1) cost	4				2	5		2
(2) hang	4	2				1		2
(3) steam	3					2	5	2
(4) aim	4		2			3	1	
(5) pull	3			2		3	4	
(6) change	1	4		0		3		
(7) charge	1	2	3					2
(8) lie	4			1	3			4
(9) stick	2		1			3	2	
Total (success rate)	26 (48%)	8 (44%)	6 (33%)	3 (17%)	5 (42%)	20 (48%)	12 (50%)	12 (40%)

A comparison of the success rates presented in Tables 7.4 and 7.5 will give us a somewhat different picture of the participants' reference skills. We can obtain an even clearer picture of which dictionary meets the participants' demands better if we combine the success rates in one table, as in Table 7.6 — one provided by those in Group Intv, regardless of whether they answered before looking up the target words in the dictionaries,⁵⁾ and the other by those in Category C1 tabulated in Table 7.5, although the former, and presumably the latter, include those who

had already known the answer.

Table 7.6 Correct answers by the participants in Group C1⁶⁾

Questions	<i>LDCE5</i>	<i>LDCE4</i>	<i>LDCE3</i>	<i>LAAD2</i>	<i>OALD7</i>	<i>COBUILD6</i>	<i>COBUILD5</i>	<i>MED2</i>
(1) cost	13				<u>12</u>	15		<u>12</u>
(2) hang	12	<u>11</u>				<u>11</u>		10
(3) steam	12					<u>12</u>	15	<u>10</u>
(4) aim	9		6			<u>11</u>	<u>10</u>	
(5) pull	<u>11</u>			<u>8</u>		13	14	
(6) change	11	12		<u>11</u>		<u>11</u>		
(7) charge	<u>10</u>	<u>12</u>	13					10
(8) lie	11			<u>10</u>	<u>13</u>			12
(9) stick	9		<u>10</u>			12	<u>13</u>	
Total (success rate)	98 (65%)	35 (70%)	29 (59%)	28 (55%)	25 (74%)	85 (73%)	52 (79%)	54 (66%)

The success rates show that the participants did not use *LDCE5* or other Longman dictionaries better than *COBUILD6* or *COBUILD5*, if *OALD7* is excluded for lack of abundant data. If we do not take into account Question (4), for which the *COBUILD* dictionaries have an obvious advantage mentioned above, the situation will not change drastically, as the success rates with *LDCE5*, *LDCE3*, *COBUILD6*, and *COBUILD5* are 66%, 70%, 75%, and 86%, respectively. As we will see in Section 7.7., the *COBUILD* dictionaries are the least popular of all the dictionaries except the fourth edition of *Oxford Dictionary of Business and Management* (abbreviated as *ODBM4*) (2006) used in Part 4. Apart from the results of Part 4, the *COBUILD* dictionaries are frequently criticized for its long definitions due to the full-sentence definition style,⁷⁾ and its non-arrangement of senses according to part-of-speech. Thus, one might find the value of Part 2 in the fact that it suggests the possibility of reevaluating the *COBUILD* dictionaries in light of the result that it is more difficult to scan the long entries in *LDCE5* and other Longman dictionaries than in the *COBUILD* dictionaries in order to find either idioms such as “at any cost” and “blow off steam” or phrasal verbs such as “pull through” and “stick together.”

Another point to note about the COBUILD dictionaries is that the participants' answers to the researcher's question "Did you read and make use of this column [i.e., the Extra Column in *COBUILD5*]?" were found to be incompatible with what Masuda *et al.* (2008: 55) observe: "as a result of the deletion of the Extra Column, which is counted as one of the most remarkable changes between the two editions [i.e., *COBUILD5* and *Collins COBUILD Advanced Dictionary of American English* (abbreviated as *COBAm*) (2007)], it [has become] very difficult to search phrases and phrasal verbs in *COBAm*." However, only one (in Group T) out of 42 answered affirmatively to the above-mentioned question.⁸⁾

7.6. Results of Part 3: Comparison task within *LDCE5*⁹⁾

A total of 68 participants, including 48 in Category Intv (2 in Group E, 6 in Group T, 15 in Group M, 19 in Group A, and 6 in Group N) and 20 in Category Cl (all in Group N) evaluated the usefulness of the eleven features and ranked them in order of importance. If a participant ranked a particular feature most highly, we replaced the evaluation with 11 points. Likewise, the second highest evaluation has been replaced with 10 points, and the lowest evaluation with 1. Table 7.8 shows the total points assigned to each feature, its rank among the eleven, the number of participants who regarded the feature as necessary in their own dictionary, and its rank among these. The 8 English teachers in Groups E and T were asked to evaluate the features from the pedagogical viewpoint (i.e., what features they would like their students to refer to).

Table 7.8 Evaluation of the usefulness of the eleven features by all the participants

	points	rank	no. of those who regard the feature as necessary	rank
(1) grammatical note with a warning sign	461	6	61	3
(2) signpost	499	3	59	5
(3) part-of-speech	636	1	66	1
(4) frequency labels S1-S3 and W1-W3	359	7	40	8
(5) label AC	246	10	29	10
(6) phonetic symbols	479	5	55	6
(7) geographical labels	199	11	22	11
(8) pictures and pictorial illustrations	283	9	35	9
(9) grammar codes	521	2	60	4
(10) register and subject labels	321	8	42	7
(11) synonym and antonym SYN and OPP	484	4	64	2

This table shows that the six features, “part-of-speech,” “grammar code,” “synonym and antonym headed by the labels **SYN** and **OPP**, respectively,” “signpost,” “phonetic symbols,” and “grammatical note with a warning sign” were ranked from the first to the sixth both in the total points and the number of those who regard the feature as being necessary in a learner’s dictionary. From this, we could infer that many participants were grammar-, meaning-, and text-oriented, rather than function-, or picture-oriented with respect to dictionaries.¹⁰⁾ They also showed the tendency to prefer traditional features, the ones that we expect to find in most learner’s dictionaries such as “part-of-speech,” “grammar code,” “phonetic symbols.” New features like “frequency labels **S1-S3** and **W1-W3**” and “label **AC**” proved to be less popular than the traditional ones, with the sole exception of “synonyms and antonyms headed by the labels **SYN** and **OPP**.” We will see in Section 7.7. how the participants evaluated the antonyms headed by the label **OPP** in the actual dictionary entries (for more information on the indication of synonyms and antonyms, readers are also referred to Section 5.5.).

