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An Analysis of *Oxford Advanced Learner's Dictionary of*

Current English, Ninth Edition KAZUO DOHI 1

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An Analysis of *Oxford Advanced Learner's Dictionary of Current English*, Ninth Edition

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1. Introduction

This is a critical analysis of *Oxford Advanced Learner's Dictionary* (hereafter abbreviated to *OALD*), Ninth edition.¹⁾ This journal since its publication in 1972 has always paid particular attention to *OALDs* since its third edition (1974) was issued; see the articles by Takebayashi et al. (1975), Takahashi et al. (1992), Ichikawa et al. (1996), Akasu et al. (2001), Komuro et al. (2006) and Yamada et al. (2012). This is mainly because *OALD* has the longest history in the genre of learners' dictionaries of English since the first edition (1948) under the title of *A Learner's Dictionary of Current English*. It is also because the original of the 1948 photographically reprinted dictionary²⁾ was issued here in Japan in 1942 as *Idiomatic and Syntactic English Dictionary* by a Japanese publisher, Kaitakusha, which dictionary is also believed to have had a direct and far-reaching influence on the development of English-Japanese dictionaries in the third quarter of the last century.

OALDs have been regularly issued or updated every five years for the last twenty years, based on various corpora such as the British National Corpus and the Oxford English Corpus.³⁾ The latest *OALD9* is no exception.

The three editors in the updated edition have contributed to compilation of learners' dictionaries from Oxford: M. Deuter is among the four editors in *Oxford Collocations Dictionary for Students of English* (2002),

J. Bradbery one of the three editors in *Oxford Learner's Thesaurus: A dictionary of synonyms* (2008), and J. Turnbull the managing editor of *OALD8* (2010), to name just a few well-known learner's dictionaries.⁴⁾ It is interesting to examine how successfully they have contributed to the new dictionary.

The focus in this article is placed on what revision has been made in the latest edition mainly in terms of what was discussed in the 2012 article; entries, pronunciation, grammar and usage notes, definition, examples, and the electronic media as well as user study.

2. Entries

This section will discuss the changes that *OALD9* has undergone from the previous edition(s) in terms of headwords, primarily addition and deletion of headwords, and other headword-related features of the dictionary.

2.1. Additions

Typically, when a revised edition of a dictionary comes out, new features are advertised. The inclusion of new words seems to be a feature that interests the general public, prompting publishers to promote this feature of each new edition. In the case of *OALD*, the seventh, eighth and ninth editions say on their back covers that they feature, respectively, “2,000 new words (*bird flu, life coach, offshoring*),” “1000 new words and meanings,” and “700+NEW words and meanings (*bestie, defriend, live-stream, shale gas*).”

Table 2.1 The number of additions by types of headwords

Full headwords	455
Word classes*	15
Idioms	28
Phrasal verbs	6
Run-ons**	16

*This type will be explained below (2.1.2).

**Those that have been introduced together with new headwords are not counted.

By our count the new edition added 455 stand-alone headwords while losing 150. Table 2.1 shows the number of additions in *OALD9*, classified by types of headwords.¹⁾

2.1.1. Examples of new headwords

Societal change inevitably demands inclusion of new words in any dictionary. Here are some of the new full headwords for new entries, roughly grouped by their fields of usage, types, etc.

bio- words: **biobank, bioconversion, biodefence, bioenergy, bioethanol**

carbon words: **carbon capture and storage, carbon debt, carbon sequestration, decarbonize**

cyber- words: **cyberattack, cyberbully, cyberthreat**

Internet, Web: **access provider, adware, cross-post, crowd funding, online dating, ransomware, scareware, tag cloud**

new devices, technology: **card reader, digital publishing, e-bike, electronic cigarette, electronic signature, geocaching, interactive whiteboard, iPhone, IWB, p-book, touchless, trackpad**

social categories: **LGBT, NEET**

social media and communication: **DD, live blog, social gaming, social media, social network, tweetable, unfollow, unfriend**

2.1.2. Types of headwords in *OALD*

In counting additions in *OALD*, *headwords* are defined broadly to include words with a new word class, secondary headwords or sub-headwords (idioms and phrasal verbs) and run-ons (mostly derivatives, shown in the dictionary after the sign ► at the end of an entry).

Words with a new word class

The category *word classes* refers to existing entries to which a part of speech has been added. In this we are in accord with other dictionaries like *LDCE* and *MED*, giving a part of speech full headword sta-

tus.²⁾ We have, then, 15 new entries where a new part of speech has been added.

This type includes: **artisan** (adjective), **bake** (noun), **bare** (adverb), **duke** (verb)³⁾, **former** (noun), **game** (verb), **neighbour** (verb), **Olympian** (noun), **outward** (adverb), **pap** (verb), **spam** (verb), **sync** (verb), **transition** (verb), **unlike** (verb), **upscale** (verb).

Idioms and phrasal verbs

Newly added idioms include: **sth is what it is** (at **be**); **round the bend** (at **bend**; as the North American variant of **around the bend**); **be in a good, bad, dark etc. place/space** (at **place**); **bet the farm/ranch on sth** (at **bet**); **throw sb under the bus** (at **bus**); as **happy, simple, sweet etc. as can be** (at **can**); **like a cat on a hot tin roof** (at **cat**; as the North American variant of **like a cat on hot bricks**); **make the cut** (at **cut**); **deal with it** (at **deal**); **down and dirty** (at **down**); **have/get sth down** (at **down**); **duke it out** (at **duke**); **fill your boots** (at **fill**); **fit for purpose** (at **fit**); **be good to go** (at **good**); **jump the shark** (at **jump**); **kick (some) ass/butt** (at **kick**); **kick the tyres** (at **kick**); **get a monkey off your back** (at **monkey**); **every nook and corner** (at **nook**; as the Indian variant of **every nook and cranny**); **take sth offline** (at **offline**); **race to the bottom** (at **race**); **snatch victory from the jaws of defeat** (at **snatch**); **have a soft corner for sb/sth** (at **soft**; as the Indian variant of **have a soft spot for sb/sth**); **take one for the team** (at **team**)⁴⁾; **off topic** (at **topic**); and **under the wire** (at **wire**).

Newly included phrasal verbs are: **accord with sth**, **jog along|jog on**, **rock out**, **speak to sb/sth** and **speak to sth**.

New run-ons for existing headwords

Run-ons were newly added to some existing headwords: **acclimation** (at **acclimatize**; as a North American variant of **acclimatization**), **belly dancing** (at **belly dance**), **cutting-edge** (at **cutting edge**), **game-changing** (at **game changer**), **gamify** (at **gamification**), **genius** (adjective) (at **genius**), **instant message** (noun) and

instant-message (verb) (at **instant messaging**), **jainist** (at **jain**), **oppressiveness** (at **oppressive**), **Pentecostalism** (at **Pentecostal**), **schlocky** (at **shlock**), **targeted** (at **target**), **unhealthiness** (at **unhealthy**), **upcycled** (at **upcycle**) and **usability** (at **usable**).

2.2. Deletions

Unlike their announcement of additions, publishers of dictionaries usually say almost nothing about their deleted words. Nevertheless, dictionaries tend to delete headwords or parts of entries present in their earlier editions, partly in response to social change, as with the cases of addition, and partly for reasons of efficiency. Full headwords deleted from *OALD8* totaled 150 (of which 115 are retained on *OALD9-DVD*).

2.2.1. Examples of deleted headwords

Deletion typically occurs with those words for things, ideas and names which became obsolete (sometimes having been replaced by others).

Those that were deleted from *OALD9-P* include: **applet**, **audio typist**, **Australopithecus**, **autowind**, **diskette**, **Frankenfood** (also **Frankenstein food**), **mainframe (computer)**, **multicast**, **object code**, **parallel port**, **personal stereo**, **telecottage**, **telnet**, **VDU**, **VHS**, **video arcade**, **visual display unit** and **Xerox**. These remain in the digital versions.

The following words seem to be completely gone from *OALD9*, even from its digital versions: **cattle plague**, **continental quilt**, **curling iron**, **D and C**, **despond**, **dilation and curettage**, **DoH**, **downmost**, **driver's test**, **gweilo**, **joypad**, **kingfish**, **malmsey**, **Medal of Freedom**, **Memory Stick**, **microportal**, **minicomputer**, **mini-note**, **moustachioed**, **NYSE**, **PDA**, **personal digital assistant**, **photobombing**, **PIM**, **relaid**, **SAG**, **the Statue of Liberty**, **subnotebook** and **Universal Time**.

In some cases of deletion, the deleted words do not seem to be those that have become obsolete, but rather those related to subject matter

that has been deemed non-essential. For instance, there may have been some conscious or systematic deletion of cheese and wine words. Six out of 26 and six out of 11 were deleted from *OALD8-P* respectively: **Danish blue**, **Emmental** (or **Emmenthal**), **Gorgonzola**, **Gouda**, **Gruyère** and **Roquefort**; **Chablis**, **Chardonnay**, **Chianti**, **Liebfraumilch**, **Moselle** and **Muscadet**.

2.2.2. Some results of deletion

Deletion of items sometimes eliminates redundancy with no loss of information, while other deletions lead to a loss of information.

Demographics was deleted as a headword in *OALD9*, but the user will suffer no loss of information because the word was doubly entered in *OALD8* as headword and as sense 1 of the noun **demographic**: “1 **demographics** [pl] (*statistics*) data relating to the population and different groups within it: *the demographics of radio listeners.*” The headword entry shared the explanation and the example. Thus, we can say its deletion only eliminates duplication of information. The same is true of **new broom**, which was deleted as a headword. Still both *OALD8* and *OALD9* have the phrase as an idiom at **new**, providing the same definition, including one example that was not in the entry for the headword in *OALD8*.

The deletion of **object code** (in *OALD9-P*), on the other hand, led to the loss of not only the headword, but also of necessary sense information for another word **object language**: “sense 2 [U] (*computing*) = OBJECT CODE (2)” (in *OALD8*), because in *OALD9-P* “= OBJECT CODE” is missing. The print version user has no clue to its meaning other than the specialist label.

The headword **Anglo** disappeared from *OALD9-P*, while the digital versions retain it and, moreover, add a third sense to the original two: “(*Indian English, offensive*) = Anglo-Indian.”⁵⁾

2.3. Promotions and Demotions

The adjectival use of **agnostic**, together with the noun **agnosticism**, was a run-on at the noun **agnostic** in the previous edition. In

the new edition, it is given full (or quasi-full in a broader sense of headword: cf. 2.1.2) headword status. Additionally, the adjectival use receives much more space than the use as a noun, including the use in computing. (*OALD9*'s treatment seems to follow those of *ODE3* and *COED12*. Other dictionaries such as *LDCE6* still treat it just as a run-on.) The same is true about **firefighting**, which moved from the run-on status at **firefighter**.

Candidly, too, newly appears as a headword in *OALD9*, moving from the run-on status at **candid** (▶ **candidly** *adv.*). Nevertheless, the entry seems little more than a cross-reference (back) to the noun, rather than a genuine promotion: "**candidly** *adv.* ⇒ CANDID." (*OALD9*-DVD gives the word a definition and two example sentences.)

Some headwords moved up from examples, as with **audiobook** from the example at **audio**:- "*an audiobook* (= a reading of a book on CASSETTE, CD, etc.)"⁶

Some were promoted to stand-alone headwords from secondary headwords. One example is **bricks and mortar**, which appeared as a secondary headword in the IDM section at **brick**. In the process of promotion, the phrase was given rewritten definitions and modified examples.

Some moved in the opposite direction: the stand-alone headword **-ability, -ibility** was "demoted" to run-on position at **-able, -ible**.

2.4. Ordering and Position of Items

2.4.1. Broken principles

Some headwords do not appear according to the regularly applied ordering principles governed by alphabetization, capitalization, or treatment of the definite article.

There are cases where the usual alphabetization practice is not followed. **Entrepreneur**, for example, comes before **entrepôt**. The accent mark that affects this ordering seems to apply in other cases of mis-arrangement: **cortex** – **cortège**, **habitué** – **habitual**, **inglorious** – **ingénue** (which should come before **ingenuity**), **soup kitchen** –

soupçon, **visualize** – **vis-à-vis** (which should come after **visage**). (The last two examples are found only in the hardback edition.) The previous edition had no such problem with accent marks. While these cases (except, possibly, for **ingénue**) may pose no serious problem to the user, some examples will be more problematic. The headword **née**, for instance, which should come before **need**, appears just before **Neanderthal**, two pages away from its rightful place. In this case, the user may not be able to find the target headword. (Strangely, again, this case of **née** happens in the hardback edition only, not in the paperback.)

OALD in the past editions adopted a capitalized-word-comes-first principle (**COD** – **cod**, **Euro** – **euro**), but in the new edition (in its book form) some pairs of words break this rule: **he** – **HE**, **gm** – **GM**, **hoover** – **Hoover**, **job** – **Job**, **jock** – **Jock**, **led** – **LED**, **lent** – **LENT**, **met** – **MET**, **romance** – **Romance**, **sad** – **SAD** and **sat** – **SAT**.

While the definite article typically does not affect alphabetization, there is at least one instance of the article influencing where a headword is placed. **The Commons** appears twice in the print version, first, rightfully, just before **common sense**, and again, irregularly, between **theatricals** and **thee**. The latter, actually, is listed with the (mis) spelling **theCommons**, without space after the article **the**, which is typically ignored in the alphabetical ordering of headwords.

2.4.2. Rearranged headwords

Some items moved from another entry or were reordered within the same entry. For example, the idiom **by and large** moved from the entry **large** to **by**. **Bluff it out** gained idiom status, moving out of the phrasal verb slot it occupied in *OALD8*. **Many happy returns (of the day)** and **a good few** come after **not a happy camper** and **good and ...** respectively in *OALD8* but before in *OALD9-P7*; at **lend**, idioms (1) **lend an ear (to sb/sth)**, (2) **lend (sb) a (helping) hand (with sth)** and (3) **lend colour to sth** came in this order in *OALD8* but the order in *OALD9* is (3) – (1) – (2).

2.5. Changes in Written Forms

2.5.1. Capitalization

There are cases where capitalized headwords in *OALD8* start with a lowercase letter in *OALD9* or vice versa⁸⁾.

OALD8 → *OALD9*

Alma Mater (also **alma mater**) → **alma mater** (also **Alma Mater**)

Attorney General → **attorney general**

Fallopian tube (also **fallopian tube**) → **fallopian tube**

Governor General → **governor general**

MailmergeTM → **mail merge**

Route One → **route one**

SurtitlesTM → **surtitles** (*NAmE* **Surtitles**TM)

the Big Three, Four, etc. → **the big three, four, etc.** (idiom at **big**)

Indycar → **IndyCar**

princess royal → **Princess Royal**

ultimate fighting (also **extreme fighting**) → **Ultimate Fighting** (also **Extreme Fighting**)

2.5.2. Compounds

Some written forms of compounds have changed, usually from hyphenated to solid, perhaps to reflect currently more common spellings.

OALD8 → *OALD9*

audio-visual → **audiovisual**

auto-suggestion → **autosuggestion**

best-seller (also **bestseller**) → **bestseller**; **best-selling** → **bestselling**

cycle-rickshaw → **cycle rickshaw** (also **cycle-rickshaw**)

game-changer → **game changer**

multi-purpose → **multipurpose**

news stand → **newsstand**

nit-picking → **nitpicking**

tea bag → teabag**2.6. Coverage of World English**

This section examines how *OALD* has treated regional varieties of English and then briefly compares the dictionary with other major English learner's dictionaries in coverage of those varieties.

2.6.1. Coverage by *OALDs*

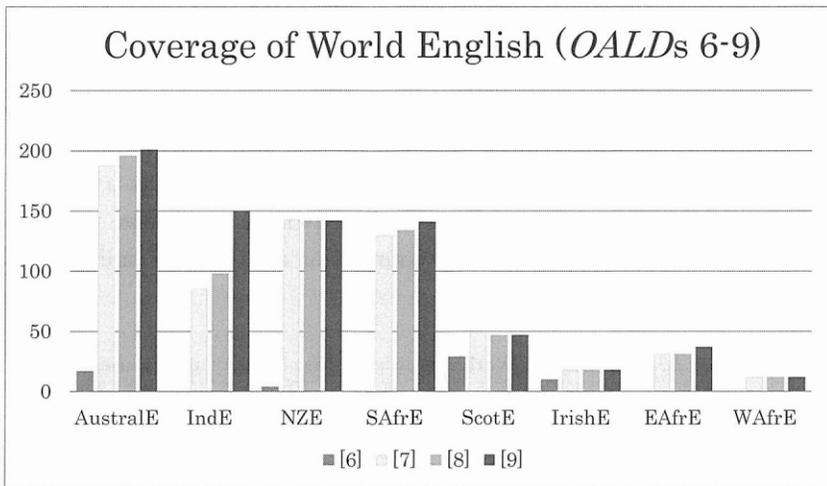
Since the seventh edition, coverage of World English or regional varieties of English has dramatically expanded, as compared to earlier editions. There were 188 words marked *AustralE* and 143 marked *NZE* in *OALD7*, of which, only 17 and four, respectively, were in *OALD6*, showing a remarkable increase in coverage. The number of labels for such varieties more than doubled from seven in *OALD6* (*AustralE*, *AmE*, *BrE*, *IrishE*, *NorthE*, *NZE* and *ScotE*) to 15 in *OALD7* (*AustralE*, *BrE*, *CanE*, *E AfrE*, *IndE*, *IrishE*, *NAmE*, *NEngE*, *NZE*, *SAfrE*, *ScotE*, *SEAsianE*, *US*, *WAfrE* and *WelshE*). To stress their enhanced coverage, *OALD7* advertised on its back cover, "the user will find in the edition 700 World English words (*stickbeak*, *godown*, *indaba*)" in addition to 183,500 British and American words, phrases and meanings. A panel of nine Advisors on World English has been listed since the seventh edition for such varieties as Australian, Canadian, East African, Indian, New Zealand, South African and West African. Emphasis on World English is also reflected in the fact that the Reference Section of *OALD7* contains three one-page articles on regional varieties, respectively titled "British and American English," "English across the world" and "English as a lingua franca." Only the first article on the two major regional varieties remains in later editions, despite the expansion in the number of labeled varieties.

Table 2.2 and the accompanying chart show how the number of words with regional labels has shifted from *OALD6* through *OALD9*, except for such varieties as British, Canadian, North American, Northern English and US.⁹⁾

Table 2.2 Coverage of World English by *OALDs*

	[6]	[7]	[8]	[9]
AustralE	17	188	196	201
IndE	n/a	86	98	150
NZE	4	143	142	142
SAfrE	n/a	130	134	141
ScotE	29	49	47	47
IrishE	10	18	18	18
E AfrE	n/a	31	31	37
WAfrE	n/a	12	12	12

Chart 2.1



There was a “quantum leap” in coverage of World English from *OALD6* to *OALD7*. Australian English has been best represented through all editions, followed by three other major varieties. (It should be noted that out of 142 words marked *NZE* in *OALD9-P*, 131 are labeled *Australian* at the same time in the dictionary.) Before the current edition, Indian English came in fourth, but *OALD* seems to have paid special attention to Indian English in the most recent edition, moving it to second place by adding a far greater number of Indian

English words than any other variety.

2.6.2. Comparison of World English coverage with other dictionaries

Dictionaries treat World English differently when they assign regional labels to words. For a comparative analysis of World English coverage, we have chosen two other dictionaries *CALD4* and *MED2*.¹⁰⁾ We have not included another leading dictionary, *LDCE*, for two reasons: 1) it offers a limited number of regional labels, officially listing just *BrE*, *AmE* and *AusE*⁽¹¹⁾ and 2) it seems to underrepresent regional varieties, sharing, for example, just five out of 31 Australian English words that the other three dictionaries have in common (see Table 2.3 and its accompanying chart below).

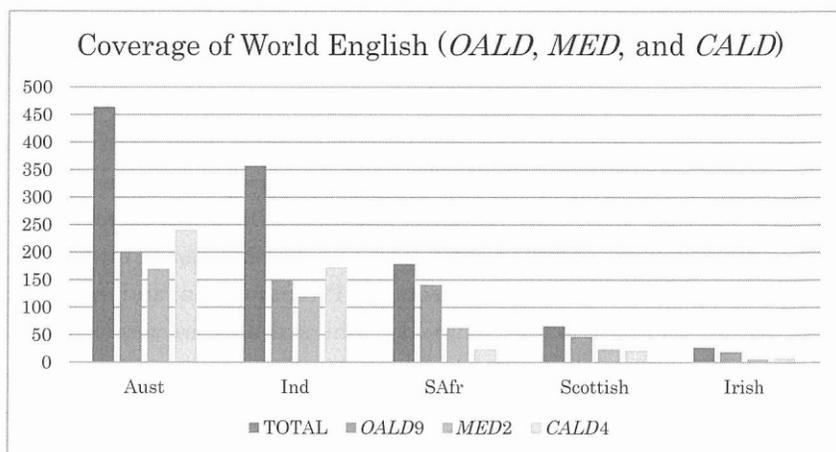
The following comparison takes into account those words to which one or more dictionaries assign regional labels like *IndE*, ignoring words with no regional labels given. For example, **memsahib** is, in *OALD9*, “used in India, especially in the past, to address a married woman ...” but not labelled *IndE*, while *MED2* treats the word as such. In such a case, the word is counted as an Indian English word in *MED2*, but not in *OALD9*.

Table 2.3 Coverage of World English by three learner’s dictionaries

	Aust	Ind	SAfr	NZE	Scottish	Irish	WAfr
TOTAL	464	357	179	142	66	27	16
<i>OALD9</i>	201	150	141	142	47	18	12
<i>MED2</i>	170	120	63	3	24	6	8
<i>CALD4</i>	240	173	24	n/a	22	7	n/a
O+M	73	41	35	2	9	2	4
O+C	56	41	14	n/a	14	2	n/a
M+C	49	16	12	n/a	9	3	n/a
O+M+C	31	15	12	n/a	9	2	n/a
<i>OALD9</i> only	104	77	104	140	26	17	8
<i>MED2</i> only	78	73	28	1	5	3	4
<i>CALD4</i> only	184	131	10	n/a	8	4	n/a

(O+M, etc.: shared by *OALD9* and *MED2*, etc. ; O+M+C: shared by all three dictionaries.)

Chart 2.2



Coverage of World English seems to overlap among the dictionaries much less than we might expect. For example, like **memsahib** above, **loch** is labeled *Scottish* in *MED* while unlabeled in other dictionaries. In the case of Australian English, out of the total of 464 words (201 in *OALD9*) just 31 are labeled *Australian* in all three dictionaries. Coverage tends to vary by dictionary, as pointed out by Hartmann and James (p. 118): “Dictionaries record such features [i.e., the dialect or regional variety with which a word or phrase is associated] in different and sometimes inconsistent ways.” Viewed in comparison with other dictionaries, *OALD9* offers decent coverage of World English.

(Section 2 by Asada)

3. Pronunciation

3.1. Overview

This section will examine pronunciation transcriptions in *OALD9* and *OALD9-DVD*, and the recordings in the *OALD9-DVD*. The transcription system of *OALD9* remains mostly unchanged from that in *OALD8*. The British pronunciation model is “General British” (henceforth GB), as in *OALD8*, which includes “RP (Received Pro-

nunciation) and a range of similar accents which are not strongly regional” (R30). Similarly, the North American pronunciation model is explained thus “[t]he American pronunciations chosen are also as far as possible the most general (not associated with any particular region)” (R30). Transcriptions are described both quantitatively and qualitatively with IPA symbols. Thus the high vowel /i:/ is distinguished from the high-mid vowel /ɪ/ not only with a length mark but also with a different vowel symbol. The IPA symbols employed in the dictionary are tabulated in the section “Pronunciation and phonetic symbols” in the back matter (R30-31). The symbols are also listed at the bottom of the page in the body of the dictionary with a sample word for each symbol. As in the earlier editions, the list is repeated every four pages, making it easy for the users who are not familiar with the IPA symbols to refer to them. Several other notes on pronunciation such as syllabic consonants, stress and the glottal stop are summarized in the same reference section mentioned above (R30-31).

