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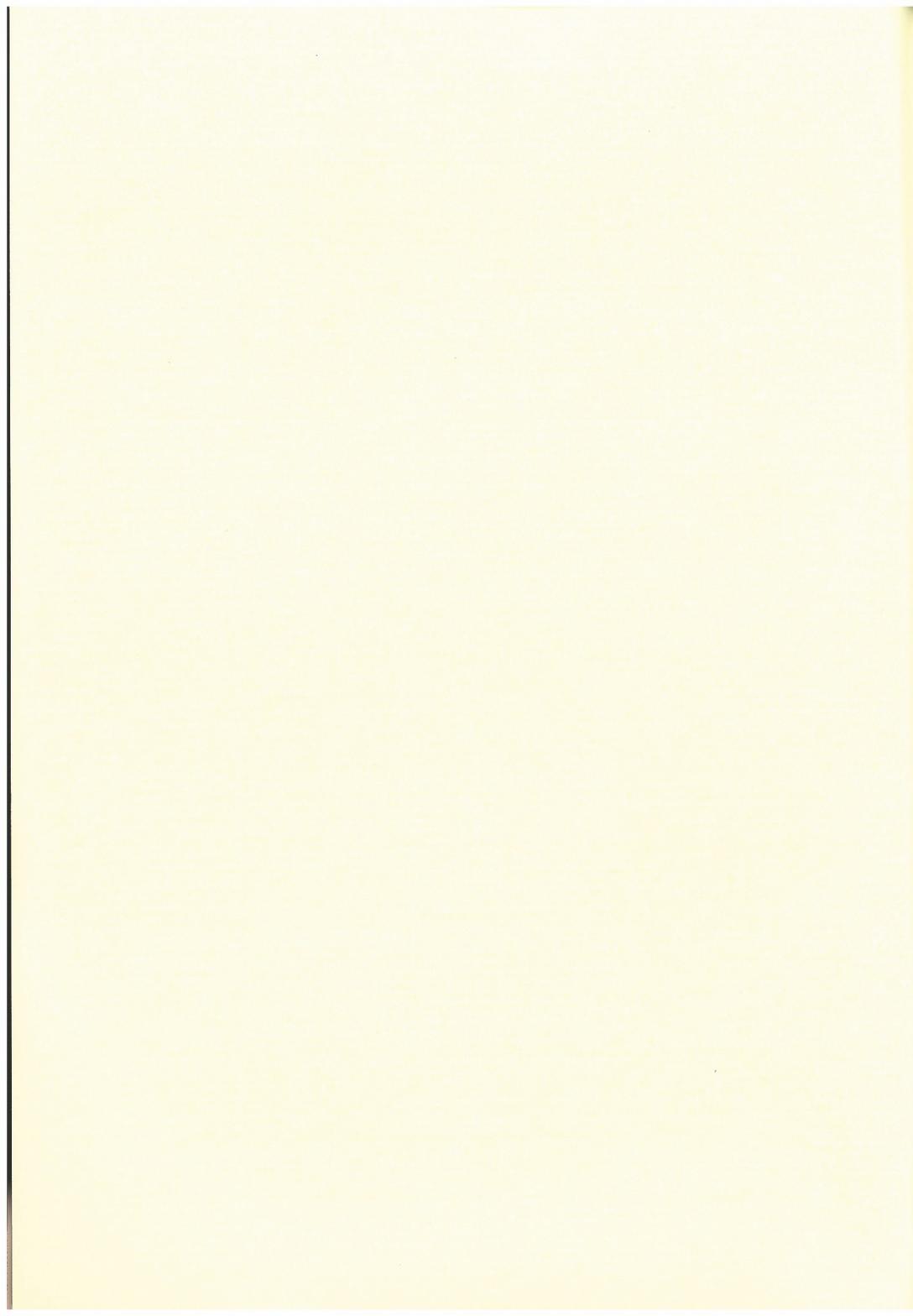
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A Lexical Priming's Analysis of Semantically Similar Group Prepositions in Formal English

AI INOUE

1. Introduction

This corpus-based phraseological article assesses with the actual behaviours of seemingly semantically similar phraseological units (PUs) used in formal English from the viewpoint of lexical priming proposed by Hoey (2005).