To see the discrepancy between groups, the column for “points” and another column for its “rank” presented in Table 7.8 will be broken down into three columns, each representing the “points” and “rank” for Groups E and T, Group M, and Groups A and N in Table 7.9.

Table 7.9 Breakdown: evaluation by participants in Groups E and T, Group M, and Groups A and N

feature \ group	Groups E and T		Group M		Groups A and N	
	points	rank	points	rank	points	rank
(1) grammatical note with a warning sign	57	4	83	6	321	5
(2) signpost	44	7	111	4	344	2
(3) part-of-speech	70	1	144	1	422	1
(4) frequency labels S1-S3 and W1-W3	38	8	77	7	244	7
(5) label AC	29	10	50	11	167	10
(6) phonetic symbols	58	3	122	2	299	6
(7) geographical labels	26	11	59	9	114	11
(8) pictures and pictorial illustrations	32	9	59	9	192	9
(9) grammar codes	69	2	121	3	331	4
(10) register and subject labels	49	6	74	8	198	8
(11) synonym and antonym SYN and OPP	56	5	90	5	338	3

A clear discrepancy in the rank is found at “signpost,” “phonetic symbols,” “register and subject labels,” and “synonym and antonym headed by the labels **SYN** and **OPP**, respectively.” The participants in Group E, T, and M regard “phonetic symbols” more highly than the other groups. This is presumably because those in Groups A and N, owing to their low proficiency in English, have difficulty reading the phonetic symbols and tend to resort to the recorded sounds on a handheld electronic dictionary. The results of Questions (5) and (6) of the questionnaire support this fact (see Section 7.4.).

Conversely, “signpost” is a feature that participants with lower proficiency levels tend to prefer. One might assume that their preference may depend not so much on their proficiency as on their actual

look-ups of dictionary entries where the signposts guided them to the information they were looking for. However, if we compare the results provided by 17 participants who underwent Part 3 before Part 2 and 26 who answered Part 3 after Part 2, we find only a slight difference in their evaluation of the signpost, with the latter higher in average points by 0.1 points. A conclusive argument would only be drawn from a grand-scale survey.

Three features, (5), (7), (8) proved to be unpopular with any of the groups. Judging from their comments, the participants do not seem to have been attracted by the geographical labels or the label **AC**, or found their usability. According to the partial results of an on-going user study, pictorial illustrations in *LDCE5* were ranked higher, largely because of their location being next to the entry, than those in *LAAD2*, *OALD7*, and *MED2*. Taking into consideration the results of both of these studies and the fact that pictorial illustrations take up far more space than the ten verbal features dealt with in Part 3, we might as well say that learners need pictorial illustrations in EFL dictionaries less than the compilers have expected.

7.7. Results of Part 4: Comparison task between dictionaries

User studies such as *US-LAAD1*, *US-LDCE4*, *US-OALD7*, and *US-BEDs* include this type of task, and Part 4 of the present study is virtually the same as the comparison task in *US-BEDs*, although different sets of dictionaries are compared here. A total of 39 participants gave opinions on the entries on all or some task sheets, including at least Task sheets (1) and (2). The results are illustrated in Tables 7.10 and 7.11. Table 7.10 presents the number of participants who judged each dictionary entry as the best before the slash, and that of participants who judged it as the worst after the slash. The same format applies to Table 7.11, which is a breakdown of Table 7.10, presenting the number of participants in each group.

Table 7.10 Participants who judged each dictionary as the best/worst

target word	<i>LDCE5</i>	<i>LBED</i>	<i>OALD7</i>	<i>OBED</i>	<i>ODBM4</i>	<i>COBUILD6</i>	<i>MED2</i>
(1) flagship (n=44)	20/7			17/5			7/32
(2) high-profile (n=44)	6/22			27/4		11/18	
(3) liquidation (n=43)	33/2	7/10			3/31		
(4) glitch (n=40)	7/19			25/0		8/21	
(5) volatile (n=41)	12/15		10/15	19/11			
(6) disclosure (n=42)	19/9	16/12			7/21		

From the table that corresponds to Table 7.10 above, Kanazashi (2008: 46) concludes that we gather the general tendency that *OBED* is more popular than *LBED*, and that *ODBM4*, which is not an EFL dictionary but a specialized dictionary for English speakers, is disliked by most participants. The results tabulated in Table 7.10 seem to support the conclusion, although there is no task sheet in this study in which the participants compare the entries in *LBED* and *OBED*. Let us now take a closer look at each item.

Concerning Task sheet (1), only the entry in *MED2* was severely criticized for its short definition and scarcity of information. Other dictionaries were generally welcomed.

Among the three dictionaries that the participants compared on Task sheet (2), only *OBED* was regarded by many as favourable, principally because it is the only dictionary to give more than one example. Of the two dictionaries that many participants regarded as unfavourable, *COBUILD6* was criticized mainly for its full-sentence definition (by 10) and example (by 9), and 5 wrote more specifically. They specifically wrote that “the definition is not substitutable for the headword in context,” “the headword in the definition is not necessary,” “the inclusion of a personal name in the example is not suitable,” “the information in the example that many paid attention to Mr. Arafat is out-moded,” and “the word *reception* in the example is hard to understand.” *LDCE5* was criticized for its definition (by 15), but 9 gave other specific reasons, 4 of whom cast doubt on the validity or usefulness of the inclusion of “usually deliberately” in its definition, and 5, of the

insertion of the antonym “[OPP] low profile” between its definition and example.

From the results of Task sheets (3) and (6), it is clear that the entries in *ODBM4*, which is aimed at native English speakers, are not learner-friendly in that they include difficult words but no example.