When there is a variation between British and North American pronunciation, British forms are presented first and North American forms follow after the label “*NAmE*.” It is the convention from *OALD6* to show North American variants even when they are predictable from British pronunciation by rule. Following this tradition, *OALD9* indicates **home**, for instance, as /həʊm; *NAmE* hoʊm/. As for function words, weak forms are presented first, in principle, and strong forms second. Yamada et al. (2012: 14), however, pointed out that for **because** strong forms are given first and weak forms second in *OALD8*. This situation is not changed in *OALD9*.

3.2. North American pronunciation

OALD has provided more information on North American pronunciation since its sixth edition, by transcribing North American variants even when they are predictable by rule (in *OALD6*) and by recording at least one North American pronunciation (in *OALD7-CD*). Although *OALD7-CD* had some problems such as inconsistent and misleading placing of the label “*NAmE*” and the sound icon (Komuro

et al. 2006: 67-68), the problems were soon resolved in *OALD8-CD*. There are, however, some other issues which were pointed out in the past (Komuro et al. 2006 and Yamada et al. 2012) but have not yet been modified in *OALD9*. These concern transcriptions of low back vowels and vowels before /r/ as discussed in 3.2.1 and 3.2.2, respectively.

3.2.1. Low back vowels

It has long been pointed out that LOT and THOUGHT words (Wells 1982: 130-131, 144-146), which were widely distinguished before as an unrounded /ɑ/ and a rounded /ɔ/ in NAmE, have increasingly merged to /ɑ/ (Wells 1982: 474). The past editions of *OALD* did not recognize this merger and the present edition remains the same, except for one entry, **water**, as in *OALD8* (Yamada et al. 2012: 15). Thus the North American pronunciation of LOT words are transcribed in principle with /ɑ:/ (e.g. in **box**, **honest** and **watch**) and THOUGHT words with /ɔ:/ (e.g. in **caught**, **applaud** and **fall**) except for **water**, for which two variants are shown: “/wɔ:tə(r); NAmE also wɑ:t-/.” Meanwhile there has been no substantial development in the British pronunciation of THOUGHT words. Thus the low-mid /ɔ:/ is legitimately employed in the dictionary. Comparison of the sound recordings of British and American LOT and THOUGHT words in the *OALD9-DVD* revealed, however, that the use of /ɔ:/ for American THOUGHT might be confusing for the users.

The recordings of 50 LOT words and 65 THOUGHT words¹⁾ were examined to see if the American pronunciations of the two lexical sets are distinguished as the dictionary indicates and if qualitatively the same/similar vowels are employed for THOUGHT words in British and American recordings. It was found that American THOUGHT words, as well as LOT words, were realized either with an unrounded low back [ɑ:] or with a slightly rounded [ɒ:]. Although the height of the tongue varied between low to mid-low, it was rarely raised as high as the British counterpart nor were the lips rounded as strongly as the British recording of the same headword. In other words, the record-

ings of North American pronunciation for LOT and THOUGHT words were found to be similar to each other, while transcripts suggest they are different, and the recordings of British and North American pronunciation for THOUGHT words were found to be strikingly different, while the transcripts show they are the same.

The LOT-THOUGHT merger, or the lowering of the THOUGHT vowel, has been increasingly illustrated in other learners' dictionaries. *MWALED* and *CALD4* show /ɑ:/ for North American pronunciation of LOT and THOUGHT. *LDCE6* uses /ɑ:/ for LOT and /ɒ:/ for THOUGHT, illustrating the lowering in THOUGHT while indicating that the merger has not been completed. Given the recent trend in other dictionaries, and the discrepancies between *OALD9*'s transcriptions and its own recordings, the vowel symbol for THOUGHT words needs reconsideration.

Another vowel group worth considering the revision of is that of CLOTH words (Wells 1982: 136-137). It consists of words which contain /ɔ/ in General American and /ɒ/ in RP (Wells 1982: 136). The realization of this vowel in NAmE varies between [ɑ(:)] and [ɔ:]. The current and preceding editions of *OALD* give one of the following four types of transcription: (1) /ɑ:/, (2) /ɑ: ɔ:/, (3) /ɔ: ɑ:/ and (4) /ɔ:/. According to Yamada et al. (2012: 16), small changes were made for several words in this lexical set during the revision of *OALD7* to *OALD8*. The transcriptions given in *OALD9* seem to remain the same as those in *OALD8*. However, as Yamada et al. (2012: 16) pointed out, the reasons behind the four categorizations are not clear since the transcripts in the *OALD* do not match those in *EPD17* or *LPD3*. A small investigation into the recordings of CLOTH words¹⁾ further revealed that the sample recordings provided by *OALD9* itself do not match their transcriptions. For example, the NAmE recording for **cough**, for which only /ɔ:/ is given, has an unmistakably unrounded open (and also centralized) vowel [ɑ:]. It should also be noted here that, although *OALD9* uses low-mid /ɔ:/ as one of the two variants, the qualities of the vowels in the sample recordings were frequently more open, either primary cardinal vowel 5 or between pri-

mary cardinal vowels 5 and 6, with or without slight lip rounding, i.e. [ɑ: ~ ɒ:]. In the aforementioned learners' dictionaries, i.e. *MWALED*, *CALD4*, *LDCE6*, this change in pronunciation is recognized, in addition to that of *THOUGHT* words discussed earlier. The former two dictionaries use /ɑ:/ and the latter /ɒ:/ as they do in *THOUGHT* words. Taking these situations into consideration, /ɑ:/ should at least be added to entries in which /ɔ:/ is shown as the only possible pronunciation.

3.2.2. Rhotic vowels and vowels followed by /r/

As in the past editions, *OALD9* shows rhotic vowels using a vowel symbol plus /r/, e.g. **nurse** /ɜ:r/, **here** /ɪr/, **park** /ɑ:r/ and **teacher** /ɔ:r/. Urata et al. (1999: 73) pointed out, analyzing *LDCE3*, that this way of transcribing *NURSE* and *teachER* may educationally be disadvantageous, as these symbols suggest diphthongal qualities even though they are not.

Another issue concerns the merger of *Mary-marry-merry* in *NAmE*. In *NAmE*, three vowels in *Mary*, *marry* and *merry*, distinguished in *GB* as /eə/, /æ/ and /e/, respectively, are increasingly converged to /e/. As was the case for *OALD8* (Yamada et al. 2012: 16-17), *OALD9* does not recognize the *marry-merry* merger, though it does recognize the *Mary-merry* merger. Thus in *OALD9* *Mary* and *merry* words are shown with /e/ while *marry* words are shown with /æ/. A preliminary investigation of the recordings for 50 *marry* words¹⁾ in *OALD9-DVD*, however, revealed that although about half of the investigated words were actually pronounced with a vowel [æ], the vowel was raised to low-mid [ɛ] in the other half of the headwords. Although the number of the examined words is too small to be conclusive, the results suggest that it would be beneficial for learners if the dictionary showed both pronunciations. In other learners' dictionaries, *MWALED* and *CALD4* use /e/ and /ɛ/, respectively, for the American pronunciation of *marry* words.

3.3. British pronunciation

As for transcripts for British pronunciation, Akasu et al. (2001: 10) stated that *OALD6*'s transcripts showed up-to-date pronunciation in that its first choices by and large corresponded with those in *LPD1*. Analyzing the subsequent edition, Komuro et al. (2006) found, on the other hand, that the first variants in *OALD7* did not match those in *LPD2*, which had also been revised after conducting a new preference poll, and criticized that *OALD7* was "slightly more conservative than the current usage" (Komuro et al. 2006: 71) for not reflecting the results of the preference poll and also for showing a traditional form first in several headwords (Komuro et al. 2006: 69-71). The same can be said for *OALD9* as the British transcripts have not been largely modified since *OALD7* except for a few headwords.

Before making remarks on individual words with inter-/intra-dialect variations in 3.4, the following two sections will discuss (sequences of) phonemes which have undergone systemic changes in British English (hereafter BrE). Specifically, 3.3.1 and 3.3.2 will outline how *OALD9* treats the onset consonant sequences in "tune" and "duke," and the vowel of *SQUARE* in reference to other publications on phonetics of BrE and to other dictionaries.

3.3.1. Sequences of /tj/ and /dj/

The onset consonants in words such as "tune" and "dune" were traditionally pronounced as consonant sequences [tj] and [dj]. Such pronunciations can still be heard today but their use is restricted in older generations. The majority of younger speakers now pronounce them as affricates [tʃ] and [dʒ]. Cruttenden (2014: 83) lists this change of pronunciation as one of the "[c]hanges almost complete." Collins and Mees (2013: 93) also writes that the affricated pronunciation is the most frequent one even in the onset of a stressed syllable as well as word-medially and across word boundaries.

In *OALD9*, the change is recognized in weak syllables of common words but not in the onset of strong syllables. Thus the traditional /tj/ and /dj/ are replaced with affricates /tʃ/ and /dʒ/ in such words as

accentuation and **education**, whereas the sequences of a stop and approximant, /tj/ and /dj/, are given for **opportunity** and **endure**. Although there is no doubt that the affricated pronunciation is on the increase, it is also the case that other learners' dictionaries such as *CALD4* and *LDCE6* use the same transcription system as in *OALD9*. Although [tj] and [dj] are not the up-to-date pronunciations, it was found that *OALD9* is consistent in its transcriptions and audio recordings: the recorded samples for words transcribed with /tj/ and /dj/ were found to be pronounced consistently as [tj] and [dj], respectively.

3.3.2. SQUARE words

As for SQUARE words (Wells 1982: 155-157), which are pronounced with a diphthong /eə/ in traditional RP, the monophthongization has been widely spread in current GB. Upton (2008: 241, 246) considers the shift in pronunciation as one of the most important developments from "trad[itional]-RP" to "modern RP."² Cruttenden, who stated in the seventh edition of his textbook (Cruttenden 2008: 151) that "[ɛ:] is a completely acceptable alternative of [eə] in General RP,"² now considers the monophthongized pronunciation has been "well established" (Cruttenden 2014: 83), thereby replacing /eə/ with /ɛ:/ in the eighth edition of the same book. Collins and Mees (2013: 104-105) also has a similar view on this matter. Furthermore, in *Oxford Dictionary of Pronunciation for Current English (ODP)*, *COD10*, *NODE*, all three of which are issued by the same publisher as *OALD*, SQUARE words are shown with the monophthong /ɛ:/ (for further discussion on the treatment of SQUARE words in dictionaries, see Saito (2007)).

Despite the recent trend of using the long monophthong /ɛ:/ for SQUARE, the newly published *OALD9* still uses the diphthong /eə/. Reluctance for replacing the symbol may be because *OALD* is a learners' dictionary while the three aforementioned dictionaries are not. It should be noted here, however, that a small investigation on the sound recordings provided in the *OALD9*-DVD revealed that the realization of this lexical set was a monophthong [ɛ:] in most of the analyzed words; only five out of 50 words¹ were pronounced with a diphthong [eə]

as indicated by the symbol in the dictionary. Given the inconsistency between the transcripts and the recordings in its own accompanying DVD, as well as the recent academic trend, it may be time to consider updating the transcription system.

3.4. Further notes on words with phonetic variations in NAmE and BrE

This section outlines the results of the comparison of the first variants in *OALD9* and *LPD3*. *LPD3* shows the results of the preference polls for 260 words.³⁾ The first transcripts for the 260 words in *OALD9* were compared in the present analysis with those in *LPD3*. Examining the same 260 words in *OALD8*, the previous edition, Yamada et al. (2012: 17-19) pointed out discrepancies between *OALD8* and *LPD3* for 74 headwords. The present analysis revealed that few revisions have been made since *OALD8* for the 260 words, leaving most of the first transcripts in *OALD9* as shown in *OALD8*. Below are the three words whose first choice was altered from *OALD8* and 77 words whose first choice did not correspond with those in *LPD3*, including a few which were not mentioned in Yamada et al. (2012).

Among 74 words for which Yamada et al. (2012) pointed out discrepancies, transcriptions of the following three entries have been changed in *OALD9*. In *OALD8*, **absorb** had /s/ rather than /z/ as the first variant for both British and NAmE pronunciation. The order was reversed so that the transcriptions reflect the actual usage. Similarly, the primary accent for **short cut** was located on the second element in *OALD8* but now in *OALD9* the primary accent is placed on the first element, /'ʃɔ:t kʌt/, both for British and American pronunciation. It seems, however, that the audio samples for this word were not renewed in *OALD9*-DVD, having primary accent on the second element as it did in *OALD8*-CD. As a result, a discrepancy arose between the transcriptions and the sample recordings in *OALD9*-DVD. Lastly, for **poor**, /pɔ:r/ was given as the first variant and /pʊr/ as second of American pronunciation in *OALD8*. In the paper edition

of *OALD9*, the former is removed and the latter, /pʊr/, is shown as the only possible pronunciation in NAmE. There is an inconsistency, however, between the paper and the DVD editions of *OALD9*: the transcriptions for *OALD9*-DVD remain the same as in *OALD8*, having both /pɔ:r/ and /pʊr/ in this order.

Transcriptions for other words listed in Yamada et al. (2012) are mostly unchanged in *OALD9*. Differences found between *OALD9* and *LPD3* are of either of the following two types: 1) *OALD9*'s first variants are different from those in *LPD3* or 2) *LPD3*'s first pronunciations are missing entirely from *OALD9*.

The first and second/third transcripts for both British and American pronunciation in the following five words are in reverse order when compared to those in *LPD3*: **discount** (verb: the primary stress on the second syllable rather than on the first), **justifiable** (the primary stress on the first syllable rather than on the third), **kilometre** (the primary stress on the first syllable rather than on the second), **lamentable** (the primary stress on the first syllable rather than on the second), **vacation** (a weak vowel /ə/ in the first syllable rather than a diphthong /eɪ/). *LPD3* shows that the second variants in *OALD9* gained more votes than its first from a considerably larger proportion of the respondents. The difference in the preference ratios of the first and second variants was larger than 30% for all the five words. For example, among others, the second variant for **justifiable** in *OALD9*, /dʒʌstɪ'fəəbl/, was preferred by 75% of the British participants and 82% of the American participants whereas the first variant /'dʒʌstɪfəəbl/ was preferred by only 25% and 18% of the British and American respondents, respectively.

Apart from the headwords mentioned above, *OALD9*'s first choices for 22 British pronunciations and 17 American pronunciations were found to be in a different order from those in *LPD3*. Differences in British pronunciation were found in: **associate**, **association**, **circumstance**, **communal**, **controversy**,⁴⁾ **crescent**, **cyclical**, **delirious**, **direct**,⁵⁾ **direction**, **dissect**, **equinox**, **graph**, **halt**, **inherent**, **lure**, **patriotic**, **quagmire**, **really**, **resource**, **sandwich**, and **scallop**.⁶⁾ The results of the preference poll in *LPD3* show a substantial

difference between the first and second transcripts for the underlined words; *OALD9*'s second variants were preferred by the British respondents with the difference being more than 30%. It should also be noted that for **associate**, **association**, **controversy**, **delirious**, **direct**, **dissect**, **halt** and **lamentable**, the first transcripts shown in *OALD9* are the more conservative ones in that those pronunciations were found to be preferred by older generations in the preference survey. As for the American pronunciation, first choices for 17 headwords were found to be different from those in *LPD3*. These concern: **adult**, **applicable**, **deity**, **evolution**, **exit**, **harass**, **hero**, **niche**, **princess**, **protester**,⁷⁾ **scone**, **submarine**, **suggest**, **tomorrow**, **with**, **yours** and **zebra**. Considering the fact that the first transcript coincides with its British counterpart (perfectly or with some alternations to account for phonological differences between BrE and NAmE), differences found in these words seem to arise due to the space limitation. It is worth considering a revision of the underlined words, however, since *LPD3* shows that the *OALD9*'s second transcripts were preferred by a considerably larger pool of American respondents than its first. For **niche**, among others, *LPD3* reports that only /nɪtʃ/ was found in NAmE although /ni:tʃ/ is the sole transcript shown in *OALD9*.

More importantly, in 33 headwords (nine for British and 24 for American pronunciation) *LPD3*'s first variants, or the variants preferred by as many respondents as the first one, are missing entirely in *OALD9*. For example, there are two possible pronunciations for the plural form **baths** in BrE, i.e. /bɑ:ðz/ and /bɑ:θs/. *OALD9* shows the former, which is preferred by 50% of the British respondents according to *LPD3*, but it does not show the latter despite the other 50% preferring it. Similarly, in **during**, **electronic**, **hurricane**, **luxurious**, **necessary**, **perpetual**, **regulatory** and **voluntarily** *OALD9* shows /dʒʊəriŋ/ (but not /dʒ-/; see 3.3.1 above), /ɪˌlekˈtrɒnɪk/ (but not /ˌelek-/), /hʌrɪkən/ (but not /-kən/), /lʌgˈzʊəriəs/ (but not /lʌk-/), /nesəsəri/ (but not /-seri/), /pəˈpetʃuəl/ (but not /-tju-/), /reɡjʊlətəri/ (but not /-ˈleɪt-/), and /ˈvɒləntəri/ (but not /-ˈter-/) as British pronunciation. As for NAmE pronunciation, 24 entries were found where the first

transcriptions in *LPD3* were not shown in *OALD9*: **ally** (verb: no /'ælaɪ/), **almond** (no pronunciation with /l/), **amphitheatre** (no /p/ rather than /f/), **baptize** (no mention of /'bæptaɪz/), **caramel** (no two-syllable pronunciation, /kɑ:rməl/), **chromosome** (no /z/), **congratulate** (no /dʒ/), **cream cheese** (no 'cream cheese), **debut** (no /'deɪbjʊ:/ as North American pronunciation, though it is shown as British pronunciation), **distribute** (no /-jət/), **February** (no /'feɪjuəri/), **Glaswegian** (no /s/), **juvenile** (no /-naɪl/ as American pronunciation, though it is given as British pronunciation), **lawyer** (no /'lɔɪər/), **luxury** (no /'lʌɡʒəri/), **omega** (no /oʊ'megə/), **pajamas** (no /-'dʒɑ:m-/ as American pronunciation, though shown as British pronunciation), **palm** (no pronunciation with /l/), **prestigious** (no /-'sti:dʒ-/), **restaurant** (no mention of possible weakening of the final syllable as /-r(ə)nt/), **strength** (no pronunciation with /k/ before /θ/), **syrup** (no /'sɜ:r-/), **translate** (no /s/), **youths** (no /θs/). Revision of the underlined entries is particularly important since *OALD9* shows the variants preferred by only a minority (less than 30%) of the British or American respondents while it misses out the dominant variants shown in brackets above.

In addition to the entries listed above, Akasu et al. (2001: 9) mentioned that the American variants for **anti-**, **Asian**, **ballet**, **marry** and **semi-** were not shown in *OALD6*. The same is true for the four, except for **Asian**, in *OALD9* (see 3.2.2 above for discussion on **marry**). As for **Asian**, it was argued in Yamada et al. (2012: 17) that although two variants, /ʃ/ and /ʒ/, were given in *OALD8*, they were in reverse order to those in *LPD3*. In *OALD9*, the transcripts for **Asian** remain the same as *OALD8*. It should be noted here, however, in **Asia**, which is incorporated as a headword in the disc editions (*OALD8-CD* and *OALD9-DVD*) but not in the paper editions, the order of the transcriptions corresponds with *LPD3*, with /ʒ/ as the first variant and /ʃ/ second. In other related entries such as **Asia Minor**, **Asiatic**, **Asian American** as well as **Asian** mentioned above, /ʃ/ is shown first and /ʒ/ second. The reason for the different treatment of **Asia** and other related entries is unclear since voiced /ʒ/ and voiceless /ʃ/ are shown in this order for all the related words in *LPD3*.

3.5. *OALD9-DVD*

This section summarizes the discrepancy between the transcripts and audio samples, and two changes made in other aspects in *OALD9-DVD*.

Earlier in 3.2.1, 3.2.2 and 3.3.2, discrepancies between the vowel symbols and the actual pronunciations of the sample recordings were pointed out for a great number of entries concerning *THOUGHT*, *CLOTH*, *marry*, and *SQUARE* words. In addition to these lexical sets, correspondence between the transcriptions and the recordings was further examined for all the 260 words investigated in 3.4. Consequently, discrepancies were found in the following headwords: **baptize** (transcribed as /bæp'taɪz/ but pronounced as ['bæptaɪz] in the *NAmE* recording), **demonstrable** (the audio samples for the two British variants are switched around), **February** (/ˈfebruəri/ but ['februəri]), **short cut** (/ˈʃɔ:tʃʌt/ but [ʃɔ:t'kʌt]; see 3.4 above), **strength** (/streŋθ/ but [streŋkθ] in both British and American recordings), **sure** (/ʃʊr/ but [ʃʊ:]). For **baptize**, **February** and **strength**, it was discussed in 3.4 that *OALD9* disagrees with *LPD3* in the choice of the first transcripts. However, pronunciations in the audio samples (transcribed in square brackets above) coincide, in fact, with those shown first in *LPD3*.

Two changes have been made in the *OALD9-DVD* from *OALD8-CD*. Firstly, *OALD9* started to indicate information on frequency of a given pronunciation for some of the headwords with multiple variants by using the terms “also” or “usually.” Such information was not included in *OALD8-CD* even though it was in the paper edition. For example, *OALD8* showed /plæk; *BrE* also pla:k/ for **plaque** while *OALD8-CD* only listed the two variants without “also.” In *OALD9-DVD*, this kind of information is incorporated where relevant.

Secondly, *OALD9-DVD* added transcriptions and audio recordings of all the inflected forms of the verbs in the dictionary. They can easily be found by clicking to open “**VERB FORMS**” located immediately below the transcripts of the headword. It was rather a surprise to find that pronunciation transcripts and the sound recordings are provided even for regular conjugation verbs. Although this seems redun-

dant, it may be a helpful tool for learners since they now are able to check the inflected forms and their pronunciation whenever they wish to.

(Section 3 by Arashiro)

4. Grammar and Usage Notes

4.1. Grammar codes in *OALD9-P*

The verb codes and frames that are used to describe the behavior of verbs in *OALD9-P* are the same as those used in *OALD8-P*. The verb codes and frames are explained in the reference section in the back matter of *OALD9-P* (R4-7). Phrasal verbs are also explained in the reference section (R8-9). The grammar codes for other parts of speech are also the same as in *OALD8-P*, and are explained in the reference section as well (R10-11). In fact, the explanation of grammar in the reference section in *OALD9-P* (R1-13) is the same as in *OALD8-P* (R1-14).

4.2. Grammar codes in *OALD9-OL* and *OALD9-DVD*

Most of the verb codes and frames are neither abbreviated nor replaced by swung dashes in *OALD9-OL* and *OALD9-DVD*. For example, the verb frame for **sell** is written as **~sth (to sb) (for sth)** in *OALD9-P*, but it is spelled out as **sell something (to somebody) (for something)** in *OALD9-OL* and *OALD9-DVD*. Verb codes such as [T, I] are spelled out as [transitive, intransitive] as well:

sell

- verb 1 [T, I] to give sth to sb in exchange for money: **~sth (to sb) (for sth)**

I sold my car to James for £800.