Hartmann and James (2001: 109) simply define phraseology as 'the study of phrases, idioms and word-combination expressions'. The definition is helpful to create a rough understanding of what phraseology is but does not create a precise understanding of what the phrases, idioms and multiword expressions are because 'in phraseology, as in other fields within linguistics, it is not uncommon for individual scholars to apply different terms to the same category (or the same term to different categories)', as Cowie (1998) mentioned. Additionally, Widowson (1989: 135) asserted that from a standpoint of second language acquisition '... communicative competence is not a matter of knowing rules for the composition of sentences It is much more a matter of knowing a stock of partially pre-assembled patterns, formulaic frameworks and a kit of rules, so to speak, and being able to apply the rules to make whatever adjustments are necessary according to contextual demands. Communicative competence in this view is essentially a matter of adaptation, and rules are not generative but regulative and subservient.'

Based on the two quotes, we understand that the terms and definitions used in phraseological research vary by study and that phrases located intermediately between words and sentences constitute the

bedrock of languages, especially for second language acquisition. In addition, we must be careful because of a tendency that treats any word-combinations comprising at least two words as PUs. Hence, we must precisely define phraseology and what phrases are included in phraseology. The study defines them in Section 2. Moreover, we must establish clear-cut criteria to assess if word-combinations incidentally used are PUs. According to our review of the literature, no phraseological research has discussed the criteria; however, Inoue (2018b) introduces them, which will be shown in detail in Section 2.

This study aims to solve the aforementioned problems of phraseology by focusing on concrete examples, namely, *in accordance to* and *according with* in (1), which are established by blending *in accordance with* and *according to* (italicised by the author as in the following.).

- (1) a. All animals were cared for *in accordance to* the Guide for the Care and Use of Laboratory Animals as published by the National Institutes of Health. (COCA, 2015, ACAD)
- b. They're expected to know how to act *according with* the ethics of the environment. (COCA, 2014, ACAD)

Research has fully discussed *in accordance with* and *according to*, although no persuasive research on the word-combinations in (1) has been carried out. This study begins with a minute examination of the actual manners of *according to* and *in accordance with* through data obtained from a corpora of contemporary English based on the theory of lexical priming. Further, the study presents the usages of word-combinations in (1) by investigating their subsequent elements through the same corpora and verify the criteria discussed in Inoue (2018b) applied to the word-combinations in (1). Next, this study assesses the difference between the group prepositions in (1) and the two existing group prepositions (i.e. *in accordance with* and *according to*). The main limitation of the study is the small number of examples of the word-combinations in (1) obtained from corpora; however, a critical step in descriptive research is to emphasise an actual example

in well-written texts regardless of its low frequency. Thus, the word-combinations in (1) are not typographical errors because they appear in well-written written texts, namely, mainly in academic English, which writers repeatedly polish.

This paper is organised as follows. Section 1 overviews the study. Section 2 presents the phraseology and its debatable points; additionally, the solutions to them, namely, the process and criteria to become PUs that Inoue (2018b) discusses, are introduced. Section 3 summarises the research on group prepositions, *according to* and *in accordance with*. Section 4 introduces the corpora used. Section 5 explains the research methods. Section 6 summarises the use of group prepositions explained in Section 3. Section 7 quantitatively and qualitatively reveals the actual behaviours of the word-combinations in (1) based on the methods and the data obtained from corpora. Section 8 discusses the implication of the study. Section 9 concludes this study.

2. English Phraseology—its problems and definitions

The section starts to define English phraseology, describes some problems in the definition that should be settled, and introduces processes and criteria of how a word-combination becomes an established PU.

English phraseology has been vaguely defined; thus, the study defines it as the study of repeatedly used phrases comprising at least two words. The definition also includes word-combinations such as idioms, collocations, phrasal verbs, proverbs (=sayings), formulae, discourse particles and fixed phrases. The umbrella term for such word-combinations is PUs. Next, this study defines each word-combination based on the following standards: frequency, polysemy, semantic transparency and the commonly used definitions of each combination.

Idioms such as *keep one's head* are not frequently used. Their meanings are not the sum of each component; thus, idioms are not polysemous word-combinations.