OBED outperformed *LDCE5* and *COBUILD6* again on Task sheet (4), mainly for “the placement of the key word *problem* near the beginning of the definition,” “the inclusion of the word successfully in its definition,” and “its use of a full-sentence definition,” all voiced by participants in Group M. On the other hand, the definition in *LDCE5* was severely criticized for its over-specification. Its definition “a small fault in a machine or piece of equipment, that stops it working” does not apply to the usage of the word in the context of the newspaper article “We had a slow start and there were some marketing glitches in the early days.” All the 7 participants in Groups E and T evaluated *LDCE5*’s entry as the worst, and 7 participants (both in Group E, 2 in Group T, 1 in Group M, and 2 in Group A) pointed out this particular problem in their own words. *COBUILD6*’s use of a full-sentence definition seems to have cancelled off its merit of having a full-sentence example. Only those who answered in the questionnaire that they used one of the *COBUILD* dictionaries clearly voiced their preference for a full-sentence definition.

Concerning Task sheet (5), *OBED* was praised for its example (by 14), as well as for its definition (by 10), particularly for the paraphrase in brackets in its example:

Food prices are highly volatile (= they rise or fall very suddenly).
On the other hand, *OALD7* was criticized more frequently for its scarcity of information (by 7) than its definition (by 3) and example (by 4), whereas *LDCE5* was criticized for its full-sentence definition (by 8), for its example (by 6). However, only 1 expressed his dislike for the insertion of the antonym “[OPP] stable” between its definition and example.

As is the case with Part 3, it would be of great interest to analyse the differences between groups. The breakdown of the results shown in Table 7.10 is presented in Table 7.11, wherein the figures that display

a striking contrast between Group A and N and the other groups are underlined.

Table 7.11 Breakdown: participants in each group who judged each dictionary as the best/worst

Target word	Group	<i>LDCE5</i>	<i>LBED</i>	<i>OALD7</i>	<i>OBED</i>	<i>ODBM4</i>	<i>COBUILD6</i>	<i>MED2</i>
(1) <i>flagship</i>	E and T	4/0			4/0			0/8
	M	7/2			6/4			2/9
	A and N	9/5			7/1			5/15
(2) <i>high-profile</i>	E and T	2/3			5/0		1/5	
	M	2/8			8/3		5/4	
	A and N	2/11			14/1		5/9	
(3) <i>liquidation</i>	E and T	5/0	2/2			1/6		
	M	11/2	1/4			2/8		
	A and N	17/0	4/4			0/17		
(4) <i>glitch</i>	E and T	0/7			3/0		<u>4/0</u>	
	M	2/6			8/0		3/7	
	A and N	5/6			14/0		<u>1/14</u>	
(5) <i>volatile</i>	E and T	1/2		1/3	5/2			
	M	5/4		3/7	6/3			
	A and N	6/9		6/5	8/6			
(6) <i>disclosure</i>	E and T	<u>1/3</u>	2/3			<u>4/1</u>		
	M	<u>6/2</u>	8/2			<u>1/11</u>		
	A and N	<u>12/4</u>	6/7			<u>2/9</u>		

The results of US-BEDs have convinced us “that the participants in Group J [students at universities in Japan who are not advanced in English] tend to regard too long entries as bad, while those in Groups E [English speakers] and R [residents of England] tend to regard short entries as insufficient” (Kanazashi 2008: 47). In the present study, however, this holds true only for *glitch* and *disclosure*, where a lengthy definition or explanation was welcomed mainly by those in Groups E and T. On the contrary, *MED2*’s short definition of *flagship* and *ODBM4*’s lengthy explanation of *liquidation* were disliked by participants in all groups.

Apart from the questions on the task sheets, the researcher asked 24 participants to orally respond to two additional questions. The first concerns the insertion of **OPP** between the definition and example under the entries in *LDCE5* on Task sheets (2) and (5). At first sight, this may appear disconcerting, since the user has to first read the definition of *high-profile*, then its antonym *low profile* [sic.], and then the example using *high-profile* again. The other question concerns the single-clause *when*-definition that appears in the definitions under the entries in *LBED* on Task sheets (3) and (6). The participants' answers were summarized as follows. The answers by the participants who highly evaluated each feature are classified as A. The answers by the participants who did not express their preference for the feature, but were not bothered by it either, are marked as B. The answers that clearly expressed the participants' dislike for or dissatisfaction with the feature are labeled as C. Table 7.12 shows the number of answers in each category.

Table 7.12 The number of answers in each category

Task sheet and the additional question \ category	A	B	C
(2) " OPP low profile" s.v. high-profile	3	10	14
(5) " OPP stable" s.v. volatile	7	14	7
(3) def. "when a company stops operating . . ." s.v. liquidation	0	18	5
(6) def. "when a person . . . gives information . . ." s.v. disclosure	0	17	7

The results concerning the definitions in Task sheets (3) and (6) can be analysed in another way. As a revision of Category A, Category A' includes not only clear expressions of the preference of the *when*-definition, but also answers by those who regarded the entry in *LBED* as the best on grounds of its definition being easy to understand. Likewise, Category C' includes not only answers that clearly expressed the participants' dislike for or dissatisfaction with the feature, but also the selection of the reason "the definition is difficult to understand" as the reason why they regarded *LBED* as the worst. The remainder is classified as B'. The number of answers in each of the new categories is

shown in Table 7.13.

Table 7.13 Reanalysis of part of Table 7.12

Task sheet and the additional question category	A'	B'	C'
(3) def. "when a company stops operating . . ." s.v. liquidation	7	10	11
(6) def. "when a person . . . gives information . . ." s.v. disclosure	11	10	11

Taking into consideration the results concerning the entries on Task sheets (3) and (6) shown in Tables 7.10, 7.11, 7.12, and 7.13, the single-clause *when*-definition in *LBED* seems to be not as enthusiastically welcomed as the traditional, substitutable phrase definitions in *LDCE5*, although not many participants explicitly stated their dislike for it. This, in addition to the reasons mentioned in Section 5.2.4., might be the reason why *LDCE5* does not apply the single-clause *when*-definition as rigorously as *LBED*.¹¹⁾

(Section 7. by Kanazashi)

8. Conclusion

Our analysis of *LDCE5* in book form has found a few small changes in the following parts: the number of entries, pronunciation, grammar codes and patterns, definitions that are more eye-catching with 52 new entries as the defining vocabulary, and pragmatic descriptions. In contrast, a few more space-consuming but attention-attracting descriptions can be found: examples in collocation boxes as well as Grammar, Collocation, Register and Thesaurus Notes for encoding as well as decoding purposes.