(*OALD9-P*)

1 [transitive, intransitive] to give something to somebody in exchange for money

- **sell something (to somebody) (for something)** *I sold my car to James for £800.*

(*OALD9-OL, OALD9-DVD*)

The grammar codes for other parts of speech are also spelled out in *OALD9-OL* and *OALD9-DVD*. For example, **adjective** and **adverb** are abbreviated as **adj.** and **adv.** respectively in *OALD9-P*, whereas they are both spelled out in *OALD9-OL* and *OALD9-DVD*.

Thus, the grammar codes in *OALD9-OL* and *OALD9-DVD* may be easier for users to understand than those in *OALD9-P*.

4.3. The establishment of grammatical notation

It may be safely said that the grammatical notation in *OALD* has been fixed since *OALD8*. The editors may have decided to make the grammatical notation as explicit as possible so that users will understand it without fail.¹⁾

4.4. Notes on usage

4.4.1. Overview

The types and numbers of usage notes in *OALD9* are almost the same as in *OALD8*.²⁾ The main differences between the notes on usage in *OALD9* and *OALD8* are as follows:

First, the usage notes in *OALD9-P* are smaller than in *OALD8-P*. We presume that they were made smaller so that more notes could fit onto a page in *OALD9-P*. In fact, two new types of usage notes were introduced in *OALD9*, which will be discussed later.

Second, more information has been added to some of the usage notes in *OALD9*. For example, there is a “Grammar Point” note for **likely** (adv.) in both *OALD8* and *OALD9*, but as can be seen below, the “Grammar Point” note in *OALD9* contains more information than in *OALD8*. The underlined part has been added to the note in *OALD9*:

In standard *BrE* the adverb **likely** is often used with a word such as *most*, *more* or *very*: *We will most likely see him later.* In journalism and less formal language, however, **likely** is used on its own: *The deal will likely result in more cuts to services.* In informal *NAmE* **likely** is often used on its own, and this is not considered incorrect: *We will likely see him later.* ◇ *He said that he would*

likely run for President.

Third, changes have been made to some of the usage notes in *OALD9*. For instance, the heading of the usage note for **become**, **big** (adj.), and **narrow** has changed from "Synonyms" to "Which Word?" in *OALD9*. It is only the heading of the note that has changed; the content is the same as in *OALD8*.

Lastly, besides the two new types of usage notes, only two usage notes were added in *OALD9*. They are a "Grammar Point" note for **fail/failure** and a "Synonyms" note for **task**.

The two new kinds of usage notes introduced in *OALD9* are "Wordfinder" and "Express Yourself" notes. They will be discussed in turn in the following sections.

4.4.2. "Wordfinder"

There are as many as 165 "Wordfinder" notes in *OALD9*. According to the explanation in the front matter of *OALD9-P*, they suggest entries that the users can look up to find vocabulary related to the respective headword in order to learn unknown words or be reminded of related words they have forgotten (p. viii). The word is shown in bold if its entry contains its own "Wordfinder" or "Collocations" notes (*ibid.*).

The "Wordfinder" note is placed just below the definition and example sentences in an entry. There are about ten words listed in each note. For example, the following words are listed in the "Wordfinder" note in the entry for **university**: degree, dissertation, **education**, graduate, hall of residence, lecture, major, seminar, and tutorial. Among these, the word **education** is in bold, which indicates that it has its own usage note in its entry. In fact, there is a "Collocations" note in the entry for **education**, in which the expressions that are often associated with the school setting and education are explained in detail.

"Wordfinder" notes may look like an innovation, but similar notes can be found in other learners' dictionaries. For example, there is a

usage note called “Word Webs” in *COBUILD8*. A “Word Web” note consists of a paragraph that explains the use of words that are related to the headword in question and a photograph that depicts a situation related to the theme of the “Word Web” note.

The major difference between the “Word Web” notes in *COBUILD8* and “Wordfinder” notes in *OALD9* is that users can learn the use of the words in context in the “Word Web” notes, whereas users need to look up the words listed in the “Wordfinder” note one by one to learn their use. Thus, the “Word Web” notes in *COBUILD8* may be more user-friendly than the “Wordfinder” notes in *OALD9*. For instance, if you look up **university** in *COBUILD8*, you are referred to the entry for **graduation**. At the top of the page containing the entry for **graduation**, there is a “Word Web” note for **graduation**. The use of words related to **graduation** is explained in the “Word Web” note as follows:

University **graduations** are important **rites of passage**. This **ceremony** tells the world that the student is an accomplished scholar. At university, **graduates** receive different types of **degrees** depending on their subject and levels of study. After three years of study, students earn a **Bachelor of Arts** or **Bachelor of Science degree**. A **Master of Arts** or **Master of Science** usually takes one or two more years. The **PhD**, or doctor of philosophy degree, may require several additional years. In addition, a PhD student must write a **thesis** and defend it in front of a group of **professors**.

(*COBUILD8* p. 687).

Since the words in bold are embedded in the paragraph, users can learn the use of the key words that are related to the topic of **graduation** in context. In contrast, for users to learn the use of words listed in the “Wordfinder” note for **university** in *OALD9*, for instance, they may need to look up the words one by one to find out their meaning and use.

A cross reference is placed at the end of an entry whenever there is a related “Wordfinder” note placed apart from the headword in ques-

tion in *OALD9-P*. For example, if a user looks up **treatment**, a cross reference at the end of the first sense (something that is done to cure an illness or injury, or to make sb look and feel good) tells the user that there is not only a “Wordfinder” note just below the definition but also a related “Wordfinder” note in the entry for **health**. The adjectives, nouns, and verbs that describe the condition of one’s body or mind are listed in the “Wordfinder” note: acute, **condition**, **medicine**, outbreak, pain, recover, relapse, terminal, **treatment**.

We conducted a user survey on the usefulness of the usage columns in *OALD9*. The result shows that “Wordfinder” notes were evaluated low in terms of usefulness by the students who participated in the survey. The reason given was that the words were presented without the definitions (see 8.7 for further discussion).

4.4.3. “Express Yourself”

“Express Yourself” notes are another new type of usage notes introduced in *OALD9*. According to the explanation in the front matter of *OALD9-P*, they help users find the “right words in everyday situations” (p. ix). That is, they give pragmatic information to users by listing typical expressions that can be used in various everyday settings.

There are 39 “Express Yourself” notes in *OALD9-P*. The headings of “Express Yourself” notes are listed in Table 4.1. The notes are usually placed near the headword that acts as a keyword in an “Express Yourself” note. For example, the note titled “**Giving somebody advice**” is placed just below the entry for **advice**. The following expressions are shown in bold and embedded in simple example sentences as appropriate expressions to be used when advising someone:

▼ EXPRESS YOURSELF

Giving somebody advice

There are a number of tactful ways of telling people what you think they should do:

- *If I were you, I'd wait.*

Table 4.1 The headings of “Express Yourself” notes in *OALD9*

1	Giving somebody advice
2	Agreeing
3	Expressing certainty or uncertainty
4	Conceding a point
5	Congratulating somebody on an achievement or a family event
6	Correcting yourself
7	Describing a picture
8	Disagreeing
9	Ending a conversation
10	Asking for clarification
11	Wrapping up a discussion
12	Forbidding sb to do sth
13	Asking about obligation
14	Asking for help
15	Asking for information
16	Interrupting
17	Making introductions
18	Inviting somebody to something
19	Saying that you don't know something or giving yourself time to think
20	Expressing likelihood
21	Wishing somebody luck
22	Leaving a phone message
23	Offering somebody something
24	Conversation openers
25	Asking for permission/a favour
26	Asking for something
27	Expressing a preference
28	Dealing with questions
29	Asking for and making a recommendation
30	Offering to do something
31	Apologizing
32	Speculating
33	Making suggestions
34	Expressing sympathy
35	Telling sb to do sth
36	Thanking somebody for something
37	Asking for somebody's opinion and involving others in a conversation
38	Warning people of danger
39	Giving reasons, justifying a choice

- *I think you should/ought to see a doctor.*
- *Why don't you/Why not/Could you maybe ask Tom to help?*
- *If you want my advice/If you want to know what I think, I'd say it's better to tell him.*
- *I'd advise you to sell it now.*

Some of the "Express Yourself" notes are difficult to find. For example, the "Express Yourself" note titled "**Apologizing**" is not placed near the entry for **apologize**. Rather, it is placed below the fourth sense of **sorry** in *OALD9-P*. The word *sorry* is certainly a major key word in typical expressions used when apologies are made, but this note must be difficult to spot without the help of the cross reference at the end of the entry for **apologize**. The following "Express Yourself" notes are also placed far from the entry for the key word in the heading: "**Asking for clarification**" (which is placed near the entry for **explain**), "**Offering to do something**" (which is placed near the entry for **shall**), and "**Asking for somebody's opinion and involving others in a conversation**" (which is placed near the entry for **think**). As for the note whose heading is "**Asking for something**," it is not placed near the entry for **ask** but near that for **please**.

There are also usage notes similar to "Express Yourself" notes in *MED2*. The notes in *MED2*, however, may be more user-friendly than those in *OALD9* in that the level of formality and information on register are indicated for each expression listed. For instance, in *OALD9-P* the following expressions are listed in the "Express Yourself" note titled "**Thanking somebody for something**" without any explanation of their level of formality or occasions of use:

- *Thank you very much. It's very kind of you. | You really shouldn't have.*
- *Thank you so much for coming. It was really nice to see you.*
- *I'm very grateful.*

● *I do appreciate your help.*

The expression “You shouldn’t have” is also listed among the expressions in the usage note titled “**Ways of saying thank you**” in *MED2*. However, it is accompanied by a note that says, “used when someone gives you a present.” This tells users when this expression is typically used. Additionally, users can learn the difference in the level of formality between “That’s very kind of you” and “Cheers” in the same usage note, since the former is given with a note saying “a formal way of saying thank you, often used when refusing an invitation” and the latter is explained as “a more informal way of saying thank you.”

Information on the appropriate use of various expressions in spoken and written English is given in even more detail in the middle matter of *LDCE6*. In the preface to the middle matter, the following is written:

The following pages focus on functional language—language that 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)

For example, the expressions for advising someone are explained in the section “Suggestions.” According to the explanation given, “**why don’t you/we**” is “the usual way of making a suggestion in spoken English,” while “**if I were you, I would** or **I’d**” is “used when suggesting what you think is the best thing for someone to do, based on your personal experience and knowledge” (see A12).

Information concerning style and register is essential for learners, especially when encoding. It is regrettable that such information is not given in “Express Yourself” notes in *OALD9*.

4.4.4. iSpeaker

OALD9-DVD includes a new resource called “iSpeaker.” It is one

of the premium resources provided to users when they register on the dictionary website using their access code. It includes the following four sections: "Sounds," which demonstrate to users the pronunciation of English sounds using videos; "Exercises," which consist of eight kinds of vocabulary quizzes; "Conversations," which show users how to hold a conversation in certain daily settings; and "Exam Speaking," which helps users to prepare themselves for oral presentations required in examinations such as IELTS, TOEIC, and TOEFL.

Among these, "Conversations" may deserve a special mention in this section, since it is related to the "Express Yourself" notes. Let us compare the two in the case of "Apologizing." The expressions typically used when apologizing to someone are listed in the "Useful Language" section of "Apologizing" in "Conversations" in the iSpeaker. Comparison finds that the expressions in the iSpeaker are almost the same as those listed in the "Express Yourself" notes in *OALD9-P*. Compare the following:

The expressions in the iSpeaker

- *I'm so sorry I'm late.*
- *I'm terribly sorry I forgot to tell you.*
- *I'm very sorry I didn't bring your book.*
- *I do apologize. I'll get you another cup.*
- *I must apologize for keeping you waiting. (BrE)*
- *We would like to apologize on behalf of the management.*
- *We would like to offer our apologies for the inconvenience.*
- *Please accept our apologies for not responding sooner.*

The expressions in the "Express Yourself" note in *OALD9-P*:

- *I'm so/terribly/very sorry I'm late.*
- *I do apologize. I'll get you another cup.*
- *I must apologize for keeping you waiting. (BrE)*
- *We would like to apologize on behalf of the management.*
- *We would like to offer/Please accept our apologies for the inconvenience.*

Responses:

- *That's all right/OK.*
- *No problem.*
- *Don't worry about it.*
- *It's fine, really.*

The “Conversations” section in iSpeaker consists of a video that depicts typical conversations between two persons in a certain setting followed by three subsections: “Study,” “Practice” and “Review.” Learners can watch the video with the transcript of the dialogue in the “Study” section, then they can take one half of the conversation and record their voice while acting out a character in the video. In the “Review” section, they are to check whether they have mastered the use of the targeted expressions in the video. The videos enable dictionary users to learn key expressions in context. “Conversations” is instructive in that it illustrates how the targeted expressions are used in real-life settings. Although the “Express Yourself” notes lack pragmatic information compared to similar notes in *MED2*, iSpeaker helps users to learn the expressions in a semi-real context using visual aids. With the help of iSpeaker, learners can learn the appropriate use of the targeted key expressions. However, it may be preferable that more pragmatic information be given to users who refer only to the print version of *OALD9*.

In contrast, *LDCE6* explains the expressions used in apologies in its middle matter as well and analyzes the various expressions used on the occasion in detail by even giving example sentences to illustrate their use in typical context (see A6-7).

4.5. A new feature in the reference section

“More like this” is a new type of cross reference introduced in *OALD9*. In the case of the print version of *OALD9*, the cross reference is placed at the end of an entry. It refers users to “More like this” pages in the reference section (R14-16) that show them other words that behave similarly to the headword they have looked up. In *OALD9-OL* and *OALD9-DVD*, the group of words that are similar

in some way to a headword is shown once users click the “More like this” button in an entry. Let us take the word **infomercial** as an example. As a user looks up the word in *OALD9-P*, he/she is referred to MORE LIKE THIS 1 on page R14 by a cross reference at the end of the entry. **Infomercial** is among the 26 headwords listed under the heading “**1 Blended or portmanteau words.**” There, users learn that the word is formed by blending two words and that there are other headwords in *OALD9* formed in the same way, such as **brunch** and **edutainment**.

This is a unique innovation in *OALD9-P*, but users who do not go out of their way to go to the reference pages in the back matter of *OALD9-P* or expand the group of folded words by clicking the “More like this” button in *OALD9-OL* or *OALD9-DVD* cannot obtain the additional information. Thus, the information provided by “More like this” may remain unnoticed, which is regrettable.

(Section 4 by Takahashi)

5. Definition

This section focuses on the Oxford 3000 online, synonyms and short cuts.

5.1. The Oxford 3000 online

5.1.1. What the Oxford 3000 is

No difference is observed in the explanation of the Oxford 3000 between *OALD9* and *OALD8*. The website¹⁾ shows that the Oxford 3000 is a list of the 3000 most important words to learn in English. The front matter (**The Oxford 3000™**) in *OALD9-P* says, “The keywords of the **Oxford 3000** have been carefully selected by a group of language experts and experienced teachers as the words which should receive priority in vocabulary study because of their importance and usefulness” (x). The words or phrases are shown with a key symbol. Parts of the entries (selected senses, phrasal verbs and idioms) are also marked with a small key symbol.

The explanation also writes that the selection of the Oxford 3000 is

based on three criteria; frequency, range and familiarity. "In order to make the definitions in this dictionary easy to understand, we have written them using the keywords of the **Oxford 3000**. All words used in normal definition text are keywords, or are on the list of language study terms... Numbers and proper names are also used in definitions. When it has been necessary to use a specialist term which is not in the **Oxford 3000**, the word is shown in SMALL CAPITALS" (x).

As in *OALD8*, *OALD9-P* shows no list of the Oxford 3000 in its body or Reference Section. Ascertaining that there is little difference in the Oxford 3000 between the two editions, a comparison is made of the Oxford 3000 online²⁾ and its counterpart in *OALD7* or 8, which reveals a few interesting facts.

A minor alteration should be first mentioned in the deleted entries. As in *OALD8*, quite a few indented phrases are nowhere found; by accident (under the entry **accident**) and Yours Truly (under **true**), for example. The entries related to weights and measures are also deleted; **c** (cent) and **cm** (centimetre). Some abbreviations are also gone; **Dr.** and **No.** Some entries in *OALD7* disappear as well; **inquiry** and **whilst**.

The first thing to be observed in the Oxford 3000 online is that there is a slight difference from the eighth. Two entries are added; **digital** and **online**, both of which are indispensable in the present century. This indicates that there is a possibility that the Oxford 3000 will include and/or exclude some entries in its future editions because of a gradual or only occasionally radical change in the use of words during this century.

The second is that there seem to be a few errors in showing the Oxford 3000 online. As in *OALD8*, some numbers and cardinal numbers are among the Oxford 3000, but a few are curiously excluded; **sixteenth** and **seventeenth** are out of the Oxford 3000 while **sixteen** and **seventeen** are included. There is no good reason the dictionary is inconsistent in the treatment.

The third is that the Oxford 3000 online contains well over 3800 entries because a host of phrasal verbs are introduced in *OALD8* as

well as in *OALD9*. This is in stark contrast to *LDCE* because *LDCE* in principle excludes phrasal verbs in the defining vocabulary except a few on the list, such as *deal with*, *lie down*, *look for*, *look after* and *pick up*. The Oxford 3000 in *OALD9-OL* includes 379 phrasal verb entries, which means that users are required or supposed to get acquainted with them. Here are shown the phrasal verb entries of **go**; **go ahead**, **go away**, **go back**, **go back to**, **go by**, **go down**, **go into**, **go off**, **go on**, **go on doing**, **go out**, **go out with**, **go over**, **go round**, **go through**, **go through with**, **go to**, **go up**, **go with**, and **go without**. Similar cases are found in the verb entries **get** and **look**. It is also considered essential that *OALD* users be familiar with the selected senses in the phrasal verbs. The first sense, however, is not necessarily the one among the Oxford 3000. For example, in the phrasal verb **turn out** showing four senses, only the fourth “to be discovered to be; to prove to be” (in intransitive use without somebody or something as an object) shows that it is among the Oxford 3000. In the entry **look at sth** (= something) a small key symbol is attached to all the three senses. In spite of the fact that phrasal verbs and some of their senses are regarded as essential for users of the dictionary, no explicit criteria for the key symbol are given, unlike *CALD4* where six symbols³⁾ showing the *English Vocabulary Profile* level are attached to not only some senses in phrasal verbs but idioms (ix). *OALD9-OL* seems to take it for granted that users should get acquainted with the senses, but it is somewhat doubtful whether phrasal verbs and their senses are quite easy to distinguish.

It is likely that the fact that the Oxford 3000 entries online do not always show explicitly the parts of speech and the given senses makes it challenging for advanced learners to deal with them adequately and easily. There seems to be no convincing reason the Oxford 3000 online should differ from the Oxford 3000 in the DVD.

5.1.2. The Oxford 3000, Longman Defining Vocabulary and Longman Communication 3000

A comparison is made of *OALD9* and *LDCE6* to clarify to what

extent the Oxford 3000 entries online correspond with those in the defining vocabulary in *LDCE6* (hereafter abbreviated to LDV) (cf. Xu 2012) and those in the most frequent 3000 words in Longman Communication 9000 (2126-39) (hereafter abbreviated to LC 3000). The three parts beginning with the letters A, E and S are compared for the brief survey. There appears to be a wide difference between them. The Oxford 3000 includes 264, 192 and 461 entries⁴⁾ in each letter, while LDV corresponds with 136 in A, 98 in E, and 257 in S.⁵⁾ LC 3000 corresponds with 156 in A, 121 in E and 299 in S.⁶⁾ This appears to suggest that the Oxford 3000 corresponds more closely to LC 3000 than to LDV.

One reason for the difference is that the Oxford 3000 includes a host of phrasal verb entries, as is mentioned above, for the reasons of defining role (cf. Cowie 1999: 111). Another is that it includes a large number of derivative entries with a suffix such as *-ly* and *-ment*, along with a number of past and present participle entries. It also includes multiword expressions or set phrases (all right), abbreviations (e.g.), prefixes (anti-), numbers including ordinal ones, the days of the week, the months of the year and kinship terms. This is in contrast to LDV except some numbers. Below are shown adjective entries beginning with the letter A in the Oxford 3000 (online or in the DVD) that are not found in LDV. (The entries in italic are in LC 3000, while those in boldface are in the Academic Word List.)

absolute, **academic**, *accurate*, **adequate**, aggressive, **alternative**, **annual**, **apparent**, *appropriate*, **approximate**, artistic, **automatic**, *aware*, *awful*

Given the difference of entries between the two, 71, 50 and 74 entries in the three parts in *OALD9-OL* could be regarded as being different from LDV. This being accepted, there is a smaller difference between the two than the above numbers suggest. The above adjective entries appear to show that *OALD9* users are required to have a larger vocabulary to understand the definition than *LDCE6* users (see below concerning the number of LDV). This, however, does not necessarily

mean that *OALD9* uses definitions far more difficult to follow than those in *LDCE6* (cf. 8.2).

It is also the case that the corpora cause the Oxford 3000 and LC 3000 to be different in spite of the fact that both are based on frequency and range. When the entries mentioned above are examined except set phrases, phrasal verbs and prefixes, 96, 66, and 118 entries do not correspond with each other, which reveals that the numbers are larger than those in *LDV*. Below are shown verb entries in A in the Oxford 3000 (online or in the DVD) that LC 3000 does not include. (Note that none of the words is among *LDV*, while those in boldface are in the Academic Word List.)

abuse, **accompany**, accuse, **acknowledge**, **acquire**, **adapt**, **adjust**, adopt, amaze, appoint, **appreciate**, arise, **assist**, associate, **assure**

It should be remembered that LC 3000 is based on written and/or spoken corpora, unlike the Oxford English Corpus that “is based mainly on material collected from pages on the World Wide Web (some printed texts, such as academic journals, have been used to supplement certain subject areas). It represents all types of English, from literary novels and specialist journals to everyday newspapers and magazines, and even the language of blogs, emails, and social media” (*oxforddictionaries.com*). This makes us convinced that the Oxford 3000 is made up of key words that are specially selected for the purposes of not only definition but also vocabulary study.

Given the facts, users should be careful to distinguish three types of vocabulary. *LDCE* makes a distinction between *LDV* and LC 3000 (now LC 9000 in the sixth edition): The latter is composed of the most frequent words that “enable you to understand 86% of the language” (*LDCE6*: 2126), while the former is chosen “to ensure that the definitions are clear and easy to understand, and that the words used in explanations are easier than the words being defined” (2140).

On the other hand, the Oxford 3000 is selected “as the words which receive priority in vocabulary study because of their importance and

usefulness" (x) on the basis of three criteria. Both frequency and range apply to the selection criteria in *LDCE*, while, regarding familiarity, *OALD9-OL* says, "In addition, the list includes some very important words which happen not to be used frequently, even though they are very familiar to most users of English. These include, for example, words for parts of the body, words used in travel, and words which are useful for explaining what you mean when you do not know the exact word for something. These words are identified by consulting a panel of over seventy experts in the field of teaching and language study" (x). *OALD9* also differs from *LDCE6* in that the latter says, "The Longman Defining Vocabulary of around 2000 common words has been used ... Words in the Defining Vocabulary are constantly being research and checked to make sure that they are frequent in the Longman Corpus Network and, and that they are used correctly by learners in the Longman Learners' Corpus" (2140). Therefore, it could be safely said that a stronger orientation toward experts on language in *OALD* results in the difference of the Oxford 3000 from *LDV* and *LC 3000* (cf. 8.8).