Collocations (e.g. *set up/launch a company*) range from high frequency to low one. In both cases, they are not polysemous and are semanti-

cally easily predictable from each component. For example, *set up a company* is more often used than *launch a company*.

Phrasal verbs are word-combinations comprising either a verb and an adverb or a verb, an adverb (optional) and a preposition. Phrasal verbs are frequently used but are not polysemous word-combinations. Semantically, phrasal verbs are not always composed by the sum of each component. For example, *look around*, *look up to* and *put off* are phrasal verbs.

Formulae, for example, *now you're talking*, *Thank God/Goddess, it's Friday*. and *I wasn't born yesterday.*, appear in a conversation and do not have polysemy. Their frequencies differ by formula. Additionally, some formulae are semantically easy to understand, but others are not.

Proverbs (=sayings) such as *Don't teach your grandmother to suck eggs* are not the sum of each component from a semantic perspective. Proverbs are used in a limited context; thus, they are neither frequently used nor polysemous word-combinations.

Discourse particles have a high frequency when used in a conversation and have polysemy. For example, discourse particles such as *you know*, *I mean* and *let's see* have both a literal meaning and a pragmatic meaning in accordance with a context in which they are used. Discourse particles, such as *after all* and *and stuff like that*, are semantically difficult to understand because they are not the sum of each component and are not polysemous word-combinations.

Last, Inoue (2007) discusses fixed phrases, which have high frequency and polysemy, such as *you know what*, *here we go (again)* and *let's say*. Some fixed phrases such as *until before* and *until by* discussed in Inoue (2019) are monosemous (i.e. antonym of polysemous). A common aspect of monosemous and polysemous fixed phrases is that they have been overlooked in the literature because they are formed beyond the explanations of existing theories and English grammatical rules.

The aforementioned PUs can be classified into the following two categories, as presented in (2): PUs that can be explained and are within the existing theories and English grammatical rules (i.e. the

former six word-combinations are in this under the category), and PUs beyond the explanations of existing theories and English grammatical rules and referred to as irregularities, of which only fixed phrases are deemed.

- (2) a. word-combinations not beyond the explanations of the existing theories and English grammatical rules (i.e. idioms, collocations, phrasal verbs, formulae, proverbs and discourse particles)
- b. word-combinations beyond the explanations of the existing theories and English grammatical rules (i.e. fixed phrases)

Next, this study explains the two problems of English phraseology.

The first problem is closely related to the absence of a clear definition of English phraseology. That is, no systematic frameworks are applicable to phraseological research to explain how a word-combination becomes an independent PU.

The second problem is that research on PUs, which are regarded as irregularities, has not been actively conducted. Namely, the research on idioms and fixed phrases could be improved. The reasons for the second problem are as follows: (i) researchers have claimed that idioms remain unchanged; thus, studies on idioms have not been fully discussed. We look up an idiom in a dictionary and observe unaltered explanations and descriptions. However, we observe that finding the variants of an idiom is not difficult. Inoue (2018a) discusses three variants, *take care for*, *take care about* and *care of*, which are derived from a well-known idiom, *take care of*: (ii) for fixed phrases, no clear and precise judgemental standards are available to decide what word-combinations belong to fixed phrases such as *you know what*, discussed in Inoue (2007), and *until to* and *up until to* (See Inoue (2011) in detail). Consequently, limited research on fixed phrases has been undertaken; thus, insufficient explanations are found in dictionaries.

To improve the current situation, Inoue (2018b: 257f.) provides a systematic framework by adopting a bottom-up approach, which

explains the inner features of how a word-combination becomes a PU such as formation, process, criteria and stress pattern rules. Examples are shown in (3), (4), (5) and (5) (original in Japanese).

How PUs are formed, shown in (3).

- (3) PUs
- morphological method (adopting word-formation rules¹⁾) . . . type A
 - morphological and semantic method (general linguistic method) . . . type B
 - semantic method . . . type C (Inoue 2018b: 257)

Notably, type B is an intermediary for type A and type C. From this discussion including (3), we can see that PUs are formed not as linear constructions but as steric constructions. From the outcomes in (3), (4) summarises the process as to how a word-combination becomes a PU.