Significant changes or revisions are found in *LDCE5-DVD*. A host of entries are found there, especially encyclopedic ones, but their recorded pronunciation does not always match the transcription. The DVD contains unnumbered examples with or without collocations indicated, but does not live up to the expectation that all the entries illustrated in book form are shown there, and the approach of contrasting or grouping words is not at all exploited.

A user study concerning *LDCE5* and a few competing dictionaries

has revealed that, in regard to definitions, there seems to be ample room for improvement in part of the entries as well as for the long entries where idioms and phrasal verbs are not easy to locate. It also shows that, among eleven features of *LDCE5* surveyed, the inconsistently labeled **AC** (see 2.3.2.), the geographical labels, and pictorial illustrations are unpopular, which should compel the dictionary editors to make them more usable or attractive, or to reconsider ways of presenting the same information.

It has been only six years since the previous edition entered the market. These days British mainstream learners' dictionaries are revised at intervals of approximately five to six years (but *CALD* and *COBUILD* are exceptions). This forces the editors to make clever and utilitarian decisions about which existing descriptions require more elaboration or what new description could be provided for learners. From this point of view, it is quite plausible that *LDCE5* aims to be a more production-oriented dictionary; as a consequence, the number of Grammar, Collocation and Thesaurus Notes as well as Register Notes has considerably increased. It is only stated in Common Error Notes that the notes are shown based on Longman Learner's Corpus. Without the Corpus, it would be quite arbitrary or random to provide the Grammar, Collocation, and Thesaurus Notes in order to avoid the common or unnatural mistakes or the overuse of general descriptive words for production. *LDCE5* in book form, as far as the survey is concerned, generally has not made any enormous changes in its revision, but the new key areas of description make us realize that it has gone a step further in approaching a more corpus-based learners' dictionary for production. At the same time, our analysis makes us keenly aware that more research including user research is required of a dictionary in CD or DVD form. This is because an increasing importance is attached to the format as a convenient storehouse of far more information. We believe there is still room for improvement for the next edition.

NOTES

Section 1

1) Note that the *COBUILD* series have the quicker updating tradition, in which the third edition came out in 2001, the fourth edition in 2003, the fifth edition 2006, and the latest seventh edition in 2009; and the same is true with the *CALD* series, in which the first edition came out in 2003, the second edition in 2005, and the third edition in 2008.

- 2) To give some examples, his name is listed in the following Longman dictionaries.
- the third edition of *Longman Dictionary of English Language and Culture* (2005); as the publisher
 - *Longman Exam Dictionary* (2006); as the publisher
 - the second edition of *Longman Essential Activator* (2006); as the projects director
 - the second edition of *Longman Advanced American Dictionary* (2007); as the projects director
 - the fourth edition of *Longman Dictionary of American English* (2008); as the director

3) According to the introduction, other formats, online and mobile phones, are also available for the new edition. However, on account of limited space, the online and mobile-phone versions of *LDCE5* are not covered in this paper.

Section 2

1) For this reason, we treat phrasal verbs as main entries in our comparative analysis in 2.1.2. below.

2) Of these 24 entries, **Form 1040** and **Form 1099** do not begin with numbers.

3) Note that phrasal verbs are counted as main entries in the table. The number of phrasal verbs in each dictionary is 31 in *LAAD2*, 36 in *LDCE4*, 37 in *LDCE4v2*, and 36 in *LDCE5*.

4) The following seven entries are not listed in the table for some reason we do not know:

Abramovich, Roman; Academy; EHIC; Elba; Setanta; Shameless; Shard London Bridge, the

However, it is obvious that these entries are to be also categorized as cultural or encyclopedic.

5) It should be noted here that some deliberate treatment is made in order to get rid of unnecessary complexity of the analysis, and in the following cases, for example, entries are considered identical:

- a) with or without “the”
 - **Eiffel Tower, the** (*LDCE5*) and **Eiffel Tower** (*LDCE4v2*)
- b) British spelling or American spelling
 - **accoutrements** (*LDCE5*) and **accouterments** (*LAAD2*)
- c) different indexing
 - **above**² (*LDCE5*) and **above**³ / **above**⁴ (*LAAD2*)