5.2. Synonym

OALD9, like *OALD8*, gives SYNONYMS in more than 200 entries although a minor change seems to have been made; the entry **almost** shows WHICH WORD?, for example (cf. 4.4.1). Users may wonder what the difference is between SYNONYMS and WHICH WORD?. In the synonym description, *OALD9* basically follows *Oxford Learner's Thesaurus* (2008) (hereafter abbreviated to *OLT*), with the description only occasionally slightly changed. Users should be aware that dictionaries differ in not only the number of entries where synonyms are given, what are shown as synonyms, but also synonym description itself. For example, in the E part, a description of synonyms is given in thirteen entries in *OALD9*, eight entries in *CALD4*, and twenty-eight in *LDCE6*. Only two entries are found in the three; **exciting** and **expensive**. Compare the description of **exciting**: *OALD9* enumerates **exciting**, **dramatic**, **heady**, **thrilling**, and **exhilarating**,

and *LDCE6* shows **thrilling**, **gripping**, **dramatic**, **exhilarating** and **nail-biting**, while *CALD4* lists **gripping**, **riveting**, **exhilarating**, **action-packed**, **thrilling**, **electric** and **vibrating**. Three identical expressions including **exciting** are found in the three dictionaries. The note in the middle part in **exciting** in *OALD9* shows their nuance of the entries. Below is shown only the related description of the three. The description in *OALD9* makes it fairly easy to understand the difference between synonyms.

OALD9 SYNONYMS

exciting

dramatic ♦ **heady** ♦ **thrilling** ♦ **exhilarating**

These words all describe an event, experience or feeling that causes excitement.

exciting causing great interest or excitement: *This is one of the most exciting developments in biology in recent years.*

thrilling exciting and enjoyable: *Don't miss next week's thrilling episode!*

exhilarating very exciting and enjoyable: *My first parachute jump was an exhilarating experience.*

EXCITING, THRILLING OR EXHILARATING?

Exhilarating is the strongest of these words and **exciting** the least strong.

Exciting is the most general and can be used to talk about any activity, experience, feeling or event that excites you. **Thrilling** is used especially for contests and stories where the ending is uncertain. **Exhilarating** is used especially for physical activities that involve speed and/or danger.

PATTERNS

- a(n) exciting/thrilling/exhilarating **experience/moment**
- an exciting **atmosphere**
- a(n) exciting/thrilling **finish/finale/victory/win**

LDCE6 Thesaurus

thrilling very exciting

exhilarating making you feel happy, excited and full of energy: *an exhilarating ride*

CALD4 Other ways of saying *exciting*

Sports and outdoor activities which are exciting are often described as **exhilarating**:

*I find skiing absolutely **exhilarating**.*

If something is very exciting, especially because you are not sure what will happen, you can describe it as **thrilling**:

*It was a **thrilling** game in which both teams played well.*

Learner's dictionaries have been making efforts to illustrate the difference based on frequency, range, register as well as collocations or usage patterns. The user study below notes that Japanese learners will likely consider synonym description fairly valuable for decoding, and *OALD* editors might take account of this fact for a future edition (see 8.7).

The *OALD9*-DVD gives SYNONYMS or WHICH WORD? to show synonyms in the related sense in the entry; **limit** (noun) 2 and **nearly**, for instance. It should be kept in mind that the DVD does not include a SYNONYMS sign in the same entries as in *OALD9*-P and that random sampling in the fifty entries in the E part (**eager** through **essential**) in the DVD reveals that the description does not always correspond with that of *OLT*.

5.3. Short cuts

For users to quickly and accurately find the senses of polysemous entries, the learners' dictionaries use different methods; *OALD* uses "short cuts", *LDCE* "signposts", *CALD* "guide words" and *MED* "menus". A simple comparison of *OALD9* with *LDCE6* and *CALD4* shows that they also differ in the entries where the "meaning access facilitators" (Lew 2010: 1121) are shown. *OALD* adopted "short cuts" in the sixth edition (2000). Researchers have conducted studies of the effect of this type of facilitators on the accuracy of sense selection. Lew (2010) mentions his overall conclusion that short cuts are more user-friendly (than menus), which makes it reasonable to consider that *OALD* has achieved some success (see also Lew 2016).

On the assumption that no change has been made in the latest two editions, a simple comparison is made of the entries (**smell** through **stroke**) with short cuts shown between the ninth and the sixth. It makes us realize that little difference has been found except for a few deletions (e.g. **spot** noun 10) and additions (e.g. **strike** noun 7) as well as a slight change in short-cut description (e.g. **stand** verb 1). No clear policy, however, seems to have been formulated of which entries show them. Entries with more than four senses apparently give short cuts, which is not always the case. Some entries with fewer than four also give them, when they are among the Oxford 3000 (e.g. **stone** (verb) and **station** (verb)). The Oxford 3000 entries do not necessarily give them, while some excluded from the Oxford 3000 show them (e.g. **snap** and **spit**). Users might occasionally find it puzzling to find the short cuts in a prepositional phrase in verb entries (e.g. **spread** 5 or **squeeze** 3).

Short cuts appear to be written within five words (e.g. **stand** verb 11), which does not hold true of those in a prepositional phrase (e.g. **start** verb 7). There seem to be some principles for short cuts. A brief survey of the verb entries shows that, as the expression "short cuts" itself clearly shows, the first is to use part of the words or phrases (including prepositional phrases) in the definition, which is applied to a far larger number of senses. The second is to show the preferred or restricted subjects or objects related to the sense. The third is to give a summarizing or paraphrasing expressions (e.g. **spring** verb 3). Some users may find it redundant to see the short cuts when they find the same sense explanation or definition (e.g. **squeeze** noun 5). Short cuts may be useful to distinguish senses of polysemous entries, and the dictionary should make greater effort to be more informative (cf. DeCesaris). It remains to be seen how Japanese learners value this method of finding exact meanings easily.

5.4. New senses

The back cover says *OALD9* includes "700+NEW words and meanings". This is confusing to users: They are not sure of the number of

new words and new meanings in the latest edition. It is, however, clear that dictionaries (whether for general readers or learners) have always been endeavoring to include new senses in the revised edition. Shown here are just a few news senses in *OALD9*: **real estate** (3), **unfollow** (verb), **unfriend** (verb), **unlike** (verb) and **unlock** (verb 3) (the first and the last not found in *LDCE6*) (cf. 2.1). This has been made possible by better utilizing the corpora in OUP. In this respect, a future *OALD* will undoubtedly provide users with more widely used or general senses in the English language.

(Section 5 by Dohi)

6. Examples

There is only a slight revision in examples in *OALD9*. Some run-on entries such as **spendthrift** (adjective) and **staccato** (adverb) show new phrase examples, which is the same in *OALD9-DVD*.

A simple comparison of examples between *OALD9* and *OALD9-DVD* makes clear the difference: The DVD gives extra short and fairly easy examples, and is more instructive when no example is provided in the paper version; **unabashed**, **unapologetically**, **unappetizing**, **unapproachable**, and **unassuming**, for instance (cf. 7.3.2).

Examples are essential not only for decoding but for encoding purposes. No principle, however, seems to be discovered behind presenting examples in *OALD9* (cf. Xu 2008). It is instructive to find examples in new entries such as **spendy** and **spyware**. To be more user-friendly for the two purposes, at least an example or two should be provided in each entry in the DVD, including the Oxford 3000 entries, whether the examples are corpus-based or partially authentic.

There remains, however, more to be desired in *OALD9-DVD*. As is mentioned in the last review (2012), some or a host of extra examples in *OALD9-DVD* are not shown in the order of senses (e.g. **splash**) and users may have the trouble to see the difference (e.g. **spirit**). It is not always the case that easy and short examples come first. The same or quite similar examples are sometimes repeated or placed next to each other. Also are included expressions made up of

phrasal verbs, idioms or other compound entries, rather than sense-restricted examples; for example, *spell out* in **spell** (verb), *splinter group* in **splinter** (noun), *split the difference* in **split** (verb). Some occasionally include proper nouns that may not be necessarily familiar to users (e.g. *Viera* and *Parma* in **spell** (noun)), adjective forms of proper nouns, and special phrases excluded in *OALD9* entries (e.g. *Swinging Sixties* in **spirit**). There are shown what may be called figurative examples without the label (e.g. **spine** in *These speeches form the spine of his election campaign*) or without any gloss. It is sometimes doubtful whether extra examples show the most frequent and important expression (e.g. **spite**). A few examples even show spelling mistakes (e.g. **sport/sports**). It is not always clear why some entries neither in the Academic Word List nor in the Oxford 3000 include a number of extra examples (e.g. **splendour**). Users may wonder why some entries in *OALD9* show one or two examples while a number of extra examples are given in DVD (e.g. **spending**). Even admitting that the DVD includes additional definitions and examples in run-on entries (e.g. **spellcheck** noun and **spikiness**), the editors should have been more careful not only in selecting and arranging examples but in choosing where they are given in the DVD.¹⁾ *OALD9* should have been more user-friendly in its proper and effective organization in the DVD (cf. 8.8).

(Section 6 by Dohi)

7. Electronic media

In this section, we will look at the electronic versions of *OALD9*—namely, the DVD version (*OALD9-DVD*), the mobile app version (*OALD9-APP*), and the online version (*OALD9-OL*)—and examine their characteristics in comparison with *OALD8-CD/APP* and *OALD9-P*.¹⁾

7.1. Layouts

Let us first look at the changes in layouts of the electronic versions. *OALD9-DVD/APP* seems more sophisticated in appearance, that is, it

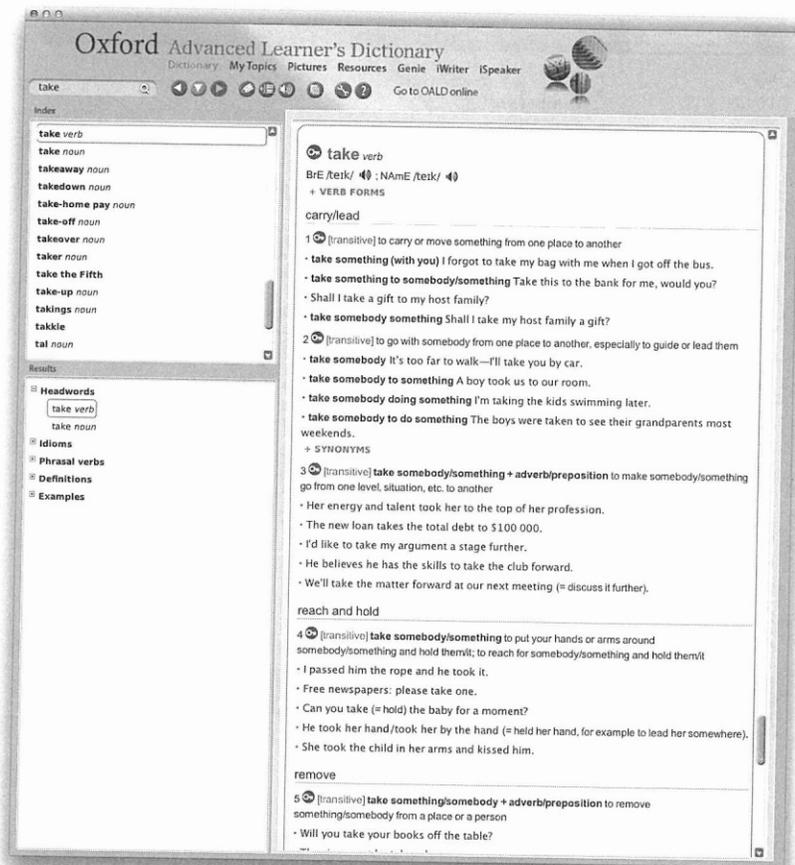
seems better organized compared to *OALD8-CD/APP*.

In *OALD8-CD/APP*, the markers for extra information notes are arrayed after the information on parts of speech. Users have no means of understanding whether these notes are related to a specific definition or to the entire entry, since no additional information is provided even when the entry has multiple types of extra information notes. *OALD9-DVD/APP*, on the other hand, presents VERB FORMS before a body of definitions, and WORD ORIGIN and EXTRA EXAMPLES after a body of definitions (and before Idioms/Phrasal Verbs). Other extra information notes are allocated to their respective places.

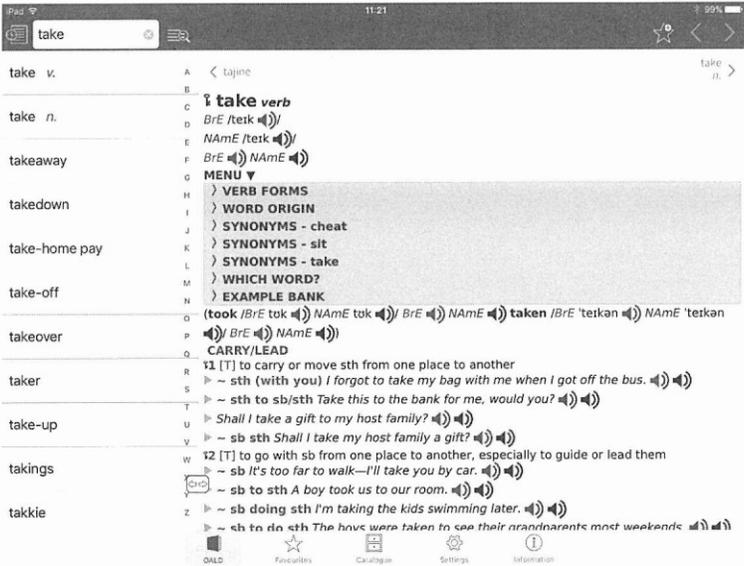
Figure 7.1 Overall layout of *OALD8-CD*

The screenshot displays the Oxford Advanced Learner's Dictionary interface. The main entry is for the word "take", which is listed as a verb and a noun. The interface is organized into several sections:

- Search and Navigation:** Includes a search bar at the top left and a list of search results on the left side.
- Entry Header:** Shows the word "take" with its part of speech (verb, noun) and phonetic transcriptions for British English (BrE) and North American English (NAme).
- Verb Section:** Contains sub-sections for "VERB FORMS", "WORD ORIGIN", "SYNONYMS", "WHICH WORD?", and "EXAMPLE BANK".
- Definitions:** Four numbered definitions are provided, each with example sentences and usage notes.
 - 1 [transitive]** to carry or move sth from one place to another
 - ~ sth (with you) *I forgot to take my bag with me when I got off the bus.*
 - ~ sth to sb/sth *Take this to the bank for me, would you?*
 - Shall I take a gift to my host family?*
 - ~ sb sth *Shall I take my host family a gift?*
 - 2 [transitive]** to go with sb from one place to another, especially to guide or lead them
 - ~ sb *It's too far to walk—I'll take you by car.*
 - ~ sb to sth *A boy took us to our room.*
 - ~ sb doing sth *I'm taking the kids swimming later.*
 - ~ sb to do sth *The boys were taken to see their grandparents most weekends.*
 - 3 [transitive]** ~ sb/sth + adv./prep. to make sb/sth go from one level, situation, etc. to another
 - Her energy and talent took her to the top of her profession.*
 - The new loan takes the total debt to \$100 000.*
 - I'd like to take my argument a stage further.*
 - He believes he has the skills to take the club forward.*
 - We'll take the matter forward at our next meeting (= discuss it further).*
 - 4 [transitive]** ~ sb/sth to put your hands or arms around sb/sth and hold them/it; to reach for sb/sth and hold them/it
 - I passed him the rope and he took it.*
 - Free newspapers: please take one.*
 - Can you take (= hold) the baby for a moment?*
 - He took her hand/took her by the hand (= held her hand, for example to lead her somewhere)*
- Verb Forms Table:** Located on the right side, it lists the present simple, past simple, past participle, and -ing form for both BrE and NAme.
- Additional Features:** Includes a "CARRY/LEAD" section and a "REACH AND HOLD" section.

Figure 7.2 Overall layout of *OALD9-DVD*

The visibility improvement is especially noticeable in the overall layout of *OALD9-APP* and its treatment of extra information. In *OALD8-APP*, all extra information notes are hidden under the MENU sign below the pronunciation, owing to which the users never know of the content of the folded notes unless they tap on the sign (Figure 7.3). Moreover, since only marks with hyperlinks are listed here, the users have to tap one more time to access the information they want (Figure 7.4).

Figure 7.3 Beginning of entry **take** in *OALD8*-APP with folded MENUFigure 7.4 Beginning of entry **take** in *OALD8*-APP with collapsed MENU

One of the advantages of electronic dictionaries over their paper counterparts is the ease of access to cross-referenced items. Users of paper dictionaries have no choice but to physically turn pages until they can locate the cross-referenced item in question. The users of electronic dictionaries are relieved of the burden of page turning, and all they have to do is click or tap on the cross-reference marker to reach their target information.

In fact, the hyperlinks are already incorporated into *OALD8*. For example, in *OALD8-P*, there are two cross-references for COLLOCATIONS in the notes at the end of the second definition of **home** (Figure 7.5). In its electronic versions, these cross-reference markers are hyperlinked to their corresponding information. In *OALD8-CD*, when we click on the reference markers COLLOCATIONS, the dictionary shows the collocation notes of “decorate” or “house” in its rightmost column (Figure 7.6), and in the case of *OALD8-APP*, when we tap on the cross-reference markers under MENU, the screen shows the corresponding extra notes, which are allocated to **decorate** and **house** in the paper version; we are not jumping over to other entries. Thus, users of these electronic versions of *OALD8* have virtually no idea whether these extra notes are originally allocated to the headword they are looking up or if the information is pulled from some other headwords via cross-referenced hyperlinks.

Figure 7.5 Entry **home** in *OALD8-P*

home *həʊm*; *NAmE* *houm*] *noun, adj., adv., verb*
 ■ *noun*
 ▶ **HOUSE, ETC.** 1 *həʊm* [C, U] the house or flat/apartment that you live in, especially with your family: *We are not far from my home now.* ◊ *Old people prefer to stay in their own homes.* ◊ *She leaves home at 7 every day.* ◊ *the family home* ◊ *While travelling she missed the comforts of home.* ◊ *He left home* (= left his parents and began an independent life) *at sixteen.* ◊ *Nowadays a lot of people work from home.* ◊ *I'll call you from home later.* ◊ (*figurative*) *We haven't found a home for all our books yet* (= a place where they can be kept). ◊ *stray dogs needing new homes* ◊ see also **STAY-AT-HOME** 2 *həʊm* [C] a house or flat/apartment, etc, when you think of it as property that can be bought and sold: *a holiday/summer home* ◊ *A lot of new homes are being built on the edge of town.* ◊ *Private home ownership is increasing faster than ever.* ◊ *They applied for a home improvement loan.* ◊ **COLLOCATIONS** at **DECORATE, HOUSE** ◊ **VISUAL VOCAB** page V14 ◊ see also **MOBILE HOME, SECOND HOME, STATELY HOME**
 ▶ **TOWN/COUNTRY** 3 *həʊm* [C, U] the town, district, country, etc. that you come from, or where you are living and that you feel you belong to: *I often think about my friends back*

Figure 7.6 Entry **home** in *OALD8-CD* with cross-referenced COLLOCATIONS content

The screenshot shows the Oxford Advanced Learner's Dictionary interface. The main entry for 'home' is displayed in the center, including its pronunciation, part of speech, and various definitions. To the left is a search bar and a list of related terms. To the right is a 'collocations | home' section with a list of phrases and actions related to home improvement and decoration.

home *noun, adjective, adverb, verb*
BrE /həʊm/ *AmE* /hoʊm/

NOUN

- WORD ORIGIN
- THESAURUS
- COLLOCATIONS
- COLLOCATIONS
- EXAMPLE BANK

HOUSE, ETC.

1 [countable, uncountable] the house or flat/apartment that you live in, especially with your family

- We are not far from my home now.
- Old people prefer to stay in their own homes.
- She leaves home at 7 every day.
- the family home
- While travelling she missed the comforts of home.
- He left home (= left his parents and began an independent life) at sixteen.
- Nowadays a lot of people work from home.
- I'll call you from home later.
- (figurative) We haven't found a home for all our books yet (= a place where they can be kept).
- stray dogs needing new homes
- see also **stay-at-home**

2 [countable] a house or flat/apartment, etc. when you think of it as property that can be bought and sold

- a holiday/summer home
- A lot of new homes are being built on the edge of town.
- Private home ownership is increasing faster than ever.
- They applied for a home improvement loan.
- see also **mobile home, second home, stately home**

TOWN/COUNTRY

3 [countable, uncountable] the town, district, country, etc. that you come from, or where you are living and that you feel you belong to

- I often think about my friends back home.
- Jane left England and made Greece her home.
- Jamaica is home to over two million people.

FAMILY

4 [countable] used to refer to a family living together, and the way it behaves

collocations | home

Decorating and home improvement

Houses

- refurbish/renovate/(*BrE*) do up a building/a house
- convert a building/house/room into homes/offices/(especially *NAme*) apartments/(*BrE*) flats
- extend/enlarge a house/building/room/kitchen
- build (*BrE*) an extension (to the back/rear of a house)/(NAme) an addition (on/to sth)/(BrE) a conservatory
- knock down/demolish a house/home/building/wall
- knock out/through the wall separating two rooms

Decoration

- furnish/paint/(especially *BrE*) decorate a home/house/apartment/flat/room
- be decorated in bright colours/(especially *US*) colors/in a traditional style/with flowers/with paintings
- paint/plaster the walls/ceiling
- hang/put up/strip off/remove the wallpaper
- install/replace/remove the bathroom fixtures/(BrE) fittings
- build/put up shelves
- lay wooden flooring/timber decking/floor tiles/a carpet/a patio
- put up/hang/take down a picture/painting/poster/curtain
- DIV/home improvement
- do (*BrE*) DIY/carpentry/the plumbing/the wiring
- make home improvements
- add/install central heating/underfloor heating/insulation
- fit/install double-glazing/a smoke alarm
- insulate your house/your home/the walls/the pipes/the tanks/(especially *BrE*) the loft
- fix/repair a roof/a leak/a pipe/the plumbing/a leaking (especially *BrE*) tap/(NAme usually) faucet
- block/clog (up)/unlock/unclog a pipe/sink
- make/drill/fix a hole

In *OALD9-DVD/APP/OL*, the cross-reference moves a step ahead, and users are not required to actually cross-refer to the target information in the case of some extra information notes.

Figure 7.7 shows the entry **accident** in *OALD8-P*, in which a cross-reference direction “more at CHAPTER, WAIT *v.*” is given at the end of the IDM part along with the entry’s original idioms **accidents will happen** and **by accident**. In *OALD8-CD*, cross-reference directions are somewhat more specific as is shown in Figure 7.8, in which

Figure 7.7 Entry **accident** in *OALD8-P*

accident ɒ-^W /'æksɪdənt/ *noun*
1 ⇨ [C] an unpleasant event, especially in a vehicle, that happens unexpectedly and causes injury or damage: a *car/road/traffic accident* ◊ He was killed in an accident. ◊ One in seven accidents is caused by sleepy drivers. ◊ The accident happened at 3 p.m. ◊ to have an accident ◊ a serious/minor accident ◊ a fatal accident (= in which sb is killed) ◊ accidents in the home ◊ a climbing/riding accident ◊ Take out **accident insurance** before you go on your trip. ◊ I didn't mean to break it—it was an accident.
2 [C, U] something that happens unexpectedly and is not planned in advance: Their early arrival was just an accident. ◊ It is no accident that men fill most of the top jobs in nursing. ◊ an accident of birth/fate/history (= describing facts and events that are due to chance or circumstances)
 ⇨ SYNONYMS at LUCK
IDM accidents will happen people say **accidents will happen** to tell sb who has had an accident, for example breaking sth, that it does not matter and they should not worry by accident ⇨ in a way that is not planned or organized: We met by accident at the airport. ◊ Helen got into acting purely by accident. **OPP** deliberately, on purpose
 ⇨ more at CHAPTER, WAIT V.