- (4) (i) two existing words are put together by adopting either (i) a morphological method, (ii) a morphological and semantic method, or (iii) a semantic method, which then become a repeatedly used unit

↓

- (ii) a PU has its own meaning and function through repeated use

↓

← with the assistance from the lexicalisation of phrases

- (iii) the PU is established as an independent lexical item (ibid.)

As (4) describes, first, the PUs are formed through the combination of two existing words, same as the Kenning used in Old English which shaped a word-combination using a specific method. Second, the PUs develop individual features through frequent use. With the assistance of phrasal lexicalisation, one of the word-formation rules, a PU becomes an independent unit. These processes hold true for all PUs, continuous or discontinuous.

Criteria to determine whether a word-combination is a PU are defined in (5).

- (5) a. frequency
- b. dispersion
- c. fixedness (i.e. no variables)
- d. consistency of existing words (Inoue 2018b:258)

Frequency and dispersion (5a, b) are the norms indicating that PUs do not occur by accident. Fixedness (5c) is the necessary condition that indicates that the fixed forms of PUs have widespread use in any context or situation; thus, PUs are polysemic and multifunctional. In (5d), newly observed PUs are formed through a combination of existing words. If such combinations are not frequently and widely used, they are not PUs.

(6) shows the stress patterns of PUs.

- (6) a. predicting the stress patterns of phrases simply by means of whether a word is a function word or a content word is impossible.
- b. the stress is placed on the word by which a speaker would like to convey the most important meaning of phrases.
- c. set phrases have stable stress patterns just as words do.
- d. a set phrase does not necessarily consist of one tone group and each word consisting of set phrases has each tone group. (Inoue 2018b: 5)

3. Literature review

This section starts to explain the types of prepositions. Next, the section summarises the descriptions of *according to* and *in accordance with*. In addition, the section refers to *compliance* and *conformance*, which are semantically similar to *according to* and *accordance*.

Researchers have demonstrated that *in accordance to* and *according*

with are not acceptable. However, for *in accordance to*, only an example of *in accordance to* is found in *OED2*, shown in (7a). (7b,c) are the examples of *according with* observed in *OED2*.

- (7) a. 1865 Pusey Truth & Off. Eng. Ch. 212 This was *in accordance to* Du Pin's previous conviction.
 b. denominational; holding or *according with* a certain system of dogmas or beliefs.
 c. in Communist China, *according with* or adhering to Maoist doctrine (now chiefly hist.).

3.1. Group prepositions

Prepositions can be classified into the three types: (i) polysemous single prepositions such as *at*, *in* and *of*; (ii) polysemous complex prepositions comprising two prepositions such as *into*, *onto*, *within* and *until* and (iii) monosemous group prepositions formed by a preposition and a word such as *according to*, *apart from*, *in accordance with*, *with regard to*, *due to*, *because of*, *result of*, *in agreement with*, and *in case of*.

Group prepositions are further classified into the following three types, (a) [a preposition 1 + a noun + a preposition 2] (e.g. *by means of*, *in addition to*), (b) [a adjective/adverb/conjunction + a preposition] (e.g. *ahead of*, *because of*) and (c) others (e.g. *as far as*, *as for*, *thanks to*). Quirk *et al.* (1985: 671) explain a group preposition as follows (Notably, a group preposition is referred to as a complex preposition in Quirk *et al.* [1985]):

'In the strict definition, a complex preposition is a sequence that is indivisible both in terms of syntax and in terms of meaning, . . . Rather, there is a scale of 'cohesiveness' running from a sequence which behaves in every way like a simple preposition, to one which behaves in every way like a set of grammatically separate units' (Quirk *et al.* 1985: 671)

Quirk *et al.* (1985: 671) show the following nine criteria to judge whether a word-combination formed by [a preposition 1 + a noun + a preposition 2] is a group preposition.