- **marquee** (*LDCE5*) and **marquee**¹ / **marquee**² (*LAAD2*)
- d) other minor differences
- **Eisenstein, Sergei** (*LDCE5*) and **Eisenstein, Sergei Mikhailovich** (*LDCE4v2*)
 - **Mason-Dixon Line, the** (*LDCE5*) and **Mason-Dixon line** (*LDCE4*)
 - **set square** (*LDCE5*) and **setsquare** (*LDCE4*)
- 6) AWL is first mentioned in Academic Writing in the first edition of *Macmillan English Dictionary for Advanced Learners* (abbreviated as *MED1*) (2002: Language Awareness). It has been introduced in an increasing number of monolingual learners' dictionaries: the Collins COBUILD dictionary range, whether advanced or intermediate, such as *Collins COBUILD Advanced Dictionary of American English* (2007), *Collins School Dictionary of American English* (2008), *Collins COBUILD Intermediate Dictionary* (2008) and *Collins COBUILD Intermediate Dictionary of American English* (2008), followed by *Collins COBUILD Advanced Dictionary* (2009), which, strangely enough, fail to acknowledge Coxhead's AWL and shows no label in the related entries. AWL is also introduced in *Oxford Student's Dictionary* (2007) and *Cambridge Academic Content Dictionary* (2009).
- 7) *LED*'s Academic Word List is slightly different from APPENDIX A (Headwords² of the Word Families in the Academic Word List) in Coxhead's 2000 article. The words in *LED* are given the parts of speech: **abstract**, for example, is divided into as an adjective, a noun and a verb. **Administrate** and **so-called** are given as headwords or parent words in Coxhead's list but not in *LED*, while **commodity** is not treated as a parent word in *LED*. **Criteria** and **utilise** in the article are changed to the singular **criterion** (not treated as a parent word) and a variant **utilize** in *LED*.
- 8) Kosem and Krishnamurthy (2007) points out several problems related to AWL in *LED*. First, words among the 2,000 most frequent words in the General Service List are excluded and are not labeled **AC**, but many of the GSL words, like *say*, *argue* and *note*, have special meanings in academic English. Second, the AWL identifies only words, not senses, and therefore, polysemous words lack information on which senses or uses of the word are academic. Third, the AWL is based on a rather small corpus. They also claim that *LED* offers few examples that are recognisable from academic texts.
- 9) Ten of the seventeen entries, **academy**, **adapt**, **commit**, **community**, **discrimination**, **edit**, **issue**¹, **licence**, **logic** and **trend**, are what Coxhead calls "parent words." Most of the entries are labeled **AC** in *LED* and *LAAD2*, but **adapt**, **edit** and **issue**¹ are only labeled in the latter, while **founding** and **licence** only in the former. It is not clear why the number of **AC** entries differs between *LED*, *LAAD2* and *LDCE5*.
- 10) The guided tour in the DVD includes the AWL, but its list again does not include all the highlighted entries in *LED* or those in its PDF: Lacking in the list are the following entries of **adapt**, **benefit** (n), **channel** (v), **derivative** (adj), **edit**, **financial**, **injury**, **intelligent**, **issue** (n), **job**, **method**, **style** (v), **task** (n), **team** (n), **text**, **tradition**, and **trend**. Who would know there is such a disagreement between the two? Inconsistent descriptions cause the dictionary to be unreliable.
- 11) Only **analyze** is labeled in *LED* and *LAAD2*. **Approachable**, **distributor**, and **significance** are labeled in the latter, while **unapproachable** is labeled in the former. The same defect in the footnote nine above applies here.

Section 3

1) The American pronunciation of **finance**, transcribed as /fɪˈnæns/ in the printed edition, is transcribed as /fəˈnæns/ in *LDCE5-DVD*.

2) Oddly, **sure** is still given as a keyword for /ʊə/ in the Pronunciation table inside the front cover.

3) The transcriptions for **finance** in *LDCE4-CD* and *LDCE5-DVD* are strictly different because /ɜ/ in *LDCE4-CD* has been replaced with /ə/ in *LDCE5-DVD*. This difference is not reflected in Table 3.1, since it is not relevant to judge whether the recorded pronunciations correspond to the first variants in the transcription.

4) Both *LPD3* and *EPD17* (see 3.2.6.) show /ɪˈlɑstrətv/ as the first variant in American pronunciation.

5) *LDCE4* calls such words “encyclopedic words,” whereas *LDCE5-DVD* lists them under the tab labeled “CULTURE.”

6) Biblical names or those appearing in Greek and Roman myths have not been included even though they are of foreign origin.

7) The total sum is more than 100, since some are counted twice as mentioned above.

8) According to the user’s guide to *LDCE5* issued by Kiriara Shoten (2009: 28), the only way to arrive at the word *psychic* using “Pronunciation search” is to input [saik*] [sic] and click on the “search” tab, being very careful not to input any more sounds because inputting the whole sequence of sounds [saikik] [sic] would not generate any results. This strange explanation provides good evidence to support our claim, because even the person who wrote it did not have enough knowledge of phonetics to see that *psychic* is pronounced as /saikɪk/, not /saikik/.

Section 4

1) Let us point out two things, both related to grammar codes/patterns and (in)transitive verbs.

Firstly, the list of grammar codes (p. ii) does not include passive-related codes for transitive verbs. Still, there are cases where such codes are employed in the dictionary: e.g., [T usually passive] for **cost** (sense 4) and [usually in passive (underline supplied by the reviewer)] for **price** (sense 1). Note, however, that such passive-related codes as [no passive] are not used even for the verbs like **lack**, unlike *OALD*.

Secondly, some may question how the dictionary gives the pattern [+ **that**] to the verb **joke** while it treats the word as intransitive. *MED*, as well as *LDCE4*, treats the word in the same way.

2) This grammatical note can be advice against the substandard use of “what” (= that, which, who), but here *LDCE5* misleads the user to think (wrongly) that “what” is not a relative pronoun at all.

3) One example sentence for **clam** (noun) available only on the DVD-ROM is “*This shirt cost me fifty clams.*” “Clam” in this sentence means “dollar,” a sense not listed in the dictionary. The same happens on *LDCE4-CD*.

4) Sometimes, there are “extended” versions: **sb answering a description; put your feelings into words; a court hears the case**. Some may wonder if **settle sth out of court** fits comfortably into this category.

5) In the collocation box for the entry **tide**, in the category ADJECTIVES, there are

collocations **the tide is in** and **the tide is out**. This may be a minor quibble, but “in” and “out” should be described here as adverbs, not adjectives, as the dictionary itself says in the entry **in**² (adverb, sense 10) “when the TIDE is in, the sea by the shore is at its high level **OPP out**,” along with the example “*The tide was in, and the sea lapped against the harbour wall.*” The same goes with **out**¹ (adverb, sense 30). In a strict sense, therefore, these collocations should not belong here. Still, pedagogically speaking, giving more information about collocations may be much more important than being more grammatically correct.

6) *LDCE5* claims on the back cover that the DVD-ROM contains 147,000 collocations, as opposed to 65,000 for the book.

7) On *LDCE5-DVD sense* has four collocation boxes, three more than in the book.

8) This word and others, including **attention**, **connection**, **exclusive**, **foot**, and **inspiration**, have collocation boxes in *LDCE4* that reappear on *LDCE5-DVD*, but some words, such as **different**, did not make it back into *LDCE5* in either the book or the DVD format.