Figure 7.8 IDM part of entry **accident** in *OALD8-CD***IDM****accidents will happen**

people say **accidents will happen** to tell sb who has had an accident, for example breaking sth, that it does not matter and they should not worry

by accident

in a way that is not planned or organized

- ◆ We met by accident at the airport.
- ◆ Helen got into acting purely by accident.

OPP deliberately, on purpose

- ⇨ more at **chapter of accidents** at **chapter**, **an accident/a disaster waiting to happen** at **wait** V.

target idioms are fully spelled out, and the underlined words “chapter” and “wait” are hyperlinked to the idioms in question.

In *OALD9-P*, the treatment of idioms under the entry **accident** is the same (Figure 7.9) except that “more at” is small-capitalized. However, as we can see in Figure 7.10, in *OALD9-DVD*, the entire contents of the cross-referenced idioms—namely, **an accident/a disaster waiting to happen** and **a chapter of accidents**—are given in the

Figure 7.9 Entry **accident** in *OALD9-DVD*

accident ㊦ /ˈæksɪdənt/ *noun* 1 ㊦ [C] an unpleasant event, especially in a vehicle, that happens unexpectedly and causes injury or damage: a *car/road/traffic accident*
 ◇ He was killed in an accident. ◇ One in seven accidents is caused by sleepy drivers. ◇ The accident happened at 3p. m. ◇ to have an accident ◇ a serious/minor accident ◇ a fatal accident (= in which sb is killed) ◇ accidents in the home ◇ a climbing/riding accident ◇ Take out accident insurance before you go on your trip. ◇ I didn't mean to break it—it was an accident.

WORDFINDER ambulance, casualty, first aid, hospital, injure, paramedic, stretcher, victim, witness

2 [C, U] something that happens unexpectedly and is not planned in advance: *Their early arrival was just an accident.* ◇ It is **no accident** that men fill most of the top jobs in nursing. ◇ an **accident of birth/fate/history** (= describing facts and events that are due to chance or circumstances)
 ◇ **SYNONYMS** AT LUCK

㊦ ㊦ accidents will 'happen people say **accidents will happen** to tell sb who has had an accident, for example breaking sth, that it does not matter and they should not worry by accident ㊦ in a way that is not planned or organized: *We met by accident at the airport.* ◇ *Helen got into acting purely by accident.* ㊦ **deliberately, on purpose** ◇ MORE AT CHAPTER, WAIT ㊦

Figure 7.10 Idioms part of entry **accident** in *OALD9-DVD*

Idioms

an ,accident/a di ,saster waiting to 'happen

a thing or person that is very likely to cause danger or a problem in the future because of the condition it is in or the way they behave

,accidents will 'happen

people say **accidents will happen** to tell somebody who has had an accident, for example breaking something, that it does not matter and they should not worry

㊦ by accident

in a way that is not planned or organized

- We met by accident at the airport.
- Helen got into acting purely by accident.

→ **OPPOSITE** **deliberately, on purpose**

a ,chapter of 'accidents

(*British English*) a series of unfortunate events

- The whole affair has been a chapter of accidents from start to finish.

Idioms section of the entry **accident** in a such manner that no distinction is made between the original idioms **accidents will happen/by accident** and the embedded **an accident/a disaster waiting to happen/a chapter of accidents**.²⁾

Since *OALD9-DVD/APP/OL* employs the fold/collapse feature for the presentation of the extra information notes, but not the columnized structure or the page refresh method as in *OALD8-CD/APP*, users are able to seamlessly reach the target information without having to bother about cross-references or turning pages. In *OALD9-P*, users are not even given exactly what idioms—that is, what expressions—are cross-referenced, but only the headwords which contain the referred objects. In the light of this, the new treatment of cross-references in *OALD9-DVD/APP/OL* is indeed a friendly improvement for users and could be said to be on the right track if the dictionary aims to take full advantage of being electronic.

However, it turns out that the simple embedding of target contents in place of cross-reference markers does not always result in friendly improvements in some cases. To take a look at **think** in *OALD9-P*, the entry has cross-reference markers “MORE AT FIT *adj.*, GREAT *adj.*, ILL *adv.*, LET *v.*, LIKE *v.*, OWN *v.*” at the end of its IDM section. *OALD9-DVD/APP/OL*, on the other hand, lists the entire contents of the target idioms as if all these idioms are there from the beginning—if we are to posit that *OALD9-P* is the original and its electronic versions are derivatives. The problem here is that these pieces of information are simply copied from their original places and are not optimized for the new entries. Thus, the idiom **speak/think ill of somebody** in Figure 7.11 contains an example which features “speak” rather than “think” even if the idiom is under the headword **think**—probably because the whole content is taken from the entry headed by **speak**.

The cross-reference markers of WORDFINDER notes in *OALD9-DVD/APP/OL* are also replaced with the target information by way of embedding. As a result, **travel** (noun) in *OALD9-DVD/APP/OL* has four WORDFINDER markers in a row, whereas its counterpart entry in

Figure 7.11 Idioms part of entry **think** in *OALD9-DVD***see/think 'fit (to do something)**

(*formal*) to consider it right or acceptable to do something; to decide or choose to do something

- You must do as you think fit (= but I don't agree with your decision).
- The newspaper did not see fit to publish my letter (= and I criticize it for that).

speak/think 'ill of somebody

(*formal*) to say or think bad things about somebody

- Don't speak ill of the dead.

think a gain

to consider a situation again and perhaps change your idea or intention

Figure 7.12 WORDFINDER notes in **travel** in *OALD9-DVD***travel** *noun*

BrE /'trævl/ ⓘ ; NAmE /'trævl/ ⓘ

1 ⓘ [uncountable] the act or activity of travelling

- air/rail/space, etc. travel
- travel expenses
- The job involves a considerable amount of foreign travel.
- the travel industry
- travel sickness
- a travel bag/clock (= for use when travelling)
- The pass allows unlimited travel on all public transport in the city.

2 ⓘ **travels** [plural] time spent travelling, especially in foreign countries and for pleasure

- The novel is based on his travels in India.
- When are you off on your travels (= going travelling)?

+ COLLOCATIONS

- WORDFINDER

break, camp, cruise, holiday, honeymoon, package tour, self-catering, tourist, travel, visa

- WORDFINDER

commute, departure, destination, excursion, expedition, itinerary, journey, pilgrimage, safari, travel

- WORDFINDER

cabin crew, charter, flight path, in-flight, land, long-haul, plane, refuel, take-off, travel

- WORDFINDER

abroad, backpack, border, guide, passport, resort, sightseeing, tourist, travel, visa

+ WORD ORIGIN

OALD9-P does not have any WORDFINDER notes of its own (Figure 7.12).

It is true that thanks to the embedding users enjoy a great benefit of not having to jump around to reach the target information, but, on the other hand, this type of simple embedding would not be friendly enough in that it does not provide any indication of on what kind of criterion these words are grouped together (or not grouped together); at least their original cross-reference markers should be placed as a title of each WORDFINDER frame as is shown below.

- WORDFINDER: HOLIDAY

break, camp, cruise, holiday, honeymoon, package tour, self-catering, tourist, travel, visa

- WORDFINDER: JOURNEY

commute, departure, destination, excursion, expedition, itinerary, journey, pilgrimage, safari, travel

- WORDFINDER: PLANE

cabin crew, charter, flight path, in-flight, land, long-haul, plane, refuel, take-off, travel

- WORDFINDER: TOURIST

abroad, backpack, border, guide, passport, resort, sightseeing, tourist, travel, visa

Pictorial illustrations are presented in an integrated manner in *OALD9-DVD/APP/OL*. In *OALD8-CD/APP*, pictorial illustrations are accessible either by clicking or tapping on thumbnails (Figure 7.13) or the hyperlinked markers named “See picture” (Figure 7.14). These pictorial illustrations are taken from the Visual Vocabulary Builder part of *OALD8-P*, and if the headwords are the same as one of the titles of the illustrations—for example, **house**—the entry is provided with a thumbnail.³⁾ However, if the headwords are those expressions given as the parts of or related expressions of the semantic area represented by the title of the illustrations—for example, **chimney** as a part of **house**—the entry is given only “See picture” hyperlinks, the

Figure 7.13 Entry **house** in *OALD8-CD*

house *noun, verb*

noun

- WORD ORIGIN
- THESAURUS
- COLLOCATIONS
- COLLOCATIONS
- EXAMPLE BANK

/BrE ④ haus; NAmE ④ haus/(pl. houses /BrE ④ 'hauzɪz; NAmE ④ 'hauzɪz/)

BUILDING

1 **[countable]** a building for people to live in, usually for one family

- ◆ *He went into the house.*
- ◆ *a two-bedroom house*
- ◆ *Let's have the party **at my house**.*
- ◆ *house prices*
- ◆ *What time do you leave the house in the morning (= to go to work)?*

Figure 7.14 Entry **chimney** in *OALD8-CD***chim·ney**

BrE /'tʃɪmni/ ④

NAmE /'tʃɪmni/ ④

noun

- WORD ORIGIN
- EXAMPLE BANK

- 1 a structure through which smoke or steam is carried up away from a fire, etc. and through the roof of a building; the part of this that is above the roof
- ◆ *He threw a bit of paper onto the fire and it flew up the chimney.*
 - ◆ *the factory chimneys of an industrial landscape*

See picture

- 2 (*technical*) a narrow opening in an area of rock that a person can climb up

clicking or tapping of which triggers the popping up of a new window in which their original illustration is shown.

In *OALD9-DVD/APP/OL*, all pictorial illustrations are presented by way of clicking or tapping of thumbnails regardless of whether the headwords of entries are titles of the illustrations; thus, a thumbnail of the “House” illustration is given in **chimney** instead of “See picture”

even if the headword is given as a part of a house in the enlarged pictorial illustration (Figure 7.15).

Figure 7.15 Entry **chimney** in *OALD9-DVD*

chim·ney *noun*

BrE /tʃɪmni/ ㉞ ; NAmE /tʃɪmni/ ㉞

1 a structure through which smoke or steam is carried up away from a fire, etc. and through the roof of a building; the part of this that is above the roof

- He threw a bit of paper onto the fire and it flew up the chimney.
- the factory chimneys of an industrial landscape
- This chimney doesn't draw very well.
- factory chimneys belching smoke over the town



2 (*specialist*) a narrow opening in an area of rock that a person can climb up

+ WORD ORIGIN

This is a welcome improvement or side effect of the simple embedding of target information—in this case, illustrations—in place of cross-reference markers. The total number of steps required to reach the target information is the same, for users are able to see the original illustration simply by clicking or tapping on the marks whether these markers are of the thumbnail type or of the text, that is, letter type. Nevertheless, in terms of visibility, thumbnails are the far better solution than the simple “See picture” signs as we see in *OALD8-CD*, in which the cross-reference text marker is never colored or underlined.

7.2. Search function

Let us move on to the examination of the search function in *OALD9-DVD/APP/OL*.

7.2.1. Search interface

First, it is worth noting here that although these three electronic versions of *OALD9* share a certain level of unified, if not the same, appearance, they employ clearly different search interfaces.

We first look at *OALD9-DVD*. When a search is conducted, the dictionary lists a row of headwords with the searched item at the top (if the item is included in the dictionary) within the frame named “Index” placed in the upper row of the left column. Under “Index” sits another frame named “Results,” where the dictionary shows lists of “Headwords,” “Idioms,” “Phrasal Verbs,” “Definitions,” and “Examples,” which include the searched item: thus, the full-text search is available without any special settings. By clicking on an item in the lists, users are able to reach the place where the item in question is originally located. The original place is shown in the right (main) column, and the item in question is highlighted with yellow background. However, “Advanced Search” and wildcard search, both of which are available in *OALD8-CD*, are abandoned in *OALD9-DVD* so that searching by way of “Region,” “Parts of speech,” or “Register” parameters, which is possible with “Advanced Search,” or searching items with unknown elements is not possible.

In *OALD9-APP*, users have to choose between “Simple search” and “Full dictionary search” options by alternating the search mode by tapping on an icon on the right side of the search input slot. If “Simple search” is chosen, a list of headwords is shown in the left column in which the searched item is placed at the top (if it is included in the dictionary). In “Full dictionary search” mode, the search is performed not only in headwords but also in “Phrasal Verbs,” “Idioms,” and “Examples.”⁴⁾

Unlike *OALD9-DVD*, definitions are not within the scope of the full-text search. Wildcard search is possible in both modes, but the result of the search shows only a list of possible headwords.

The search interface of *OALD9-OL* is rather complicated. The browser shows “Other Links,” “Other results,” “Nearby words,” and “Explore our topics” in its right column, of which “Other results” and “Nearby words” are related to the search function we are discussing in this section. “Nearby words” is the *OALD9-OL* equivalent of the *OALD-DVD* “Index,” but the searched item is placed in the middle so that users can see not only what comes after the searched item, but

also what comes before it without scrolling upward. However, only five headwords are given in this frame. Under “Other results,” three lists are shown—namely, “All matches,” “Phrasal verbs,” and “Idioms”—and the number of items in each list is limited to 20 so that users have to keep in mind that the results of the search function in *OALD9-OL* are not exhaustive. The term “All matches” is rather unclear, and there are cases in which items in “Phrasal verbs” and “Idioms” are duplicated in the “All matches” list; thus, when we search for “better,” for example, **be better off** appears in both “All matches” and “Idioms,” but this is not always the case with other searched items. Thus, “All Matches,” “Phrasal verbs,” and “Idioms” may list different items. Wildcard search is not available in *OALD9-OL*.

7.2.2. Illustration of search

Let us now move on to the illustration of the search function among the three electronic versions of *OALD9*. Our small examination of the headword search functions shows that they seem to employ different methods or algorithms so that the results of searches with exactly the same searched items are different among them. On the whole, in terms of the search of headwords, *OALD9-APP* yields the most expected results compared with the other two.

7.2.2.1. *OALD9-DVD*

As we have seen before, the list shown in the “Index” frame is simply a row of headwords in which the searched item comes at the top, and if users scroll upward, they eventually reach **A**, the first headword of the dictionary, and if they scroll the other way around, they will reach the last headword **zygote**. We find no problem in this. However, for the lists shown in the “Results” frame, we must conclude that the level of reliability is rather low. Let us briefly discuss some of the unexpected search outputs in “Headwords.”

When we search “ill,” we obtain **I'll** (short form), alongside **ill** (adjective), **ill** (adverb), **ill** (noun); and for “well,” we obtain **we'll** (short form), together with **well** (adverb), **well** (adjective), **well** (exclamation),

well (noun), **well** (verb), and **well**⁵).

Interestingly, the number of items shown in the list is larger if we search hyphen-ending "ill-" and "well-" than we do with simple "ill" and "well." Thus, in addition to what we obtain in the case of "ill" above, we have 29 hits, which include compounds such as **ill-fated** (adjective) and **ill will** (noun). It should be also noted here that **ill-used**, for example, is accessible when searched by "used" or "ill-" but not by "ill." For "well-," in addition to the above seven items for "well," we have 50 hits, which also include compounds such as **artesian well** (noun), **well-advised** (adjective), and **well-being** (noun).

As is already implied in the cases with "ill," "well," "ill-," and "well-," the searching algorithm does not seem to work properly for compounds. Thus, when we search by "use," we obtain only two items, **use** (verb) and **use** (noun), in the list "Headwords" although the dictionary does include other compound headwords which contain "use" in them, such as **point of use** and **single-use**, both of which are retrievable with "use" in *OALD9-APP*. Likewise, the searching with "user" results in **user** (noun) alone, but the following compounds are actually included as headwords in *OALD9-DVD*: **end user**, **multi-user**, **power user**, **user free**, **user-friendliness**, **user-friendly**, **user-generated**, and **user group**. It should be noted again that these words are accessible with the same searched item in *OALD9-APP*.

Some distinctive characteristics are observed in the search results concerning the original forms of verbs and adjectives and their irregular inflected forms. When the inflected forms of verbs are searched, *OALD9-DVD* picks up their original forms, but not vice versa. Thus, when the search is performed with "take," we obtain **take** (verb) and **take** (noun), whereas the dictionary retrieves not only **took**, but also **take** (verb) and **take** (noun) if "took" is the searched item. The dictionary does not pick up the irregular inflected forms of adjectives if their original forms are the searched items, either. However, for adjectives, inflected forms do not pick up their original forms. Thus, when the searched item is "good," we obtain **good** (adjective), **good** (noun),

and **good** (adverb); for “better,” we obtain **better** (adjective), **better** (adverb), **better** (noun), and **better** (verb); and for “best,” we obtain **best** (adjective), **best** (adverb), **best** (noun), **best** (verb), and **Best**.⁶⁷⁾

7.2.2.2. *OALD9-APP*

OALD9-APP's “Simple Search” picks up (a) headwords which have exactly the same spelling as the searched item, (b) compound headwords which contain the searched item, (c) headwords which are inflected forms of the searched item, and (d) compound headwords which contain the inflected forms of the searched item. Since **painstaking** cannot be retrieved with “pain” or “pains” (or “taking”) as searched item, and **bestseller** is not available in the list of search results when “best” (and also “seller”) is searched, it is reasonable to claim that compound headwords mentioned in (b) and (d) above include separate or hyphenated compounds, but not solid ones.

The use of a hyphen at the end of the searched item does not affect the results. Thus, unlike *OALD9-DVD*, we have exactly the same list of headwords when the search is performed with “ill” or “ill-” and “well” or “well-.”

It is interesting to note here that whereas *OALD9-APP* retrieves inflected forms when their original forms are searched, original forms are not picked up when their inflected forms are searched: the condition is quite opposite from the one with *OALD9-DVD*. Thus, with “take” as the searched item, we obtain **double take**, **hostage-taking**, **leave-taking**, **out-take**, **piss-take**, **profit-taking**, **risk-taking**, **take-home pay**, **take-off**, **take the Fifth**, **take-up**, and **took** together with **take** (verb) and **take** (noun). However, if the searched word is “took,” the dictionary retrieves only **took**, whereas “taking” picks up **hostage-taking**, **leave-taking**, **profit-taking**, and **risk-taking**, but not **take**.⁸⁾ In *OALD9-APP* the algorithm concerning the original forms and their irregular inflected forms is consistent between verbs and adjectives; thus, when we search for “good,” we obtain **good** (adjective), **good** (noun), **good** (adverb), and compounds with “good”—that is, **feel-good**, **good evening**, **good-tempered**, and so on—but we also

obtain inflected forms, **best** (adjective), **best** (adverb), **best** (noun), **best** (verb), **better** (adjective), **better** (adverb), **better** (noun), and **better** (verb) together with their compounds **best-before date**, **best boy**, **best man**, **best practice**, **personal best**, **second best** (noun), **second best** (adjective), and **better half**. It is worth noting here, however, that the dictionary does not pick up inflected forms in proper noun compounds when their original forms are searched; thus, “good” does not work to pick up **Better Homes and Gardens**, which can be retrieved by searching for “better,” and “good” fails to pick up **George Best**, which is available when we search with “best.” It should also be noted here that abbreviated forms are outside the scope of the search in which one of their original elements is searched; thus, “user” is an inappropriate search item for retrieving **GUI** (graphical user interface) or **UGC** (user-generated content).⁹⁾

7.2.2.3. *OALD9-OL*

The biggest problems with *OALD9-OL* search results concerning headwords are that the number of words listed within the frame named “All matches” is limited to 20, and that the users have no idea whether the list is exhaustive if it contains a maximum of 20 items. Moreover, the very criterion by which items on the list are selected is not clear; it is inevitable to claim that the value of the search result is rather low. For example, when we search for “pain,” we obtain **pain** (verb), **pain barrier** (noun), **no pain, no gain**, and **a pain in the neck** in the “All matches” frame. However, we also have **arse** (noun), **ass** (noun), **backside** (noun), **butt** (noun), and **neck** (noun) in the same frame. This is probably because *OALD9-OL* has “a pain in the arse/backside” and “a pain in the ass/butt” under **a pain in the neck** in the “Idioms” section of the headword **pain** (Figure 7.16).

Likewise, when we search for “use,” we obtain **loaf** (noun) among others. Again, this could probably be attributed to the fact that **loaf** has “use your loaf” in its “Idioms” section (Figure 7.17).

If this kind of algorithm is designed on purpose in order to be friendly or informative to users, its outputs of the search should also

Figure 7.16 Description of **a pain in the neck** in **pain** in *OALD9-OL*

Idioms

no pain, no gain

(*saying*) used to say that you need to suffer if you want to achieve something

on/under pain of something

(*formal*) with the threat of having something done to you as a punishment if you do not obey

• *They were required to cut pollution levels, on pain of a £10 000 fine if they disobeyed.*

a pain in the neck

(*British English also a pain in the arse/backside*)

(*North American English also a pain in the ass/butt*)

(*informal*) a person or thing that is very annoying

Figure 7.17 Description of **use your head** in **loaf** in *OALD9-OL*

Idioms

half a loaf is better than no bread

(*saying*) you should be grateful for something, even if it is not as good, much, etc. as you really wanted; something is better than nothing

use your head

(*British English also use your loaf*)

(*informal*) used to tell somebody to think about something, especially when they have asked for your opinion or said something stupid

• *'Why don't you want to see him again?' 'Oh, use your head!'*

From rhyming slang, in which **loaf of bread** stands for 'head'.

be friendly or informative. Thus, rather than displaying fragments of intended items, the dictionary should present idioms in their idiomatic forms. For example, for users to easily understand that **pain** appears in idioms such as **a pain in the arse/backside** and **a pain in the ass/butt**, or that **use** appears in idiom **use your loaf**, among others, these idioms should automatically appear in the result list.

7.3. Comparison between *OALD9-P* and *OALD9-DVD/APP/OL*

In this section, we compare *OALD9-P* and *OALD9-DVD/APP/OL* and examine their differences. The major differences are observed in

their treatment regarding parts of speech and derivatives.

7.3.1. Parts of speech

In *OALD9-P*, a headword literally heads all possible parts of speech. However, *OALD9-DVD/APP/OL* have each of those parts of speech head its own entry. As we see in Figure 7.18 and Figure 7.19, **jackknife** in *OALD9-P* contains two parts of speech—namely, noun and verb—but in *OALD9-DVD*, each part of speech has its own main entry.

Figure 7.18 Entry of **jackknife** in *OALD9-P*

jack-knife /'dʒæknaɪf/ *noun, verb*
 ■ **noun** (*pl. jack-knives /-naɪvz/*) a large knife with a folding blade
 ■ **verb** [1] to form a V-shape. For example if a lorry/truck that is in two parts **jackknives**, the driver loses control and the back part moves towards the front part.

Figure 7.19 Entry of **jackknife** in *OALD9-DVD*

jack·knife *noun*

BrE /dʒæknaɪf/ ⓘ; NAmE /'dʒæknaɪf/ ⓘ

(plural **jack-knives** BrE /'dʒæknaɪvz/ ⓘ; NAmE /'dʒæknaɪvz/ ⓘ) a large knife with a folding blade

jack·knife *verb*

BrE /dʒæknaɪf/ ⓘ; NAmE /'dʒæknaɪf/ ⓘ

+ VERB FORMS

[intransitive] to form a V-shape. For example if a lorry/truck that is in two parts **jackknives**, the driver loses control and the back part moves towards the front part.