- (8) a. Prep 2 can be varied: *on the shelf at* (but not: **in spite for*)
 b. The noun can be varied between singular and plural: *on the shelves by (the door)* (but not: **in spites of*)
 c. The noun can be varied based on determiners: *on a/the shelf by; on shelves by (the door)* (but not: ** in a/the spite of*)
 d. Prep 1 can be varied: *under the shelf by (the door)* (but not: **for spite of*)
 e. Prep + complement can be replaced by a possessiveness pronoun: *on the surface of the table ~ on its surface* (but *in spite of the result ~ * in its spite*)
 f. Prep 2 + complement can be omitted: *on the shelf* (but not: **in spite*)
 g. Prep 2 + complement can be replaced by a demonstrative: *on that shelf* (but not: **in that spite*)
 h. The noun can be placed by nouns of related meaning: *on the ledge by (the door)* (but not: **in malice of*)
 i. The noun can be freely modified by adjectives: *on the low shelf by (the door)* (but not: **in evident spite of*)

3.2. *According to and in accordance with*

A vast amount of literature has investigated *according to* and *in accordance with* and has shown that both group prepositions behave the same. (9) summarises the features of *according to* and (10) of *in accordance with* in the literature.

- (9) a. *According to* is used to mean (i) 'as reported' and (ii) 'in agreement with' (same as 'in line with', 'in harmony with' or 'depending on').
 b. In the case of (i), the most frequent use of *according to* is when a reference is made to external evidence to support a statement or an opinion, and *according to* is frequently used to refer to, for example, statistics, official reports, surveys, opinion polls, studies, research, especially in more formal contexts (e.g. *According to the police, his attackers beat him*)

with a blunt instrument. [LDCE6]). Additionally, *according to* refers to evidence from someone or somewhere else; as such, it usually has a third person referent. *According to* cannot be used to refer to an individual's own views or statements such as **According to you/me²/my opinion, this is quite unexpected*.

- c. In the case of (ii), *according to* is not most typically used in front position (e.g. *If everything goes according to plan, they should finish by Thursday*. [MED2]).
- (10) a. *In accordance with* is used in formal, written contexts to mean 'in obedience to', or 'strictly following (rules and regulations)' (e.g. *Entries which are not in accordance with the rules will be disqualified*. [COB8]).
- b. Uncommonly, *according to* is used the same as *in accordance with*.

Table 1 summarises the aforementioned features of *according to* and *in accordance with*.

Table 1 Features of *according to* and *in accordance with*

| | subsequent elements | meaning | other features |
|---------------------------|------------------------------------------------------------|--------------------|----------------------------------------------------|
| <i>according to</i> | information sources (a person, book, news, research) | as reported | subsequent elements do not have to be obeyed |
| | laws, rules | in agreement with | subsequent elements must be obeyed |
| <i>in accordance with</i> | laws, rules, systems | strictly following | subsequent elements must be obeyed |

In Table 1, it is safe to mention that *in accordance with* is not semantically the same as *according to*, but this has not been entirely clear in the literature because little attention has been paid to a difference between the subsequent elements of *according to* and those of *in accordance with*.

3.3. *Compliance and conformance*

A thesaurus dictionary shows that *according* and *accordance* are semantically the same as *compliance* and *conformance*. The two words are described in the dictionaries shown in (11) and (12). (11) is the explanations of *in compliance with* and (12) of *in conformance to/with*; however, very little has been written on them.

- (11) a. the practice of obeying a law, rule, or request: + **with** *strategies to force compliance with air quality standards* ◆ **in compliance with** *All building work must be carried out in compliance with safety regulations.* (MED2)
- b. *formal* when someone obeys a rule, agreement, or demand → **comply: in compliance with sth** *He changed his name to Lee in 1815 in compliance with his uncle's will.* (LDCE6)
- c. ~ (**with sth**) the practice of obeying rules or requests made by people in authority: *procedures that must be followed to ensure full compliance with the law* ◇ *Safety measures were carried out in compliance with paragraph 6 of the building regulations.* (OALD9)
- d. **Compliance with** something, for example, a law, treaty or agreement, means doing what you are required or expected to do. [FORMAL] □ [+ with] *The company is in full compliance with labour laws.* (COB8)
- (12) *in conformance to/with*
- a. behaviour found to be not *in conformance with* all company policies regarding sexual harassment
- b. a woman with no interest *in conformance to* the dictates of fashion (merriam-webster.com)

It is easily predicted based on (11) that *compliance* is used as the syntactic pattern [*in compliance with* + rules, laws, demands, words showing approval]. As (12) shows, *conformance* is used as the syntactic pattern [*in conformance to/with* + rules, orders].