9) We have a similar case in point, for example, at **manufacture**¹ (verb) and **manufacture**² (noun), the verb and noun sharing the same collocations coming from other entries in the dictionary.

10) Pragmatic information roughly equivalent to that in *LDCE5* is also shown in the other advanced learners' dictionaries. *MED1* and 2 provide “Ways of expressing . . .,” *COBUILD6* “Brief Speaker’s Handbook,” and *CALD3* “Let’s Talk: Conversation.” *OALD7* shows such information in a few entries: *of course* in the entry *course*, for example. The table below shows whether the corresponding information in *LDCE5* is provided in the others except in *OALD7*: The check mark indicates that such information is shown in some way.

<i>LDCE5</i>	<i>MED2</i>	<i>COBUILD6</i>	<i>CALD3</i>
Agreeing	✓	✓	✓
Disagreeing	✓	✓	✓
Apologizing	✓	✓	✓
Opinions	✓		✓
Suggestions	✓	✓	
Hello	✓	✓	
Goodbye	✓	✓	✓
Thank you	✓		
Requests	✓		

11) The DVD is far more useful and instructive because pragmatic information could be exemplified in longer conversation examples or dialogues. It is not, however, always the case: For example, the entry of **thank you** simply demonstrates that the set phrase is shown as a simple response to expressions of gratitude, so that dictionary users will be quite likely to think that that is all and nothing more is necessary. But the expression is usually followed by another expression or other expressions in social contexts, without which the speaker takes the risk of being considered to be fairly blunt or rude. For such

longer instructive dialogue, the DVD should play its key role.

12) Note that this type of information on formality is already shown in *Chambers Universal Learners' Dictionary* (1980) with regard to the label (*formal*): "Some words which are not particularly formal but which have a less formal, more commonly used equivalent have been labeled (*more formal than*), eg **acquire** is labeled (*more formal than get*); **regret** is labeled (*more formal than be sorry*). Similarly some words have been labeled (*less formal than*), eg **phone** (*less formal than telephone*)" (p. xii).

Section 5

1) The following are the changes in the A section (**A¹-account²**). The modified senses are: the third sense for **ABC**, the addition of the label "old use" to the definition for **abed**, the definition for **abide**, the sixth sense for **accept**, the second sense for **accident**, and the definition for **accident and emergency**. The newly added senses are: the definition for **A☆** (a newly added entry item), the fourth sense for **ABC**, the definition for **abdication** (a newly added entry item), the definition for **ablative** (a newly added entry item), the eighth sense for **about¹**, the definition for **ABTA** (a newly added entry item), the fifth sense for **academy**, the definition for **acaiberry** (a newly added entry item), the definition for **ACAS** (a newly added entry item), and the definition for **accelerant** (a newly added entry item).

The following are the changes in the E section (**edgy-embroider**). The modified senses are: the addition of the label "informal" to the definition for **effing**, the addition of the label "literary" to the definition for **efflorescence**, and the addition of the article "an" to the definition for **EKG**. The newly added senses are: the definition for **El Dorado (Eldorado)** (a newly added entry item), the definition for **electromagnetic** (a newly added entry item), the fourth sense for **elementary**, the second sense for **elephant**, and the definition for **Elysium** (a newly added entry item).

The following are the changes in the M section (**manic depression-Mason jar**). The newly added senses are: the fourth sense for **many**, the definition for **the Marie Celeste** (a newly added entry item), the twelfth sense for **mark¹**, the definition for **Mary Poppins** (a newly added entry item), the first sense for **mashed**, and the definition for **mash-up** (a newly added entry item).

The following are the changes in the S section (**set²-shave¹**). The modified senses are: the change in the signpost for the fourth sense for **set²**, and the shortened definition for **sex sth ↔ up**. The newly added senses are: the definition for **shagpile** (a newly added entry item), the definition for **shalwar kameez** (a newly added entry item), the definition for **Shangri-La** (a newly added entry item), and the third sense for **shatter**.

2) The corresponding information on synonymous expressions is also shown in the other learners' dictionaries: *COBUILD6* makes reference to *Thesaurus*, *MED1* and *MED2* as well as *CALD3* shows "Other ways of expressions," and *OALD7* lists related words and phrases in the Usage Notes of Synonyms and Vocabulary building.

3) A simple comparison of the number between *LDCE4* and *LDCE5* does not necessarily make sense because synonym descriptions in the former are shown in more than one in the latter, as is mentioned below.

4) The number in *LDCE4* is based on Ichikawa *et al.* (2005: 9.2. and 9.3.)

5) *LDCE5* makes a brief mention with reference to Common Error Notes (p. xii) of

the Longman Learner's Corpus of 10 million words (a database of over 10 million words of English written by students from around the world), which remains the same as the database in *LDCE4* (cf. the Longman Corpus Network of 390 million words in *LDCE5* in comparison with 300 million in *LDCE4*). The corpus seems to have undergone little change in the last ten years because Rundell (1999: 47) mentions the same size of the corpus.

6) One inconsistent advantage of *LDCE5-DVD* that includes no cross reference to **THESAURUS** is that some entries in the Thesaurus Note contain the same description, so that users can refer to the notes on the spot: The DVD makes it possible to contain the same note not only in **nice** but also in **pleasant, engaging, likeable and good-natured**, for example. No Thesaurus Note, however, is found in **sweet, charming, great and lovely**. The same goes for the key word **beautiful**: No note is to be found for **attractive, pretty, stunning and lovely**, which makes us doubt the criterion of including the Thesaurus Note in the entry.

Section 6

1) Approximately 38% of the entries (122) with illustrations attached in *LDCE5* are found among the defining vocabulary. They are considered instructive because they usually show more than one illustration for distinguishing or expanding related vocabulary (cf. Heuberger 2000: 39 on *LDCE3*).

2) A survey reveals that illustrations are shown in 1,206 entries in the DVD and that the same illustrations, which amount to 482, are shown in 189 entries. The result is that 1,499 illustrations are found in the DVD. This number corresponds with that of *LDCE4* despite the DVD's statement that it contains "over 1,500 pictures."