For *OALD8*, *OALD8-CD* employs the same entry structure as *OALD8-P*, and all related parts of speech are packed within a single entry. However, *OALD8-APP* has different entries for different parts of speech as we see in *OALD9-DVD/APP/OL*.¹⁰⁾

7.3.2. Derivatives

In the electronic versions of *OALD9*, run-on entries do not exist

any more. In *OALD9-P*, not a few derivatives are confined as run-ons within the entries headed by their original forms, and the same is true with *OALD8-P* and its electronic versions including *OALD8-APP*, which has an independent entry for each part of speech. *OALD9-DVD/APP/OL*, on the other hand, abandons the run-on entries, and they have all those derivatives head their own independent entries.

Figure 7.20 Run-on entry **sententiously** under **sententious** in *OALD9-P*

sen·ten·tious /sen'tenʃəs/ *adj.* (*formal, disapproving*) trying to sound important or intelligent, especially by expressing moral judgements ▶ **sen·ten·tious·ly** *adv.*

Figure 7.21 Main entries under **sententious** and **sententiously** in *OALD9-DVD*

sen·ten·tious *adjective*

BrE /sen'tenʃəs/ ⓘ ; NAmE /sen'tenʃəs/ ⓘ

(*formal, disapproving*)

trying to sound important or intelligent, especially by expressing moral judgements

• **sententious** remarks

+ WORD ORIGIN

sen·ten·tious·ly *adverb*

BrE /sen'tenʃəsli/ ⓘ ; NAmE /sen'tenʃəsli/ ⓘ

(*formal, disapproving*)

in a way that tries to sound important or intelligent, especially by expressing moral judgements

• 'It's never easy to serve two masters,' he said **sententiously**.

As we see in Figure 7.20, **sententiously** is a run-on entry under **sententious** in *OALD9-P*. Note that it does not have any definition or any example sentences. In *OALD9-DVD*, **sententiously** appears as a main entry with a definition and an example sentence (Figure 7.21). Although it is rather regrettable that not all new entries are accompanied with example sentences, this is a highly innovative approach toward the new era of electronic dictionaries and is definitely the most significant change from the previous edition.

Some of the Oxford 3000 words—for example, **skillfully**—and those from AWL—for example, **specifiable**—are run-ons, without

any definitions or example sentences in *OALD9-P*. However, thanks to the new system in *OALD9-DVD/APP/OL*, they are all provided with definitions, which is highly commendable. Notwithstanding, it would be even more commendable if all of these “important” entries were also provided with example sentences so that users could take full advantage of looking up these words.

Some of these new entries for derivatives are somewhat simply mirrored versions of the original forms as is shown in the case of **somno-lent** and **somnolence** in Figure 7.22 and Figure 7.23, where both entries share the total number of definitions, and each definition corresponds exactly to the other in the same order:

Figure 7.22 Main entry **somnolent** and run-on entry **somnolence** in *OALD9-P*

som·no·lent /'sɒmnələnt; NAmE 'sɑ:m-/ *adj.* (*formal*)
1 almost asleep: a *somnolent* cat ◊ (*figurative*) a *somnolent* town **2** making you feel tired: a *somnolent* Sunday after-noon ► **som·no·lence** *noun* [U]

Figure 7.23 Main entry **somnolence** in *OALD9-DVD*

som·no·lence *noun*
 BrE  ; NAmE 
 [uncountable] (*formal*)
1 the state of being almost asleep
 • The patients did not report daytime *somnolence*.
2 the quality of making you feel tired
 • the air-conditioned *somnolence* of the Arts Centre

Some of these new main entries are provided with synonyms and opposites even though their run-on counterpart derivatives are not accompanied with synonym/opposite information in *OALD9-P*. In *OALD9-P*, **sagacity** is a run-on entry under **sagacious**, and its synonym is not given (Figure 7.24). However, as is shown in Figure 7.25, **sagacity** in *OALD9-DVD* is a main entry with the synonym information, **wisdom**, under the influence of its original form entry **sagacious**, which has synonym information, **wise**.

It is worth noting here that not all new main entries in *OALD9-*

Figure 7.24 Run-on entry **sagacity** without synonym information in *OALD9-P*

sa-ga-cious /sə'gæɪʃəs/ *adj.* (*formal*) showing good judgement and understanding **SYN** wise ▶ **sa-ga-city** /sə'gæɪti/ *noun* [U]

Figure 7.25 Main entry **sagacity** with synonym information in *OALD9-DVD*

sa-ga-city *noun*
 BrE /sə'gæɪti/ ⓘ ; NAmE /sə'gæɪti/ ⓘ
 [uncountable] (*formal*)
 good judgement and understanding
 → SYNONYM **wisdom** (1)

DVD/APP/OL are reproduction-like types of the original entries. Take an example from **sensitively**, which is a run-on entry under **sensitive** in *OALD9-P*. As we can see (compare Figure 7.26 and Figure 7.27), the total number of definitions is reduced from six to four, and the order of definitions is changed so that definitions 1, 2, 3, and 4 in **sensitively** correspond to definitions 1, 3, 4, and 2 in **sensitive**, respectively, and definitions 5 and 6 in **sensitive** do not have their counterparts in **sensitively**.

It should also be noted here that the synonym/opposite information is not automatically copied from the original entries, but it is managed

Figure 7.26 Main entry **sensitive** and run-on entry **sensitively** in *OALD9-P*

sensitive ⓘ /sensətɪv/ *adj.*

- TO PEOPLE'S FEELINGS **1** ⓘ aware of and able to understand other people and their feelings: *a sensitive and caring man* ◊ ~to sth *She is very sensitive to other people's feelings.* **OPP** insensitive
- TO ART/MUSIC/LITERATURE **2** ⓘ able to understand art, music and literature and to express yourself through them: *an actor's sensitive reading of the poem* ◊ *a sensitive portrait*
- EASILY UPSET **3** ⓘ easily offended or upset: *You're far too sensitive.* ◊ ~about sth *He's very sensitive about his weight.* ◊ ~to sth *She's very sensitive to criticism.* **OPP** insensitive
- INFORMATION/SUBJECT **4** ⓘ that you have to treat with great care because it may offend people or make them angry or embarrassed: *Health care is a politically sensitive issue.*
- TO COLD/LIGHT/FOOD, ETC. **5** ⓘ reacting quickly or more than usual to sth: *sensitive areas of the body* ◊ ~to sth *My teeth are very sensitive to cold food.* **OPP** insensitive
- TO SMALL CHANGES **6** ~ (to sth) ⓘ able to measure very small changes: *a sensitive instrument* ◊ (*figurative*) *The Stock Exchange is very sensitive to political change.* **OPP** insensitive

▶ **sen-si-tive-ly** *adv.*: *She handled the matter sensitively.*
 ◊ *He writes sensitively.* ⓘ SEE NERVE *n.*

Figure 7.27 Main entry **sensitively** in *OALD9-DVD***sen·si·tive·ly** *adverb*

BrE /ˈsensətɪvli/ ⓘ ; NAmE /ˈsensətɪvli/ ⓘ

1 in a way that shows that you are aware of and able to understand other people and their feelings

- Victims know they will be treated sensitively.

→ OPPOSITE **insensitively** (1)

2 in a way that shows you are easily offended or upset

- She worried that she might have reacted too sensitively.

3 with great care not to offend people or make them angry or embarrassed

- She handled the matter sensitively.

→ OPPOSITE **insensitively** (1)

4 in a way that shows understanding art, music and literature and an ability to express yourself through them

- He writes sensitively.

to fit in the new definition. As we look at Figure 7.26 and Figure 7.27 again, definition 1 in **sensitively** has **insensitively** marked as its opposite, which is in concord with definition 1 in **sensitive** having **insensitive** marked as its opposite. On the other hand, definition 2 in **sensitively** does not have an opposite, whereas its counterpart in **sensitive**, which is definition 3, has one; and even though the original **sensitive** does not have an opposite in its definition 4, **sensitively** gives **insensitively** as its opposite in definition 3, which corresponds to definition 4 of **sensitive**.¹¹⁾

7.3.3. Problems to be solved

As we have pointed out, it is an epoch-making shift to upgrade all run-on entries in a book version to main entries in its electronic versions and to provide new main entries with full-set information, which the standard main entries of a dictionary are normally equipped with. Without actually consulting the book version, users of the electronic versions do not have any idea which entries are run-ons in the book version.

However, in the course of our examination of these new main entries, we have found several problems, which probably can be attributed to some sort of automatic text editing procedure. Here, we

point out two types of such systematic problems which might be triggered by the upgrading of run-on entries to main entries.

The first problem concerns cross-reference markers which are incorrectly hyperlinked. The entry **quadraphonic** (Figure 7.28), for example, has two cross-references in "COMPARE," that is, **mono** and **stereo**. Since the part of speech of the entry **quadraphonic** is an adjective, it becomes quite obvious that the parts of speech of target entries are also adjectives. Clicking on cross-reference **mono** in *OALD9-DVD* meets our expectation, and the dictionary jumps over to the entry **mono** (adjective). However, in the case of **stereo**, we are led to **stereo** (noun) instead of **stereo** (adjective). This type of malfunction seems to occur when the target items are run-ons in *OALD9-P*. In *OALD9-P*, **stereo** (adjective) is a run-on entry under **stereo** (noun) (Figure 7.29). If this relationship holds in *OALD9-DVD*, jumping to **stereo** (noun) would not be a problem because **stereo** (adjective) is confined within the entry, but now that **stereo** (adjective) becomes independent (Figure 7.30), the cross-reference should be re-linked to the new and appropriate target item. We have found at least three more instances of this type of malfunction in the letter S part.¹²⁾

Figure 7.28 Cross-references in **quadraphonic** in *OALD9-DVD*

quadra·phon·ic (also **quadro·phon·ic**) *adjective*
 BrE /kwɒdrə'fɒnɪk/ ⓘ ⓘ ; NAmE /kwɑːdrə'fɒnɪk/ ⓘ ⓘ
 (of a system of recording or broadcasting sound) coming from four different speakers at the same time
 → COMPARE **mono**, **stereo**
 + WORD ORIGIN

Figure 7.29 Main entry **stereo** (noun) and run-on entry **stereo** (adjective) in *OALD9-P*

stereo /'steriəʊ; NAmE -oʊ/ *noun* (pl. -os) **1** (also 'stereo system) [C] a machine that plays CDs, etc., sometimes with a radio, that has two separate **SPEAKERS** so that you hear different sounds from each: a *car/personal stereo* ◊ *Let's put some music on the stereo.* **2** [U] the system for playing recorded music, speech, etc. in which the sound is directed through two channels: to broadcast *in stereo* ⓘ COMPARE **MONO** ▶ **stereo** (also formal stereo·phon·ic) *adj.* [only before noun]: *stereo sound* ⓘ COMPARE **QUADRAPHONIC**

Figure 7.30 Entries of **stereo** in *OALD9-DVD*

- stereo** (*formal stereo-phon-ic adjective* BrE /ˌsteriəˈfɒnɪk/ ⓘ ⓘ ; NAmE /ˌsteriəˈfɒːnɪk/ ⓘ ⓘ) [only before noun]
 using a sound system that has two separate speakers so that you hear different sounds from each; produced by a system of this type
- stereo speakers/headphones
 - stereo sound
- COMPARE **quadraphonic**
- stereo** *noun*
 BrE /ˈsteriə/ ⓘ ⓘ ; NAmE /ˈsteriə/ ⓘ ⓘ
 (plural **stereos**)
- 1 (also 'stereo system') [countable] a machine that plays CDs, etc., sometimes with a radio, that has two separate speakers so that you hear different sounds from each
- a car/personal stereo
 - Let's put some music on the stereo.
- 2 [uncountable] the system for playing recorded music, speech, etc. in which the sound is directed through two channels
- to broadcast in stereo
- COMPARE **mono**

The second problem we find is that in the cases where cross-reference markers “IDM,” “SEE ALSO,” or “MORE LIKE THIS” directly follow run-ons in *OALD9-P*, cross-references themselves including their target information are completely deleted. In *OALD9-P*, the entry **side-ways** includes “IDM SEE KNOCK *v.*” as a cross-reference to an idiom of **knock** (Figure 7.31). However, the cross-reference together with the content of the target item is completely missing either in **sideways** (adjective) or in **sideways** (adverb) in *OALD9-DVD* (Figure 7.32).

We have checked through the letter S part of *OALD9-P* and have found six cases of “IDM,” four cases of “SEE ALSO,” and ten cases of “MORE

Figure 7.31 Entry of **sideways** in *OALD9-P*

- side-ways** ⓘ ⓘ /ˈsaɪdweɪz/ *adv.* 1 ⓘ to, towards or from the side: *He looked sideways at her.* ◊ *The truck skidded sideways across the road.* ◊ *He has been moved sideways* (= moved to another job at the same level as before, not higher or lower). 2 ⓘ with one side facing forwards: *She sat sideways on the chair.* ▶ *side-ways* ⓘ *adj.*: *She slid him a sideways glance.* ◊ *a sideways move* ⓘ ⓘ SEE KNOCK *v.*

Figure 7.32 Entries of **sideways** in *OALD9-DVD* **side·ways** *adjective*

BrE /'saɪdweɪz/ ⓘ ; NAmE /'saɪdweɪz/ ⓘ

to, towards or from the side

- She slid him a sideways glance.
- a sideways move

 **side·ways** *adverb*

BrE /'saɪdweɪz/ ⓘ ; NAmE /'saɪdweɪz/ ⓘ

1 ⓘ to, towards or from the side

- He looked sideways at her.
- The truck skidded sideways across the road.
- He has been moved sideways (= moved to another job at the same level as before, not higher or lower).

2 ⓘ with one side facing forwards

- She sat sideways on the chair.
- The sofa will only go through the door sideways.

LIKE THIS” which directly follow run-on entries. All cases of “IDM” (**sag** (verb), **sensitive** (adjective), **shy** (adjective), **sideways** (adverb), **smooth** (adjective), **sober** (adjective)) and “SEE ALSO” (**searing** (adjective), **semi-detached** (adjective), **soft** (adjective), **sound** (adjective)), and two cases of “MORE LIKE THIS” (**side-splitting** (adjective), **spine-chilling** (adjective)) fall into this problem.

(Section 7 by Osada)

8. User study

8.1. Background

We have designed a user study in order to understand users' attitudes toward the features of *OALD9* and some other dictionaries. The results will be compared with those of preceding studies: the user study concerning *LAAD1* (henceforth *US-LAAD1*, conducted in 2001 and reported in Dohi et al. (2002: 61-84)), the one concerning *LDCE4* (*US-LDCE4*, conducted in 2004 and reported in Ichikawa et al. (2005: 89-118)), the one concerning *OALD7* and *OALD7-CD* (*US-OALD7*, conducted in 2005 and reported in Komuro et al. (2006: 110-139)), the one concerning two business English dictionaries, *LBED* and *OBED*

(US-BEDs, conducted in 2006-07 and reported in Kanazashi (2008: 39-58)), the one concerning *LAAD2* (US-*LAAD2*, conducted in 2008 and reported in Kanazashi et al. (2009: 69-87)), and the one concerning *LDCE5* (US-*LDCE5*, conducted in 2009 and reported in Dohi et al. (2010: 148-171)). Abbreviated in the same way, the present study could be referred to as US-*OALD9*.¹⁾

All the above-mentioned previous user studies used roughly the same questionnaire format, and the same types of tasks appeared in many of them. However, as it had already been 15 years since US-*LAAD1* was conducted, during which time the Japanese dictionary users' habits and needs changed drastically (cf. Sekiyama 2016), we decided to change the questionnaire format accordingly. In addition, we find it important to ask the users' opinions on the DVD edition in greater detail than in US-*OALD7* and US-*LDCE5*. The principal purpose of US-*OALD9* is not to replicate what US-*OALD7* found about users' skills but rather to uncover some more facts about their attitude toward the electronic device. Thus, we have devised a task wherein the participants can actually operate the DVD edition and express their opinions frankly to the researcher. This is one of the many ways to cope with the seven limitations of research on dictionary use that Hartmann mentions, particularly about the following two points: "very little is known about the use of [...] electronic dictionaries" and "[h]ardly any [studies] have been replicated by others, to verify assumptions and findings, and eclectic combinations of different methods [...] are still extremely rare" (Hartmann: 2001: 94).

8.2. Tasks undertaken by the participants

US-*OALD9* was conducted at two universities in Japan in 2016. As all the participants including the international students were fluent in Japanese, the questions were prepared in Japanese, whose English translation is shown below. This study comprises five parts. **Part 1** is a questionnaire survey, which is a useful way of taking a quick sample of users' opinions. It consists of the following questions:

- Q1. How often do you use an English-Japanese dictionary?
Q2. How often do you use a Japanese-English dictionary?
Q3. How often do you use a monolingual English dictionary?
Q4. How often do you use a printed dictionary?
Q5. How often do you use a portable electronic dictionary?
Q6. How often do you use an online dictionary?
Q7. How often do you use a CD-ROM or DVD edition of a dictionary?
Q8. Regardless of the language and edition, what is the dictionary that you use most often?
Q9. How often do you use a dictionary to translate English into Japanese?
Q10. How often do you use a dictionary to translate Japanese into English?
Q11. How often do you use a dictionary while reading English?
Q12. How often do you use a dictionary while writing English?
Q13. How often do you use a dictionary to broaden your English vocabulary?
Q14. How often do you use a dictionary to check the following nine information categories? Arrange them in order of frequency, with "9" indicating the information checked most frequently, "1" least frequently, and "0" the information you have never checked.
(1) spelling, (2) pronunciation, (3) meaning, (4) usage and grammar, (5) examples, (6) synonyms and antonyms, (7) cultural and encyclopedic information, (8) etymology, and (9) collocations

In answering Q1-7 and 9-13, the participants were asked to choose from <almost every day / several times a week / once a week / twice or three times a month / once a month / never>. Later, for the sake of statistical analysis, those choices were replaced with numbers, with "5" representing "almost every day," "4" representing "several times a week," and "0" representing "never." The results of Part 1 will be reported in Section 8.4.

The participants faced two evaluation tasks in the next two parts. In **Part 2**, they were asked to evaluate the three features of the print edi-

tion, namely, "Oxford Writing Tutor," "Oxford Speaking Tutor," and "Visual Vocabulary Builder." These were shown on a large screen in the classroom, with the researcher's instruction on how to use them effectively. In **Part 3**, they moved on to evaluate the eight features of the DVD edition, which they could actually operate in the classroom:

- (1) To check the pronunciation of any headword, a user can listen to the recorded sound of both British and American voices.
- (2) If there is an unknown word, a user can click on it, and the entry of the word will be shown in a pop-up window.
- (3) With the function "My Topics," a user can make a word list and save it.
- (4) More illustrative examples are provided in the DVD edition than in the print edition.
- (5) More cultural and encyclopedic information is provided in the DVD edition than in the print edition.
- (6) More pictorial illustrations and photos are provided in the DVD edition than in the print edition.
- (7) The writing assistant called "Oxford iWriter" offers guidance and frameworks for writing.
- (8) The speaking assistant called "Oxford iSpeaker" provides sample conversations on movies and exercises.

In Part 2, the participants were asked to express their opinions by choosing from <I find it easy to understand and want to use it / I find it easy to understand but not worth the effort / I find it difficult to understand but worth the effort / I find it difficult to understand and do not want to use it> and writing the reasons for their choice. In Part 3, the word "understand" in their choices was replaced by "operate." Later, for the sake of statistical analysis, these choices were replaced with numbers, with "2" representing total approval "I find it easy to understand/operate and want to use it," "1" representing conditional approval "I find it easy to understand/operate but not worth the effort" or "I find it difficult to understand/operate but worth the effort," and "0" representing total disapproval "I find it difficult to understand/operate and do not want to use it." The results of Parts 2

and 3 will be analyzed and discussed in 8.5 and 8.6, respectively.

In **Part 4** of the study, the participants were asked to evaluate the usefulness of the following eleven types of columns, which can be found in the main text in both print and DVD editions, by ranking them in order of importance:

- (1) "Which word?," (2) "More about...," (3) "Grammar point," (4) "Express yourself," (5) "Word family," (6) "Language bank," (7) "Synonyms," (8) "Wordfinder," (9) "Vocabulary building," (10) "British / American," and (11) "Collocations."

To judge the usefulness of these types of columns, the participants looked at them under the following entries and headings:

- (1) "firstly / first of all / at first" (s.v. **firstly**), "historic / historical" (s.v. **historic**)
- (2) **exam, meal**
- (3) "modal verbs" (s.v. **modal**), "expressing percentages" (s.v. **per cent**)
- (4) "Asking about obligation" (s.v. **have to**), "Conversation openers" (s.v. **open**)
- (5) **perceive, understand**
- (6) "Discussing predictions" (s.v. **expect**), "Describing fractions and proportions" (s.v. **proportion**)
- (7) **examine, painful**
- (8) **money, painting**
- (9) "Actions expressing emotions" (s.v. **body**), "Ways of walking" (s.v. **walk**)
- (10) "phone / call / ring" (s.v. **phone**), "toilet / bathroom" (s.v. **toilet**)
- (11) "Having a baby / child" (s.v. **child**), "Being religious" (s.v. **religion**)

As with Q14 in Part 1, the participants expressed their evaluation with numbers, with "11" indicating the most important, "1" the least important, and "0" not at all important. They were also asked to evaluate them in the reading context (i.e., which columns they evaluate

more highly if they use *OALD9* while reading English) and in the writing context separately. The results of Part 4 will be analyzed and discussed in 8.7.

Part 5 is a comparison task. In each of the six sets of questions printed on Task Sheets (1) through (6), the participants were asked to read a short (and occasionally modified) excerpt from a newspaper article including a target word or phrase, translate the item into Japanese, look up the item in the three dictionaries that we had specified, compare the entries, judge the best and the worst entries, explain the reasons for the judgements, and translate the item into Japanese again. We asked them to translate twice to check their comprehension of the target item before and after the look-up. The excerpts and dictionary entries are as follows, with the target word or phrase underlined. The names of the dictionaries in the square brackets are replaced by **[Dictionary A]**, **[Dictionary B]**, etc. on the actual task sheets. In order to clearly tell the participants (who may not be familiar with the dictionary conventions) where the definition, example, etc. start, we added to the original the information in Japanese such as 語義 (definition), 用例 (example), コロケーション (list of collocations), 語法注記 (usage note), 同義語 (synonym), 対義語 (antonym), and 使用域 (register).

(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**.

[OALD9] flagship *n* 語義 the most important product, service, building, etc. that an organization owns or produces: 用例 *The company is opening a new flagship store in London.*

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

[OBED] flagship *n* 語義 the most important product, service, building, etc. that an organization owns or produces: 用例 *The company is opening a new flagship store in Madrid.* 用例 *The software will continue to be our flagship.* コロケーション ⊕ *a flagship **brand** | **product** | **store***

- (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 [the Livedoor case].

[COBUILD8] **high-profile** *adj* 語義 A **high-profile** person or a **high-profile** event attracts a lot of attention or publicity. 用例 *...the high-profile reception being given to Mr Arafat.*

[OALD9] **high-profile** *adj* 語法注記 [usually before noun] 語義 receiving or involving a lot of attention and discussion on television, in newspapers, etc: 用例 *a high-profile campaign*

[LDCE5] **high-profile** *adj* 語義 attracting a lot of public attention, usually deliberately 対義語 **OPP** **low-profile**: 用例 *a high-profile public figure*

- (3) As I was **leafing through** the catalogue, I came across a number of interesting CDs.