4. Data

Because of the internet, a wide range of data is open source. This study uses the data from the Corpus of Contemporary American English (COCA), British National Corpus (BNC), and WordBanksOnline (WB) from a synchronic perspective and from the Corpus of Historical American English (COHA) from a diachronic perspective. I accessed COCA on 22 and 29 Mar., and 4, 6 and 13 Apr., 2019. In Section 7, data obtained from COCA and COHA show the register, namely, where each example is used. The acronym ACAD stands for academic, FIC for fiction, MAG for magazine, SP for spoken, WR for written and NW for news. I accessed COHA on 29 and 30 Mar., 2019.

5. Research methods adopted in the study

This descriptive research is grounded on the theory of lexical priming proposed by Hoey (2005), which will be explained in Section 5.1. Based on the method, the study aims to reveal the actual behaviours of *in accordance to* and *according with* from diachronic and synchronic perspectives by using the corpora. Additionally, this study examines whether (3), (4), (5) and (6) in Section 2 applied to *in accordance to* and *according with* to enrich English phraseology. Concretely, the study asks native speakers of English to read the English passages including *in accordance to* and *according with* obtained the data collected from the corpora in Section 4 and analyses the stress patterns of *in accordance to* and *according with* using open-source software called *praat*. Next, I show that the stress pattern's rules of PUs apply to *in accordance to* and *according with*.

5.1. Lexical priming

Michael Hoey explains lexical priming in *MED2*. There is a way of looking at language that explains the existence of combinations such as *worked hard*, *hard to believe*, *hard currency*, etc. and accounts for native-speaker fluency. This view of language assumes that language users store the words they know in the context in which they were

heard or read. According to this view, every time speakers encounter a word or phrase, they store it along with all the words that accompanied it and with a note of the type of context it was found in spoken/written, colloquial/formal, friendly/hostile, and so on. Bit by bit, they begin to build up a collection of examples of the word or phrase in its contexts, and subconsciously start to notice that these contexts have some pattern to them.

This process of subconsciously noticing is referred to as lexical priming. This study clarifies the mental note of *in accordance to* and *according with*, that is, the feature that a native speaker subconsciously uses, based on (13).

- (13) a. the words *in accordance to* and *according with* occur with
 b. the syntactic patterns *in accordance to* and *according with* occur in
 c. the meanings with which *in accordance to* and *according with* are associated
 d. whether *in accordance to* and *according with* are used to be polite or rude
 e. what type of style *in accordance to* and *according with* tend to be used
 f. whether *in accordance to* and *according with* occur more often in speech or writing

6. Uses of *according to* and [*in + accordance or compliance or conformance + with*]

Unlike the explanations of the literature on *according to* and *in accordance with*, the explanations provided in Section 3.2 reveal that *according to* and *in accordance with* are not same group prepositions. The section demonstrates the uses of *according to* and [*in + accordance or compliance or conformance + with*] based on the data obtained from corpora, which was introduced in Section 4.

The corpora show that *according to* is used 161,779 times, *in accordance with* 643 times, *in compliance with* 698 times and *in conformance*

with 33 times. I randomly used 100 examples of *according to*, *in accordance with* and *in compliance with* and all 33 examples of *in conformance with*. The outcome is shown in Table 2.

Table 2 Uses of *according to* and [*in + accordance or compliance or conformance + with*]

| | subsequent elements | meaning | other features |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------|----------------------------------------------------|
| <i>according to</i> | information sources (a person, book, news, research) | as reported | subsequent elements do not have to be obeyed |
| <i>according to</i> , [<i>in + accordance or compliance or conformance + with</i>] | laws, rules, systems | in agreement with, strictly following | subsequent elements must be obeyed |
| [<i>in + accordance or compliance + with</i>] | a person's will, a person's spirit | as reported | subsequent elements do not have to be obeyed |

In Table 2, *according to* follows two types of subsequent elements because of its higher frequency compared with other group prepositions, and only *according to* co-occurs with a person. Other group prepositions follow either elements that should be obeyed such as laws, rules and standards, or elements showing a person's will or a person's spirit. In summary, *according to* and [*in + accordance or compliance or conformance + with*] do not always behave as same group prepositions.