3) Footnote two in this section makes it clear that, when all the same illustrations are counted as one, the total number in the DVD (1,206) is less than four times larger than that in the book (322). The count in book form, however, is based on the number of entries, not on that of all the illustrations.

Section 7

1) The figures exclude the participant's answer who said he never referred to a dictionary to check pronunciation.

2) Note that the mean values indicated in Tables 7.1 and 7.2 are merely arithmetic averages calculated from the graded frequencies—and not means in the strict sense of the word—because the differences between consecutive numbers are not equal.

3) The percentage at the bottom of each column represents the success rate, although the figures immediately before the percentage indicate the number of those who gave the wrong answer.

4) If any figure is provided in a cell except the "Total" cell at the bottom, the total number of participants is always six.

5) It is not totally meaningless to take into account the answers by those who had given the correct answer before referring to the dictionary, since some of them were misled by the dictionary and gave the wrong answer later.

6) If any figure is provided in a cell except the "Total" cell at the bottom, the total number of participants is 17, if underlined, and 16, if not.

7) Rundell (2008: 200) lists “length,” “overspecification,” and “new conventions for old” as potential disadvantages with the full-sentence definition.

8) In response to Kanazashi’s oral presentation on this issue at the JACET Dictionary Research Group Workshop in March, 2010, James Ronald pointed out that the non-use of the Extra Column in *COBUILD5* by the Japanese participants would be attributed to lack of proper instruction in Japan in the use of EFL dictionaries, which Kanazashi agreed with.

9) This part is different from Part 3: Evaluation task in *US-LAAD2* in some respects. First, the information categories evaluated by the participants are different. We mainly deal with the labels and codes within entries, and they are relatively small in size. Notes and articles in separate boxes, which the participants in *US-LAAD2* evaluated, is the focus of another on-going user study, whose content is similar to Part 4: Comparison task in *US-LAAD2* (Kanazashi *et al.* 2009: 72). Second, the data provided by the participants in Category Intv are supplemented by those in Category Cl as in Part 2 of the present study.

10) Along the same lines, if we take into consideration the results of the questionnaire that the participants at a higher proficiency level tend to prefer phonetic symbols to recorded sounds, they may also be regarded as being text-oriented rather than sound-oriented.

11) The findings from *US-LDCE4* and *US-BEDs* suggest that those in Groups E and T who criticized the inadequacy of the single-clause *when*-definition were highly limited in number (Ichikawa *et al.* 2005 and Kanazashi 2008: 48). See Heuberger (2000: 17–18) and Higashi and Urata (2005: 8–9) for the theoretical problems with the single-clause *when*-definition, Lew and Dziemianko (2006) for its problems concerning the recognition of the headword’s part-of-speech by Polish students, and Kanazashi (2009) for its practical acceptability.

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APPENDICES

Appendix 1

Part 1: a questionnaire

- (1) How many years have you studied English?
- (2) Please name the English dictionaries that you use most often. Is it a printed or electronic dictionary?
- (3) If you use a monolingual English dictionary, please name it. Is it a printed or electronic dictionary?
- (4) How often do you use an English dictionary on the following occasions? Please circle one of the following choices that are the closest to the frequency of your dictionary use: <very often, often, sometimes, not usually, never>
 - ① while reading English
 - ② while translating English into your first language
 - ③ while writing English
 - ④ while translating your first language into English
 - ⑤ while trying to broaden your vocabulary
- (5) How often do you use an English dictionary for the following purposes? Please circle one of the frequencies from <very often, often, sometimes, not usually, never>.
 - ① finding synonyms and antonyms
 - ② finding etymology
 - ③ finding cultural information
 - ④ checking part-of-speech

- ⑤ looking up meaning
 - ⑥ finding collocations
 - ⑦ checking spelling
 - ⑧ checking whether a word exists
 - ⑨ finding grammatical information
 - ⑩ checking pronunciation
- (6) If you check pronunciation, which do you often consult, a printed or electronic dictionary for phonetic symbols, or an electronic dictionary for recorded sound?

Appendix 2

Part 2: a composition task using *LDCE5*

Suppose you are to explain the situations (1)–(9), using the word in the parentheses. First, fill in the blanks without referring to the dictionary. Then, look up the word in the dictionary specified, and answer again.

- (1) どんな犠牲を払っても、その患者の生命を救わなければならない。(cost)
We must save the patient's life _____.
- (2) ぐずぐずするな。電車が出てしまうぞ。(hang)
Don't _____. Our train is about to leave.
- (3) ストレス発散にギターを弾くことが多い。(steam)
I often play the guitar to _____.
- (4) この規則の目的は、交通事故を防ぐことだ。(aim)
This regulation _____ preventing traffic accidents.
- (5) 医者たちは、その患者が生き延びると確信していた。(pull)
The doctors were sure that the patient would _____.
- (6) ある男子学生が学生服に着替えるのを忘れた。(change)
The student forgot to _____ his school uniform.
- (7) ある男性が現在、窃盗罪に問われている。(charge)
He _____ theft at present.
- (8) 前途にあまりにも多くの困難があることに、われわれは気づいている。(lie)
We are aware that so many problems _____.
- (9) その3人は何があっても団結しようとして約束した。(stick)
The three have promised to _____ no matter what.

Appendix 3

Part 3: a comparative task within *LDCE5*

The participants were asked to rank the eleven features of *LDCE5* in order of importance, and state which of these features they would like to include in their dictionary if they were to compile one.