[LDCE4] **leaf**² *v* **leaf through** sth. *phr v* 語義 to turn the pages of a book quickly, without reading it properly; 同義語 \equiv skim through: 用例 *She picked up the magazine and leafed through it.*

[COBUILD8] **leaf through** PHRASAL VERB 語義 If you leaf through something such as a book or magazine, you turn the pages without reading or looking at them very carefully. \square 用例 *Most patients derive enjoyment from leafing through old picture albums.*

[OALD9] **leaf through** sth 語義 to quickly turn over the pages of a book, etc. without reading them or looking at them carefully

- (4) 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.

[OBED] **volatile** *adj* 語義 likely to change suddenly in value, state, etc: 用例 *Food prices are highly volatile (= they rise or fall very suddenly).* 用例 *UK carmakers saw record losses in a volatile market last year.* コロケーション \oplus *volatile markets/prices/shares/stock/trading*

[LDCE5] **volatile** *adj* 語義 a volatile situation is likely to change suddenly and without warning 対義語 **OPP** **stable**: 用例 *an increasingly volatile political situation* | 用例 *the highly volatile stock and bond market*

[OALD9] **volatile** *adj* 語義 (of a situation) likely to change suddenly; easily becoming dangerous 同義語 [SYN] **unstable** 用例 *a highly volatile situation from which riots might develop* 用例 *a volatile exchange rate*

(5) **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.

[LDCE5] **disclosure** *n* 語義 a secret that someone tells people, or the act of telling this secret: 用例 *the disclosure of private medical information*.

[OALD9] **disclosure** *n* 使用域 (formal) 語義 the act of making sth known or public that was previously secret or private 同義語 [SYN] **revelation**: 用例 *the newspaper's disclosure of defense secret*

[ODBM4] **disclosure** 語義 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.

(6) He drove **headlong** into the crowd and caused the traffic accident.

[OALD9] **headlong** *adv* 3 語義 quickly and without looking where you are going: 用例 *He ran headlong into a police car*.

[LDCE2] **headlong** *adj, adv* 1 語義 (done) with foolish or unthinking speed: 用例 *They rushed headlong into marriage*.

[COBUILD8] **headlong** 1 語義 If you move headlong in a particular direction, you move there very quickly. 用例 *He ran headlong for the open door*.

On each task sheet, the excerpt and dictionary entries are followed by the reasons for their judgement. They were to choose the appropriate reasons for the judgements from the following list, or write down other reasons. For the best entry, they chose from:

Reason (1) because the definition is easy to understand,

Reason (2) because the definition is short,

Reason (3) because detailed explanation is provided,

Reason (4) because the example is easy to understand,

Reason (5) because the entry gives the phrase similar to the one in the newspaper article,

Reason (6) because there is an abundance of information, and

Reason (7) because the entry is short.

For the worst entry, they chose from:

Reason (8) because the definition is difficult to understand,

Reason (9) because the definition is too short,

Reason (10) because the explanation is too long,

Reason (11) because the example is difficult to understand,

Reason (12) because the example is very different from the phrase in the newspaper article,

Reason (13) because there is scarcity of information, and

Reason (14) because the entry is too long.

The results of Part 5 will be analyzed and discussed in 8.8.

8.3. Participants in the study

A total of 67 people participated in *US-OALD9*. They are all university students, aged around twenty. They were classified into two groups. Group A (the name used in the previous user studies to refer to the group of advanced learners of English) is a group of 7 participants whose scores in the TOEIC test exceeded 600. Others are designated as Group N (the name used to refer to non-English majors who were not advanced in English). In Group A are 3 international students, 2 from China and 1 from Taiwan. All others are Japanese.

None of the participants answered all the questions in all the parts. After excluding the incomplete answer sheets, we obtained data from 55 participants in Part 1, from 29 in Part 2, from 31 in Part 3, from 55 in Part 4, and from 59 in Part 5.

8.4. Results of Part 1: Questionnaire survey

The results of the questionnaire survey can be summarized as fol-

lows. Table 8.1 shows the answers to Q1-7.

Table 8.1 Types of dictionaries and frequency of use

types of dictionaries	E-J	J-E	monolingual	print	hand-held	online	CD, DVD
mean frequency	3.29	2.91	1.51	0.82	2.76	3.36	0.11
standard deviation	1.23	1.43	1.44	1.22	1.53	1.02	0.31

(n=55)

From this, we gather that not many participants regularly used the monolingual English dictionaries like *OALD9*, let alone their DVD editions. As “3” indicates that they use the particular dictionary once a week, only English-Japanese dictionaries and online dictionaries seem to have been used once a week. Close to them in terms of frequency are Japanese-English dictionaries and hand-held electronic dictionaries. In response to Q8, the answer “*Genius*” was given by 11 participants, of whom 5 wrote “*Genius* English-Japanese dictionary,” although not many of them specified the edition. The answer “*Weblio*” was given by 7 participants, “*OALD8*” by 3, and “*O-LEX*” by 2. It is understandable that the former two dictionaries have gained popularity among university students. *Genius5* and its preceding editions are available in both print and hand-held electronic editions, and since the publication of its first edition in 1987, it has been one of the best-selling English-Japanese dictionaries in Japan. On the other hand, *Weblio* is a free online dictionary site containing 668 dictionaries, including 79 English dictionaries, where users can search for 5 million English words and phrases.²⁾ The latter two, *OALD8* and *O-LEX1*, are contained in the same hand-held electronic dictionary.

Table 8.2 summarizes the answers to Q9-13.

Table 8.2 Occasions and frequency of use

occasions	translate E-J	translate J-E	read English	write English	broaden vocabulary
mean frequency	3.31	2.58	3.07	2.56	1.58
standard deviation	1.32	1.59	1.36	1.51	1.59

(n=55)

It will be safe to say that the participants used the dictionaries for receptive purposes more frequently than for productive purposes, with “broadening vocabulary” being left far behind. However, this was contrary to our expectations that the occasions involving productive purposes would exceed at least one of the occasions involving receptive purposes, as in *US-BEDs* and *US-LDCE5*, because all the 3 classes in which the present study was conducted focused on the productive skills, such as writing, speaking, and even presenting in English. Not much difference was found in terms of the standard deviation.

The participants’ answers to Q14 are tabulated in Table 8.3.

Table 8.3 Information categories and frequency of use

information categories	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
mean frequency	6.98	4.49	8.75	6.31	6.44	4.27	0.65	1.27	2.89
standard deviation	1.53	1.89	0.51	1.41	1.32	1.65	1.13	1.76	2.44

(n=55)

Of the nine information categories: (1) spelling, (2) pronunciation, (3) meaning, (4) usage and grammar, (5) examples, (6) synonyms and antonyms, (7) cultural and encyclopedic information, (8) etymology, and (9) collocations, the most frequently checked information category is, and has always been (3) meaning since *US-LAAD1*. The meaning is followed by (1) spelling, (5) examples, and (4) usage and grammar. On the contrary, (7) cultural and encyclopedic information and (8) etymology are, and have always been the least frequently checked types of information. One of the few noticeable differences between the present and previous studies is that the collocations seem to have lost popularity as an information category of EFL dictionaries; it ranked the sixth in *US-LAAD1*, the fourth in *US-LDCE4* and *US-OALD7*, and the third for the first time in *US-BEDs*. However, it ranked rather lowly, in the seventh place, in *US-OALD9*. As all the participants had taken the researcher’s class for half a year, they must have been familiar with the term “collocation”. This trend should be taken into consideration when we analyze the participants’ evaluation of the

list of collocations in *OBED* and the lack of the list in *OALD9* (see 8.8). It will be interesting to see how their dictionary-using habits have affected their answers to the questions in other parts of this study. In the discussion below, we will get back to the results of the questionnaire when necessary.

8.5. Results of Part 2: Evaluating the three features of the print edition

In Part 2, the participants evaluated the three features of the print edition, (1) “Oxford Writing Tutor,” (2) “Oxford Speaking Tutor,” and (3) “Visual Vocabulary Builder.” Table 8.4 shows how many participants gave each evaluation to each of the features.

Table 8.4 Evaluation of the three features of the print edition

features	Writing	Speaking	Vocabulary
easy to understand and want to use it (2 points)	16	9	20
easy to understand but not worth the effort (1 point)	5	10	9
difficult to understand but worth the effort (1 point)	8	6	0
difficult to understand and do not want to use it (0 point)	0	1	0
average points	1.55	1.31	1.69

(n=29 in (1) and (3), 26 in (2))

One may find it easy to explain why Visual Vocabulary Builder was highly evaluated, and Oxford Speaking Tutor in a printed dictionary lowly. The participants expressed the following opinions in favor of Visual Vocabulary Builder:

- It is full of colorful pictures.
- I find it useful to see so many related words and pictures at one glance.

The participants also wrote their opinions on why they did not want to use Oxford Speaking Tutor as follows:

- To learn speaking, talking to real people is far more important than learning from a book or dictionary.
- For pronunciation, I would rather check the recorded sound in the electronic dictionary.
- It is difficult to understand what is written about how to speak.

It is generally useful to listen to many users' opinions. In this case, however, the opinions quoted above seem to be predictable, and not many participants in this study said anything unique or noteworthy as in the preceding studies.

8.6. Results of Part 3: Evaluating the eight features of the DVD edition

In Part 3, the participants evaluated the eight features of the DVD edition, namely, (1) the recorded sound, (2) the indication of another entry in a pop-up window, (3) "My Topics," (4) more illustrative examples, (5) more cultural and encyclopedic information, (6) more pictorial illustrations and photos, (7) "Oxford iWriter," and (8) "Oxford iSpeaker." Their answers are shown in Table 8.5.

Table 8.5 Evaluation of the eight features of the DVD edition

features	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
easy to operate and I want to use it (2 points)	18	25	19	17	10	23	18	9
easy to operate but not worth the effort (1 point)	9	5	9	10	12	6	4	6
difficult to operate but worth the effort (1 point)	3	1	2	4	2	0	8	8
difficult to operate and I do not want to use it (0 point)	0	0	1	0	2	2	1	2
average points	1.60	1.81	1.58	1.55	1.31	1.68	1.55	1.28

(n=31 in (2), (3), (4), (6), (7), 30 in (1), 26 in (5), and 25 in (8))

Of the eight features, the most popular feature turned out to be (2) the indication of another entry in a pop-up window (see also Section 7.1). The participants who expressed total approval of (2) wrote:

- This feature is useful, since I do not understand all the words in the definition.
- It saves a lot of time.

The abundance of pictorial illustrations and photos was found to be the second most popular. The advocates of (6) wrote:

- With pictorial illustrations, we can learn many words in association.
- These colorful pictures are visually attractive.

With regard to (1), (3), (4), and (7), more than one-third of the participants expressed conditional approval, and their average points show they ranked 3rd to 6th. There are at least 3 participants who found the recorded sound useful but the distinction between American and British pronunciation not useful. As Q14 in the questionnaire revealed, not many participants look up words in dictionaries to check (5) cultural and encyclopedic information.

Opinions were totally divided over (8) iSpeaker, thus pulling down its average points to the lowest of the eight. One participant wrote:

- We can see many other movies and motion pictures, but I find this function useful especially because it comes with exercises,

whereas another wrote:

- I do not find it very useful, since we cannot learn to speak only by seeing the motion pictures.

Considering what ranked lowest in Parts 2 and 3, it may not worth the effort to provide information on speaking in a dictionary, whether it is printed or electronic.

8.7. Results of Part 4: Evaluating the eleven columns

In Part 4, 60 participants evaluated the eleven types of columns: (1) "Which word?," (2) "More about...," (3) "Grammar point," (4) "Express yourself," (5) "Word family," (6) "Language bank," (7) "Synonyms," (8) "Wordfinder," (9) "Vocabulary building," (10) "British / American," and (11) "Collocations." Of the 60 participants, 5 evaluated them only

in the reading context, 41 did so only in the writing context, and 14 did so in both. The average points and ranks are tabulated in Table 8.6.

Table 8.6 Evaluation of the columns

columns	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
average and rank (reading)	6.2 3rd	6.1 4th	6.3 2nd	4.3 9th	5.2 6th	4.5 8th	7.0 1st	3.3 11th	4.6 7th	3.4 10th	5.6 5th
average and rank (writing)	8.8 1st	6.8 3rd	7.9 2nd	6.4 4th	5.4 9th	5.5 8th	6.3 5th	3.2 10th	5.89 7th	2.7 11th	5.93 6th
average and rank (total)	8.1 1st	6.6 3rd	7.5 2nd	5.8 6th	5.4 8th	5.2 9th	6.5 4th	3.2 10th	5.6 7th	2.9 11th	5.9 5th

(n=19 in 'reading', 55 in 'writing', and 74 in 'total')

Bearing the reading context in mind, they evaluated (7) "Synonyms" most highly. This was followed by (3) "Grammar Point," (1) "Which word?," (2) "More about...," and (11) "Collocations," in this order. In the writing context, they gave slightly different evaluation, with (1) "Which word?" ranking highest, followed by (3) "Grammar point," (2) "More about...," (4) "Express yourself," and (7) "Synonyms." In total, (1) "Which word?" ranked highest, followed by (3) "Grammar point," (2) "More about...," (7) "Synonyms," and (11) "Collocations." It is not surprising that (1) "Which word?" and (4) "Express yourself" are regarded as useful particularly in writing. The reason why (7) "Synonyms" ranked very high is probably that all the items in the column come with definitions and examples, and some of them are further explained in a smaller column called "patterns." In short, users can see them at one glance on the same page, as some advocates of "Synonyms" mentioned on their task sheets. Many participants appreciated the indication of subtle differences in meaning between the synonyms, and one wrote that he particularly found useful the information on what cannot be said. It may be unexpected that the column for (11) "Collocations" was highly evaluated, although collocations were among the least frequently checked information categories, according to the results of the questionnaire (see 8.4).

On the other hand, (6) "Language bank," (8) "Wordfinder," and (10) "British / American" were evaluated lowly in any of the categories. Of

these, (6) and (8) have a common problem: although the columns show several words and phrases in a column, they do not explain the meaning of each of them (see 4.4.2). At (6), only the definition of the headword can be seen on the spot, and for other items, users have to turn the pages. The unpopularity of (10) can be partially explained by the fact that not many participants are interested in the difference between British and American English, as shown in their answers to (1) of Part 3 (see 8.6).

8.8. Results of Part 5: Comparing the entries in three dictionaries

A total of 59 participants faced Part 5. The results are summarized in Tables 8.7, 8.8, and 8.9. Table 8.7 shows how many participants judged each dictionary entry as the best or the worst. The figure before the slash indicates the number of participants who judged it the best, and that after the slash the worst.

Table 8.7 Participants who judged each dictionary entry as the best/worst

dictionaries	<i>OALD9</i>	<i>OBED</i>	<i>ODBM4</i>	<i>LDCE2</i>	<i>LDCE4</i>	<i>LDCE5</i>	<i>COBUILD8</i>	<i>MED2</i>
(1) <i>flagship</i>	14/2	42/7						3/50
(2) <i>high-profile</i>	28/11					18/21	13/27	
(3) <i>leaf through</i>	6/42				37/3		15/13	
(4) <i>volatile</i> ³⁾	15/17	27/20				16/20		
(5) <i>disclosure</i>	32/3		2/51			24/4		
(6) <i>headlong</i>	28/11			13/18			17/29	

(n=59 in (1) and (2), 58 in others)

For the best entry, the participants chose the reason(s) from:

Reason (1) because the definition is easy to understand,

Reason (2) because the definition is short,

Reason (3) because detailed explanation is provided,

Reason (4) because the example is easy to understand,

Reason (5) because the entry gives the phrase similar to the one in the newspaper article,

Reason (6) because there is an abundance of information, and

Reason (7) because the entry is short.

For the worst entry, they chose from:

- Reason (8) because the definition is difficult to understand,
- Reason (9) because the definition is too short,
- Reason (10) because the explanation is too long,
- Reason (11) because the example is difficult to understand,
- Reason (12) because the example is very different from the phrase in the newspaper article,
- Reason (13) because there is scarcity of information, and
- Reason (14) because the entry is too long.

Table 8.8 indicates how many participants checked each reason for the best entry.

Table 8.8 Reasons for the judgements for the best entry

	Reason (1)	(2)	(3)	(4)	(5)	(6)	(7)	other reasons
(1) <i>flagship</i>	23	3	19	31	12	33	4	2
(2) <i>high-profile</i>	43	5	14	12	2	11	7	5
(3) <i>leaf through</i>	48	5	14	19	6	19	6	6
(4) <i>volatile</i>	33	9	15	21	5	23	4	6
(5) <i>disclosure</i>	36	14	13	16	3	16	9	2
(6) <i>headlong</i>	45	10	4	18	9	2	5	2
total	228	46	79	117	37	104	35	23

Table 8.9 indicates how many participants checked each reason for the worst entry.

Table 8.9 Reasons for the judgements for the worst entry

	Reason (8)	(9)	(10)	(11)	(12)	(13)	(14)	other reasons
(1) <i>flagship</i>	7	16	3	29	2	36	5	1
(2) <i>high-profile</i>	22	9	5	21	2	17	4	2
(3) <i>leaf through</i>	7	6	10	14	2	28	8	13
(4) <i>volatile</i>	17	7	9	24	2	8	6	1
(5) <i>disclosure</i>	28	2	33	11	0	7	21	10
(6) <i>headlong</i>	29	6	4	14	6	10	0	3
total	110	46	64	113	14	106	44	30

Comparing these tables with the corresponding tables in the previous user studies, we can say that the users' needs and expectations reflected on the results of the comparison tasks have not changed much for 15 years. *OALD9*'s entries were favored by many on Task Sheets (1), (2), (5), and (6). The reason why its entry for (3) *leaf through* was severely criticized is simply that it does not have an example, which was expressed by all the 13 participants who wrote something as "other reasons". On the other hand, its entry for (4) *volatile* was not criticized as severely as (3), but its relative unpopularity is due to many participants' preference of *OBED*'s explanation of the difficult phrase in its example:

*Food prices are **highly** volatile* (= they rise or fall very suddenly).
(*OBED*)

Regarding the reasons for judgement, as was the case with the previous user studies, many participants in the present study chose the reasons related to the intelligibility of the definition (Reasons (1) and (8)), the intelligibility of the examples (Reasons (4) and (11)), and the abundance or scarcity of information (Reasons (6) and (13)). Especially in choosing the best entry, Reason (1) was by far the most frequently checked reason. However, if two dictionaries present the same definition, as *OALD9* and *OBED* do on Task Sheet (1), the participants compare them on the ground of other information such as examples and collocations.

Concerning Task Sheet (2), the participants preferred *OALD9* to *LDCE5*, either because *OALD9*'s definition of high-profile contains familiar words like *television* and *newspapers* whereas *LDCE5* uses the word *deliberately*, which 2 participants found difficult to understand, or because *OALD9* provides the usage note [usually before noun]. The entry in *COBUILD8* was unwelcomed particularly on (2), but the reason lies not so much in its sentence definition as in the unfamiliar name *Mr Arafat* in its example. Of the 27 who judged *COBUILD8* as the worst, 12 checked Reason (11) "because the example is difficult to understand", 9 checked Reason (8) "because the definition is diffi-

cult to understand”, and another 9 checked Reason (13) “because there is scarcity of information”. This marks a sharp contrast with Task Sheet (6), where 14 out of 19 who judged *COBUILD8* as the worst checked Reason (8).

The difficult definition of disclosure in *ODBM4* on Task Sheet (5) was “hated” by the majority of participants, and a conclusion naturally follows that such a technical dictionary for native speakers of English is not appropriate for foreign learners. One participant pointed out the oddity of using the word *disclose* in the definition of *disclosure*. In addition to the difficult definitions, too short entries tend to be a focus of criticism. The entries in *MED2* and *OALD9* on Task Sheets (1) and (3), respectively, were mainly criticized for Reason (13). On the contrary, not many participants evaluated an entry highly because the whole entry or the definition is short, and they did not often consider whether the dictionary presents a phrase similar to the newspaper article.

Next, Table 8.7 will be broken down in two ways. Table 8.10 shows how many participants in Group A and Group N judged each dictionary entry as the best or the worst.

Table 8.10 Breakdown (1), according to the participants' groups

dictionaries	<i>OALD9</i>	<i>OBED</i>	<i>ODBM4</i>	<i>LDCE2</i>	<i>LDCE4</i>	<i>LDCE5</i>	<i>COBUILD8</i>	<i>MED2</i>
(1) <i>flagship</i>	G. A	1/0	6/0					0/7
	G. N	13/2	36/7					3/43
(2) <i>high-profile</i>	G. A	1/0				<u>5/1</u>	1/6	
	G. N	27/11				<u>13/20</u>	12/21	
(3) <i>leaf through</i>	G. A	1/5			4/1		2/1	
	G. N	5/37			33/2		13/12	
(4) <i>volatile</i> ⁴⁾	G. A	<u>3/1</u>	<u>3/4</u>			1/2		
	G. N	<u>12/21</u>	<u>24/15</u>			15/15		
(5) <i>disclosure</i>	G. A	5/1		1/6		1/0		
	G. N	27/2		1/45		23/4		
(6) <i>headlong</i>	G. A	4/0			3/2		0/5	
	G. N	24/11			10/16		17/24	

(n=59 in (1) and (2), 58 in others)

The obvious discrepancy between the groups was found on two task sheets, in the evaluation of *LDCE5* on Task Sheet (2) and, to a lesser extent, that of *OALD9* and *OBED* on (4), as underlined in Table 8.10. The former can be explained by the reasons the participants in Group A gave: of the 5 who judged *LDCE5* as the best, 3 chose Reason (1) "because the definition is easy to understand," 3 chose Reason (4) "because the example is easy to understand," and 2 wrote other reasons, whereas Reason (3) "because detailed explanation is provided" was the second most frequently checked reason after (1) by those in Group N who judged *OALD9* as the best.

Apparently, the advanced learners tend not to mind *OALD9*'s short entry on Task Sheet (4). This is partly due to the smallness of the data, particularly with Group A, and partly because the two groups are not very different from each other in any sense, compared to the diverse group of participants in US-BEDs.

The reasons why 5 out of 7 in Group A judged *COBUILD8* as the worst were diverse. Judging from their answers on Task Sheets (2), (3), and (6), they did not mind *COBUILD*'s lengthy entries due to its defining style. What the two groups have in common is their preference of easy-to-understand definitions and examples, and their hatred of scarcity of information.

With the smallness of the data, particularly with Group A, and with the groups not being very different from each other, compared to the very different groups in US-BEDs, we cannot conclusively say that advanced learners tend to prefer short and concise entries as *LDCE5*'s entry in (2) and *OALD9*'s in (4).

Table 8.7 can be broken down in another way: according to the participants' comprehension. Table 8.11 lists the answers by only those participants who did not understand the target word or phrase before referring to the entries but came to understand it thanks to their reference to the entry. In other words, they are considered to be a group of participants who actually benefited from the dictionary entries. We cannot find any great difference in the participants' preference of entries between Table 8.7 and Table 8.11. The only slight but notice-

Table 8.11 Breakdown (2), the evaluation by those who understood the meaning through their look-up

dictionaries	<i>OALD9</i>	<i>OBED</i>	<i>ODBM4</i>	<i>LDCE2</i>	<i>LDCE4</i>	<i>LDCE5</i>	<i>COBUILD8</i>	<i>MED2</i>
(1) <i>flagship</i>	8/2	34/4						1/37
(2) <i>high-profile</i>	19/8					<u>15/12</u>	8/22	
(3) <i>leaf through</i>	4/31				27/2		10/8	
(4) <i>volatile</i> ⁵	12/14	24/18				15/18		
(5) <i>disclosure</i>	22/0		0/35			14/1		
(6) <i>headlong</i>	28/11			13/18			17/29	

(n=43 in (1), 42 in (2) and (6), 41 in (3), 51 in (4), and 36 in (5))

able difference is that more participants judged *LDCE5*'s entry for (2) *high-profile* as the worst than the best in Table 8.7 but more judged it as the best in Table 8.11, as highlighted by the underline. Thus, it is difficult to tell which table serves better as a summary of Part 5, Table 8.7 with the answers given by more participants, or Table 8.11 with the answers given by those who actually benefited from the look-up.