7. Actual manners of *in accordance to* and *according with*

This section reveals the actual manners of *in accordance to* and *according with* by adopting the research methods and using data obtained from the corpora.

7.1. *In accordance to*—its quantitative and qualitative results

In accordance to is observed 47 times in COCA (42 examples in spoken, five examples in written), once in BNC and five times in WB. I retrieve *in accordance to* in COHA to historically investigate how many

times it had been used in each decade from the 1820s to 1980s. Table 3 shows the outcome. Notably, the periods in which *in accordance to* does not appear in COHA are not included in Table 3.

Table 3 Frequency of *in accordance to* in each decade observed in COHA

| period | number of examples | period | number of examples |
|--------|--------------------|--------|--------------------|
| 1820s | 2 | 1900s | 2 |
| 1830s | 1 | 1920s | 1 |
| 1840s | 2 | 1930s | 1 |
| 1850s | 1 | 1970s | 1 |
| 1860s | 1 | 1980s | 2 |
| 1880s | 2 | | |

In Table 3, *in accordance to* is clearly not frequently used until the 1990s.

(14) shows the examples of *in accordance to* observed in COHA, (15) shows the examples of *in accordance to* in contemporary English.

- (14) a. therefore, the result will be *in accordance to* the first management. (COHA, 1839, NF)
- b. The unbeliever has been made to taste, hear, see, smell and feel *in accordance to* the will of another person. (COHA, 1849, FIC)
- c. The banker receives in interest *in accordance to* what the borrower makes on the loan. (COHA, 1932, NEWS)
- d. . . . the only job of judges is to ensure that trials are held *in accordance to* law. (COHA, 1981, NEWS)
- (15) a. Eubank has no special game plan tonight and says: I'll play it by ear and *in accordance to* Thornton's fighting spirit. . . . (BNC, 1992, WR)
- b. A senior Interior Ministry official told the BBC that the government had acted at all times strictly *in accordance to* its

- law. (WB, 1990, SP)
- c. COREN: Yes, that's right. AirAsia confirming today that they will pay each family 100,000 U.S. dollars. This is *in accordance to* Indonesian regulations. (COCA, 2015, SP)
 - d. *In accordance to* Carver and Scheier's (1988) framework, (COCA, 2008, ACAD)

The examples in (1a), (14) and (15) help us observe that the subsequent elements (i.e. a noun (phrase)) following *in accordance to* could be classified into the three types (Table 4); thus, *in accordance to* is a polysemous group preposition.

Table 4 Features of *in accordance to*

| <i>in accordance to</i> | subsequent elements | meaning | compliance degree of subsequent elements | contexts |
|-------------------------|---------------------------------------------------|---------------------------------------|------------------------------------------|-----------------------------|
| Type (i) | laws, rules, systems that should be obeyed | in agreement with, strictly following | high | political, financial, legal |
| Type (ii) | information sources (e.g. a book, news, research) | as reported | middle | academic, news |
| Type (iii) | a person's will or spirit | as reported | low | any contexts |

In addition to the subsequent elements and meanings of *in accordance to*, Table 4 shows the compliance degree of subsequent elements according to each type and contexts in which each type is used. Table 4 shows the following: (a) the meanings of *in accordance to* differ in line with its subsequent element; (b) subsequent elements are classified as high, middle or low based on their compliance degrees and (c) contexts in which *in accordance to* is used are selected depending on its meaning. In other words, the subsequent elements, meanings, compliance degree of subsequent elements, and contexts are closely related in

each type.

Type (i) is established by combining the two syntactic patterns [*according to* + laws, rules] and [*in accordance with* + laws, rules, systems]. More important, unlike *according to* (Table 2), *in accordance to* of Type (ii) does not co-occur with people as its subsequent element. The reason for this phenomenon is as follows: the original syntactic pattern *[*in accordance with* + a person] influences Type (ii). Type (iii) is established because of the original syntactic pattern [*in accordance with* + a person's will or spirit].