- (1) the grammatical note headed by a red exclamation mark enclosed in a triangle to warn users against a misuse (s.v. **intention** and **interested**)
- (2) the signpost (s.v. **issue n.**)
- (3) the indication of the part-of-speech
- (4) the frequency labels **S1–S3** and **W1–W3**, each in white letters against a red background (s.v. **island** and **issue**)
- (5) the label **AC**, in white letters against a red background, attached to the words from

the Academic Word List (s.v. headwords with the label **AC** on pp. 932 and 933, such as **irreversible** and **isolate**)

- (6) the phonetic symbols indicating both British and North American pronunciation (s.v. **irresponsible**)
- (7) the geographical labels BrE, AmE, and AusE (s.v. **lift**² *n.*)
- (8) pictures (s.v. **island**) and illustrations (s.v. **insect**)
- (9) grammar codes (the list of grammar codes such as [C], [U], [I], [T] [not in progressive], and [only before noun] on the page before the title, and the actual code [usually before noun] s.v. **double**¹ *adj.*)
- (10) the register and subject labels (the labels *old-fashioned informal* s.v. **dotty** and *law* s.v. **double indemnity**)
- (11) the synonym and antonym headed by the labels **SYN** and **OPP**, respectively, each in white against a blue background (s.v. **intentional**)

In the brackets at the end of each item is the indication of the headwords etc. that the researcher showed the participants in case they wished to see what the feature looks like in *LDCE5*.

Appendix 4

Part 4: a comparison task between dictionaries

Newspaper articles

- (1) 'Kurt Geiger makes steps across Europe', *Yorkshire Post*, August 21, 2006
- (2) 'Livedoor case: Horie denies falsifying corporate accounts', *Financial Times*, September 5, 2006
- (3) 'Bankers back N Korea against sanctions', *Financial Times*, September 5, 2006
- (4) 'HK Disneyland to provide lessons for visitors', *Financial Times*, September 5, 2006
- (5) 'The Reit way to invest in property, but will new tax rules swell the bubble?', *The Guardian*, August 24, 2006
- (6) 'Airbus axes superjumbo chief', *Financial Times*, September 5, 2006

Task sheets

- (1) The British retailer [Kurt Geiger] has entered into an exclusive partnership with the Italian firm [La Rinascente] to operate its shoe business at its **flagship** store.

★ Do you know the meaning of the underlined word?

[*OBED*] the most important product, service, building, etc. that an organization owns or produces: *They are opening a new flagship store in Madrid.* ◇ *The software will continue to be our flagship.* ⊕ a **flagship brand|product|store**

[*MED2*] the biggest, most important, or best thing in a group: *a flagship store*

[*LDCE5*] the best and most important product, building etc that a company owns or produces: *the flagship of the new Ford range* | *The firm has just opened a flagship store in Las Vegas.* | *the company's flagship product*

★ The best dictionary _____

Reasons:

The worst dictionary _____

Reasons:

- | | |
|--|---|
| () the definition is easy to understand | () the definition is difficult to understand |
| () the definition is short | () the definition is too short |
| () detailed explanation is given | () the explanation is too long |
| () the example is easy to understand | () the example is difficult to understand |
| () it gives the phrase similar to the one
in the newspaper article | () the examples are very different from
the phrase in the newspaper article |
| () there is enough information | () there is scarcity of information |
| () the entry is short | () the entry is too long |
| Other reasons? | Other reasons? |

★ If you did not understand the underlined word before reading the dictionary entries here, can you write the meaning of the word? [The starred questions repeat themselves on each of the six task sheets.]

- (2) Queues formed outside the court before the doors opened at 10am yesterday, with more than 2,000 people competing to secure one of 61 seats available to the public in one of Japan's most **high-profile** court cases.

[LDCES] attracting a lot of public attention, usually deliberately **OPP** **low profile**: *a high-profile public figure*

[COBUILD6] A **high-profile** person or a **high-profile** event attracts a lot of attention or publicity. □ . . . *the high-profile reception being given to Mr Arafat.*

[OBED] receiving a great deal of attention in the media; well-known: *high-profile events such as boxing matches* ◇ *high-profile companies*

- (3) The bank's initial owner, the Hong Kong-based Peregrine group, went into **liquida-
tion** in 1998.

[LBED] FINANCE when a company stops operating because it is in financial difficulty and its assets are sold to pay its debts: *Creditors have taken steps to **force** the studio **into liquidation**.* | *No doubt more firms will **go into liquidation** because they took on too much debt.*

[LDCES] the act of closing a company by selling the things that belong to it, in order to pay its debts: *Hundreds of small businesses **went into liquidation** (= were closed).*

[ODBM4] The distribution of a company's assets among its creditors and members prior to its dissolution. This brings the life of the company to an end. The liquidation may be voluntary or by the court.

- (4) "We had a slow start and there were some marketing **glitches** in the early days."

[LDCES] a small fault in a machine or piece of equipment, that stops it working: *a software glitch*

[OBED] a small problem or fault that stops sth working successfully: *Technical glitches delayed the launch of the service.*

[COBUILD6] A **glitch** is a problem which stops something from working properly or being successful. □ *Manufacturing glitches have limited the factory's output.*

- (5) With the stock market proving **volatile**, a vehicle that shelters investors from paying all but income tax on their property asset gains is likely to prove popular.
- [OALD7] (of a situation) likely to change suddenly; easily becoming dangerous: a *highly volatile situation from which riots might develop* ◇ a *volatile exchange rate*
- [OBED] likely to change suddenly in value, state, etc: *Food prices are highly volatile* (= they rise or fall very suddenly). ◇ *UK carmakers saw record losses in a volatile market last year.* ⊕ *volatile markets/prices/shares/stock/trading*
- [LDCE5] a volatile situation is likely to change suddenly and without warning **OPP** **stable**: *an increasingly volatile political situation* | *the highly volatile stock and bond market*
- (6) **Disclosure** of Airbus' problems with the A380, the world's largest passenger jet, forced EADS, the parent company, to issue a £2bn profit warning in June and prompted a steep decline in its share price.
- [ODBM4] The obligation, in company law, that a company has to disclose all relevant information and results of trading to its shareholders and other interested parties. The information is normally given in the directors' report and the annual accounts.
- [LDCE5] a secret that someone tells people, or the act of telling this secret: *the disclosure of private medical information.*
- [LBED] LAW when a person or organization gives information that would normally be kept secret, for example when a bank gives information about a customer's accounts to the police: *In America 'shield' laws allow journalists to protect their sources, with certain exceptions, for example if public interest is better served by disclosure.*