8.9. Summary of the user study

Thus far, we have analyzed the results of our user study in the hope of overcoming some of the difficulties identified by Hartmann (2001). Through a user-profile questionnaire and several sets of questions, we obtained data from the two groups of participants, but some new challenges came up, as indicated in Sections 8.5 and 8.8. It may be impossible to answer all the questions about the use of print and DVD editions, but we should at least devise larger-scale studies applying a more direct method, like the one conducted by Müller-Spitzer, Wolfer and Kopleinig (2015) among the online dictionary users.

(Section 8 by Kanazashi)

9. Conclusion

Our analysis reveals that *OALD9* has not undergone a dramatic change in its description and contents except for new entries and senses as well as new usage notes.

The quantitative research on entries shows that *OALD9* added 455

full headwords and more than 50 subheadwords. Predictably, new words often come from the fields of (new) technology, social media, the environment, etc., reflecting social, cultural and technological changes: e.g., **biodefence**, **carbon debt**, **crowd funding**, **cyberattack**, **electronic cigarette**, **LGBT**, **social network** and **unfriend**. Meanwhile, 150 headwords were deleted, including many related to objects and ideas now not much in use or becoming obsolete, such as **diskette**, **Frankenfood**, **mainframe** and **VHS**.

Among the additions to the new edition, there are more than 50 Indian English items, which seems to point to *OALD*'s greater attention to this particular variety of English among other World English varieties. When we compared three English learner's dictionaries (*OALD9*, *MED2* and *CALD4*) in coverage of World English, we found that coverage varies by dictionary, but that, overall, *OALD9* offers good coverage of regional varieties of English other than British and US.

In the process of revising the previous edition, there have been, of course, many things added, corrected, updated or otherwise modified, which make the dictionary a better tool for learning and using English. On the other hand, we regret to report that new errors have crept in, especially in the form of misarranged (i.e., not in alphabetical order) headwords and items.

This study of the pronunciation in *OALD9* found that it is relatively conservative, as was reported in the reviews of the past editions (e.g. Komuro et al. 2012). It has long been pointed out that there have been changes in the pronunciation of the THOUGHT, CLOTH and "marry" vowels in North American English, and that of the consonant clusters /tj, dj/ and the SQUARE vowel in British English. Sections 3.2 and 3.3 discussed that these changes are increasingly illustrated in other learners' dictionaries, not to mention books on English phonetics. Unfortunately, none of these changes is fully illustrated in *OALD9*. Consequently, serious discrepancies were found between the written transcripts and the audio samples provided in *OALD9*-DVD. Given that *OALD* is a learners' dictionary, it is understandable that it tends to be somewhat prescriptive. The discrepancies mentioned here,

however, are likely to cause confusion among learners.

For words with multiple pronunciation possibilities, the first variants of 78 words in *OALD9* did not match those in *LPD3*. It should be emphasized here that a revision is needed at least for headwords in which *OALD9* misses out dominant pronunciations while it includes minor or recessive ones.

Meanwhile, a welcome change has been made in *OALD9-DVD*: inflected forms of verbs have been incorporated in the DVD version with an audio recording for each form. As is discussed in section 3.5, although transcripts and recordings of regularly inflected forms appear somewhat redundant, this kind of information is helpful for learners.

The analysis concerning grammar makes it clear that verb codes and frames used to describe the behavior of verbs in *OALD9-P* have not changed from those in *OALD8-P*. The grammar codes for the other parts of speech also remain the same, and they are explained in the reference section as well (R10-11). In fact, the explanation on grammar in the reference section in *OALD9-P* (R1-13) is the same as that in *OALD8-P* (R1-14). The grammar codes in *OALD9-OL* and *OALD9-DVD* may be easier to understand than those in *OALD9-P* because the codes are not abbreviated and the headword is not replaced by a swung dash.

The types and numbers of usage notes in *OALD9* are almost the same as those in *OALD8*. However, there are introduced two new kinds of usage notes in *OALD9*. They are “Wordfinder” notes (165 notes) and “Express Yourself” notes (39 notes). The former remind users of the words that are related to the headwords. It is regrettable that the words are accompanied by neither definitions nor example sentences. It must be difficult for users to understand the use of words in the notes without definitions or example sentences. The latter are usually placed near the headword that acts as a keyword in an “Express Yourself” note. However, *OALD9* lacks the information on style and register, which *LDCE6* and *MED2* give to a similar type of notes. Such information is essential to understand the use of each expression in the notes.

OALD9 has introduced a cross reference called "More Like This" note in the text and the back matter of *OALD9-P* (R14-16) while it is placed in the entries in *OALD9-OL* and *OALD9-DVD*. The note refers users to headwords that behave in a similar way to a headword that users look up. This is a unique feature in *OALD9-P*, but users who do not go out of their way to read the reference pages in *OALD9-P* or develop the folded "More Like This" section by clicking the button in *OALD9-OL* or *OALD9-DVD* fail to obtain the additional information provided, and thus, the information may remain unnoticed.

The Oxford 3000 online is examined in terms of definition because of little difference in the Oxford 3000 between the eighth and the ninth. The result is that the Oxford 3000 online includes a vast number of phrasal verbs, which may not be always easy to distinguish. A simple comparison of the Oxford 3000 with Longman Defining Vocabulary as well as Longman Communication 3000 also reveals that *OALD9* users need a larger vocabulary, although it does not necessarily mean that they find *OALD9* definitions far more difficult than those in *LDCE6*.

It could be asserted that synonym description mainly follows *OLT*. The description is vital not only in decoding but in encoding. *OALD* has a good editorial policy to select the entries and provide users with synonymous expressions and information on their subtle nuances, register, collocations and patterns as well as examples.

Little change, however, has been noticed in examples in *OALD9*. A brief survey of its DVD version reveals that it is not so user-friendly in that the examples given are not carefully selected or organized. It leaves more to be desired.

The aim of this study is also to assess the electronic versions of *OALD9*. They introduce a couple of distinctive characteristics, which take full advantage of their mediums' being electronic. In 7.1, we have seen that some types of cross-references markers are replaced with the actual contents of their target information, and in 7.3.2, we have pointed out that all run-on derivatives in the book version are

upgraded to main entries. We have also pointed out, in 7.3.1, that each part of speech has its own independent entry; it is not a unique feature to have each part of speech of a word form an independent entry, but the uniqueness of *OALD9* lies in the fact that the book version and the electronic versions employ different manners in their treatment of parts of speech.

However, as is discussed in 7.3.3, we have found some types of systematic problems or bugs which escaped editors' notice: some embedded contents of cross-referred target items are not optimized to their new headwords, some cross-reference hyperlinks are directed to inappropriate part of speech of the target word, and particular types of cross-references are wrongly omitted when run-on derivatives become main entries. It must be also noted here that the quality of search function equipped with *OALD9-DVD* and *OALD9-OL* is not reliable enough in that the search results are not exhaustive.

Our analysis also includes a user study, which was conducted to understand users' attitudes toward the features of *OALD9* and some other dictionaries, and the results were compared with those of preceding studies with roughly the same format. Among the main findings were:

- (1) The participants in this study used the dictionaries for receptive purposes more frequently than for productive purposes (from the results of Part 1).
- (2) Not many of them evaluated highly the information on speaking (Parts 2 and 3).
- (3) The types of columns that give an on-the-spot, instant solution are welcomed, whereas those that require the participants to turn the pages again are not (Part 4).

From the results of Part 5, however, hardly anything new was found. The participants' answers were much the same as in the preceding studies, and there was no striking difference between the two groups. To cope with these, it is preferable to ask various users to participate in the study to look at the dictionaries through the diverse eyes of people. Lack of unique opinions expressed on the task sheets was

another problem. The researcher should have allotted enough time not only to the participants' operating *OALD9*-DVD but also to writing opinions.

As the entries **digital** and **online** are included in the Oxford 3000 in *OALD9*, it is obvious that time has changed and paper dictionaries have been less or rarely used, especially since the beginning of the 21st century, and are being rapidly replaced by CD, DVD, APP or online versions, whether or not they are free. Under these circumstances, OUP has made a tremendous effort to publish a revised edition of *OALD* in every possible way. Given the fact that the dictionary has been issued every five years for two decades (since the fifth edition in 1995), it is understandable that new entries and senses as well as new usage notes are introduced although little change is observed in definition and examples in the latest edition.

It is recognized that learners' dictionaries in any form should take into account their users' needs and their reference skills; for example, what information they look for in decoding as well as encoding, how they manage to find it and whether or not they succeed, how they consider the information they find or how user-friendly they think it is. Previous paper editions in learners' dictionaries have endeavored to meet the requirements. Their needs and skills are also crucial in electronic versions. Our research, however, reveals that, in pronunciation and the use of electronic versions (*OALD9*-DVD, *OALD9*-OL, and *OALD9*-APP), there is more to be desired except the last version. It could be safely said that they are designed to be convenient but in fact are often loosely organized or do not function properly, as is pointed out in Sections 3 and 7. As a general rule, the electronic versions of *OALD9* should have been more carefully designed to improve users' satisfaction: they should be easy to use and should have been flawlessly organized in terms of information retrieval and presenting reliable information. OUP should expend more effort on realizing the full potential of the electronic versions.

NOTES

Section 1

1) This review refers to the paper versions of *OALD9* and *OALD8* as *OALD9* and *OALD8* or *OALD9-P* and *OALD8-P* to differentiate them from the electronic versions.

2) The back matter in the second impression of *Idiomatic and Syntactic English Dictionary* shows that the dictionary was issued twice in 1942: 4,000 copies in April, and 6,000 copies in September. It was because of the difficulty of preparing enough printing paper when Japan was involved in the Second World War.

There is found a minor difference in the front and back matter between the original and the 1948 edition: The latter deletes Hornby's Foreword and includes five page addenda in addition to an appendix that graphically shows Football Field, Baseball Diamond and Basket Ball Court in place of the original Association Football, English Rugby Football and Cricket.

3) The site oxforddictionaries.com/words/the-oxford-english-corpus tells us that the Oxford English Corpus contains "over 2.5 billion words of real 21st-century English" as of August 1st, 2016.

4) A few Oxford dictionaries the three editors were engaged in compiling are mentioned for reference; Deuter *Oxford Elementary Learner's Dictionary with CD-ROM: English-English-Arabic* (2012), Bradbery *Oxford Advanced American Dictionary for Learners of English* (2011), and Turnbull *Oxford Wordpower Dictionary for Learners of English*, Third edition (2006).

Section 2

1) Those additional headwords introduced online after the publication of the print version are not counted here.

2) Before the sixth edition *OALD* had five homograph headwords for *bay*, each given a homograph number 1-5, treating them as separate words, (etymologically) unrelated to each other. When homographs had more than one part of speech, each one was also treated as a separate word and given a headword of its own. Hence **light**¹ (adjective), **light**² (adjective), **light**³ (noun) and **light**⁴ (verb). *OALD6* stopped this practice of treating unrelated homographic words and word classes as discrete entities in their own right, and started to put the five words (in the case of *bay*) in the same entry under one headword, **bay**. In the case of words like *light*, under one headword (**light**), the entry is divided by word class. *OALD6*, possibly not coincidentally, introduced "short cuts" placed before the definitions to show general meanings of (unrelated) homographs as well as polysemous words.

3) The only verbal use for **duke** is as an idiom **duke it out**. We also count this as an addition of an idiom below.

4) The slot for the idiom should be placed at the end of the explanation of the noun **team**, not below the phrasal verb slot as in *OALD9-P*. This also applies to *OALD9-DVD* (but not to *OALD9-OL*).

5) The print version does not carry the headword **Anglo-Indian**. The word itself is in an example in the entry for the combining form **Anglo-**, while the digital version includes the headword **Anglo-Indian**, treating it as both a noun and an adjective and

giving both the Indian English label.

6) The new definition for *OALD9* is: a reading of a book, especially a novel, recorded on a CD, etc. It may be interesting to note how the definition has been rewritten, especially the omission of *cassette*.

7) In *OALD9*-DVD, however, **a good few** comes after **good and ...** as in *OALD8*.

8) In the case of **the Annunciation**, in *OALD8* the headword is **annunciation** and the entry starts with, after its pronunciation, “noun [sing] **the Annunciation** (in the Christian religion) ...” This seems to be almost the same as putting **the Annunciation** in the headword position, as in *OALD9*.

9) There are two reasons for this exclusion. One is that we wanted to focus on those varieties other than British and US (including North American), and the other is a technical one: there was no easy way to search for words labeled *Northern English* since the advanced search function in *OALD8*-DVD offered no *Northern English* option in its region search menu.

10) *MED2* suggests its emphasis on World English by stressing in its Introduction by the Editor-in Chief that “our coverage of World English has almost doubled.”

The regional labels used by the two dictionaries are as follows.

CALD4: *Australian, Indian, Irish, Northern, Scottish, South African, UK, US*

MED2: *Australian, Canadian, Caribbean, East African, Indian, Irish, New Zealand, Scottish, South African, Welsh, West African*

11) Before the fourth edition, *LDCE* had more regional English labels: *AmE, AustrE, BrE, CanE, CarE, IndE, IrE, NZE, PakE, SAfrE* and *ScotE*, of which *Pak(istani)E* was unique to *LDCE*.

Section 3

1) The investigated words mainly consisted of those listed as samples of a given lexical set in Wells (1982). When the lists in Wells (1982) contained less than 50 samples, extra words were selected from headwords with the vowel in question. The results reported here are based on impressionistic analyses conducted by the author of this section who is a trained phonetician.

2) The terms “modern RP” (Upton: 2008) and “General RP” (Cruttenden: 2008) both refer by and large to the same variety of BrE described in *OALD9*, i.e. General British.

3) The list of the words was retrieved from “Pronunciation Preference Poll” in the CD-ROM edition of *LPD3*.

4) For **controversy** *OALD9* and *LPD3* coincide in the choice of the first variants. It was nevertheless listed here since the results of the preference poll in *LPD3* show that the second variant (/kən'trɒvəsi/ 60%) was preferred by a larger pool of respondents than the first (/kɒntɹɒvɜːsi/ 40%). Although the difference is small, *LPD3* indicates that the second variant is preferred by an increasing number of younger speakers.

5) In principle, *OALD9* shows three variants /dɔ-/ , /dɪ-/ and /dɑː-/ (in this order in the dictionary) for **direct** and its nine derivatives: **direction, directional, directionless, directive, directly, director, directorate, directorship, directory**. For **directorial**, however, only one variant, /,dɑː-,/ is shown both in the paper and DVD editions.

6) Although *OALD9* and *LPD3* agree in the choice of the first variants for **scallop**, it

was listed here for the same reason explained in the note 4) above.

7) Note that the paper edition of *OALD9* shows /'prɒtɛstə(r)/ as the second variant of British pronunciation. The diphthong symbol should be changed to /əʊ/ since GB vowel system does not comprise /oʊ/.

Section 4

1) The grammar codes and notations in *OALD8* are discussed in detail in Yamada et al. (2012: 28-31).

2) The types and content of usage notes in *OALD8* are discussed in detail in Yamada et al. (2012: 36-45).

Section 5

1) The website is www.oxfordlearnersdictionaries.com/about/oxford3000.

2) It should be noted that there is little difference between the Oxford 3000 in *OALD9*-DVD and the Oxford 3000 (R99-113) in *OALD7*, except for two new entries mentioned below. There is in fact found a difference between the Oxford 3000 online and the Oxford 3000 in the DVD in that the latter includes a number of multiword expressions or phrases, such as by accident and take advantage of, and a far fewer number of phrasal verbs.

3) *CALD4* (2013) is the first to adopt the system of showing the symbols, based on the Common European Framework of Reference (CEFR). The six levels range from A1, the lowest level, to C2, the highest. *CALD3* (2008: viii) showed three sense distinction markers; E (for Essential), I (for Improver) and A (for Advanced), according to their frequency.

4) The numbers do not necessarily show an exact correspondence with each other because of the different treatment; in the entry of **above**, for example, the Oxford 3000 and LDV appears to be the same but, in fact, the Oxford 3000 includes two parts of speech while LDV includes three. A similar case applies to the difference between the Oxford 3000 and LC 3000; the latter, for example, includes **above** in adverbial and prepositional uses.

5) The three sections surveyed show that there are fifteen entries in LDV that are excluded from the Oxford 3000; except language study terms in the latter, **air force**, **amusement**, **anymore**, **eager**, **enclose**, **explosive**, **sandwich**, **satisfactory**, **scatter**, **shore**, **slippery**, **spacecraft**, **stem**, **stitch** and **sword**.

6) It should be noted that LC 3000, the most frequent 3000 words in both written and spoken English, was issued in 2007 in a leaflet and shown in *LDCE5*, followed by Longman Communication 9000 (LC 9000) in the sixth edition. It is taken for granted here that there is no difference in LC 3000 between the leaflet and the fifth edition. *LDCE6* introduces LC 9000, and shows the most frequent 3000 words (LC 3000) in its appendix. The latest edition has undergone a radical change; this is made clear in the sections A and E in that eighteen and seventeen new entries are found while as many as eighty and sixty are respectively deleted.

It should also be noted that fifty entries are found in the A, E, and S sections among the most frequent 3000 words in LC 9000 that are nowhere given in the Oxford 3000. This is particularly noticeable in S since a number of frequent words are included

related to our everyday life. In other words, LC3000 includes those entries quite familiar to native speakers, such as **sandwich, scary, shampoo, shopping centre, skating, sleepy, snack, sneeze, soccer, soda, spill, steak, stomachache, sunny** and **sweat-shirt**.

Section 6

1) A comparison of *OALD9* and *Oxford Learner's Dictionary of Academic English* (2014) has made it clear that they do not necessarily include the same entries, and that they differ in the presentation and the number of senses. It is advisable for advanced learners to get acquainted with academic style illustrative examples in the latter for the purposes of writing up a thesis or dissertation.

Section 7

1) *OALD8-CD* and *OALD9-DVD* are installed on Mac OS X 10.7, which runs on Parallels Desktop. *OALD8-APP* and *OALD9-APP* are installed on an iPad with OS 10.2. *OALD9-OL* is consulted by way of Safari (version 10) on Mac OS X 10.11. It must also be noted here that *OALD8-APP* has been updated several times, so it is highly possible that some features of *OALD8-APP* we examine are different from its original version.

2) *OALD8-APP* also gives the whole content of the cross-referenced items in the same way as the electronic versions of *OALD9*. However, we have not confirmed whether this manner was introduced as its original feature or it has been modified through updates.

3) See page V15 of *OALD8-P* for the illustration titled "House."

4) "Full dictionary search" is also available in *OALD8-App*, in which "Idioms" and "Phrasal Verbs" are listed together under the label "Phrases."

5) This last **well** comes from the headword **oil well**, which is followed by an additional note on its alternative representation "(also **well**)," and it is likely that the dictionary picks up this alternative **well**.

6) The name of a magazine.

7) Under the author's usage environment, "Advanced Search" in *OALD8-CD* does not work properly for the "example" parameter in that the dictionary does not show any results, but as we have discussed, *OALD9-DVD* provides search results for examples without any special settings. However, the dictionary sometimes retrieves wrong items. For example, when we search for "ill-," we obtain "Police used tear gas to disperse the crowds," and when we search for "well-," we obtain "He smoothed his hair and adjusted his tie." Easy access to full-text search results could be a welcome feature, but since such is the case, the refinement of the search engine is highly recommended to get rid of unsatisfactory results.

8) Note that the same is true with regular inflected forms and their original forms. Thus, when "pack" is searched, we have **action-packed, jam-packed, meat packing, packed, packed lunch, packed out, packing, packing case, packing density, and pre-packed** among others, but when "packed" is searched, for example, we get **action-packed, jam-packed, packed, packed lunch, packed out, and pre-packed**. Note also that the "-ing" ending forms discussed here may not be considered as "inflected"

forms when we are to be strict in the usage of the term.

9) *OALD9-DVD* does not retrieve abbreviations such as **GUI** and **UGC** with “user” as the searched item, either. However, when we search for “user” in *OALD9-OL*, we obtain, inside the “All matches” frame, **UGC** and **GUI** alongside **user ID**, **end user**, **user fee**, **multi-user**, **power user**, **user group**, **user-friendly**, **user-generated**, and **user-friendliness**, of which **user ID** is original to *OAAD* and is not listed in *OALD9*.

10) As is already pointed out in note 1), *OALD8-APP* has experienced some updates, so it is reasonable in a way that *OALD8-CD*, which has not been updated since its release in 2010, and *OALD8-APP* employ different structures for their entries.

11) Compare **sensitive** in *OLT*.

12) The adjective **salt water** has cross-reference “COMPARE **freshwater**,” which leads to **freshwater** (adjective). The adjective **freshwater** has a cross-reference “COMPARE **salt water**,” but clicking on the link leads to **salt water** (noun), which does not have a cross-reference to **freshwater** (adjective). Note here that **salt water** (adjective) is a run-on entry headed by **salt water** (noun) in *OALD9-P*. The similar mis-linking relationship holds for **second-hand** (adjective)/**second-hand** (adverb) with **first-hand** (adjective)/**first-hand** (adverb) and **spirant** (adjective) with **plosive** (noun).

Section 8

1) In addition to the user studies listed here, Ishii et al. (2014) contains a questionnaire survey in relation to an analysis of three collocations dictionaries. However, we decided not to include it in the list, primarily because their questionnaire format is very different from the ones in the list, and also because the collocations dictionaries analyzed are not dealt with in any of the dictionary reviews listed in Section 8.1.

2) See <http://www.weblio.jp/> for more information on the *Weblio* dictionary.

3) Of the 58 participants, one chose *OBED*'s entry as the best, but did not choose any as the worst.

4) One in Group N did not choose any entry as the worst.

5) Of the 51 participants, one did not choose any as the worst.

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投稿規定

(1) 投稿は岩崎研究会会員に限る。但し、非会員であっても論文審査委員から推薦のあった場合は特別に認める。(2) 論文の内容は未発表のものに限る。(3) 用語は英語に限り、原則として native check を受けたものとする。(4) 注 (note) は後注とし、章ごとに通し番号を付ける。(5) ギリシャ字、ロシア字以外の特殊文字はできるだけローマ字化してほしい。音声記号は国際音声学協会 (IPA) 所定のものを用いる。(6) 引用文献：書式は MLA Style に従う。(7) 枚数：論文はワープロ原稿で、1行はアルファベットの小文字で70字、450行以内。A4判のハードコピー1部にCD-Rを添える。(8) 原稿はすべて論文審査委員による審査の上採否を決定する。共同執筆論文を別として、論文の掲載は毎号1人1篇とする。(9) 都合により短縮を求めることがある。印刷上の体裁および論文の掲載年度については編集委員に一任する。(10) 抜刷は20部までを無料で、別に本誌1部を呈上する。(11) 原稿は随時受付ける。(12) なお、詳細は別に定める。

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編集後記 今回は OALD の分析に関する論文1点である。Lexicon では1975年以来 OALD の分析が6回行われて来た。ある辞書についての、これほど長期にわたる詳細かつ綿密な批判的分析・調査は他に例を見ない。これは、論文執筆にかかわった会員諸氏の体系的な研究に基づく共同作業がなくては、なしえない業績である。

(2017年5月1日 S.M.)