Consequently, based on Tables 1, 2 and 4, I posit that the syntactic patterns of two group prepositions, *according to* and *in accordance with*, blend into *in accordance to*. Then, *in accordance to* has both meanings, *according to* and *in accordance with*, and tends to be used in formal contexts. The reason why not **in according to* but *in accordance to* is formed is that **in according to* has a structure [~ in][according to ~] and that it fails to convey the meanings of *in accordance to* (Table 4). Pragmatically, *in accordance to* is used to add external evidence to support a statement or an opinion that a speaker would like to convey such as laws, rules and research. *In accordance to* follows a noun (phrase), the same as *according to* and *in accordance with*; thus, it is safe to mention that *in accordance to* is a newly observed group preposition from a qualitative perspective.

7.2. *According with*—its quantitative and qualitative results

Compared with the frequency of *in accordance to*, a limited number of examples of *according with* are observed in contemporary English. Please see (16).

- (16) a. Most articles begin with debilitating phrases such as 'as appropriate,' '*according with* national legislation,' or even, 'if appropriate.' (COCA, 2004, ACAD)
- b. Humans are not automatons mechanically doing what God wills, but 'partners in God's goodwill and work' (43: 253), exercising free will in cooperation with God. Christ is work-

- ing in us, but 'we are by grace *according with* him' (54: 286). (COCA, 1992, ACAD)
- c. What we have then, is a clear notion of a 'basic biological mandate' that presses on, and so must be firmly controlled by the cultural and social matrix. Such an approach has the merits of appearing commonsensical, *according with* our own intimate experiences. (BNC, 1992, WR)
 - d. A very common (but perhaps naive) view on regulation is the public interest theory. Here the government responds to market imperfections in proportions *according with* the extent of imperfection. (BNC, 1988, WR)
 - e. At times, an alter personality may speak in a foreign language or with a pronounced accent *according with* the language spoken in its former life. (WB, 1990, WR)

The examples in (16) show that *according with* is used to mean 'in agreement with'. The observation of the subsequent elements of *according with* leads us to assert that *according with* follows a wide range of subsequent elements, which differ from *according to*, *in accordance with* and *in accordance to*. Additionally, *according with* is not always used in specific contexts, for example, political, financial and academic. Same as *according to*, *in accordance with* and *in accordance to*, *according with* follows a noun (phrase); thus, *according with* is a group preposition. Pragmatically, *according with* is used in any context to add external evidence to support a statement or an opinion that a speaker would like to give.

Historically, the use of *according with* started in the 1810s. This phrase has not been actively used since based on its low frequency.

7.3. Informants' elicitations

I asked native speakers of English (two American, two English, one Australian and one Canadian) to assess the acceptability of sentences including *in accordance to* and *according with* in (17) and to read (17) to investigate if the results reported in the previous sections are valid.

- (17) a. This delay, in accordance to Mr Mckay, probably violated federal law.
- b. It's the same in every block, in accordance to Cliff, the care-taker.
- c. Eubank has no special game plan tonight and says: I'll play it by ear and in accordance to Thornton's fighting spirit. You may say he has an intimidating record.
- d. TOMALIN: From the London BBC World Report. This is Caroline Tomalin. This week: Is Somalia on the verge of collapse?
SIG. TUNE BARRE: We thought that the country was under corruption, bribery, nepotism, and tribalism, and in accordance to our minds, this would handicap the progress and development of the country.
- e. COREN: Yes, that's right. AirAsia confirming today that they will pay each family 100,000 U.S. dollars. This is in accordance to Indonesian regulations. Now, they initially were offering the families 24,000 U.S. dollars just to help them through this period.
- f. In accordance to Carver and Scheier's (1988) framework, it was hypothesised that goal-performance discrepancies will be a stronger predictor of negative ST.
- g. Most articles begin with debilitating phrases such as 'as appropriate', 'according with national legislation', or even, 'if appropriate'.
- h. Humans are not automatons mechanically doing what God wills, but 'partners in God's goodwill and work' (43: 253), exercising free will in cooperation with God. Christ is working in us, but 'we are by grace according with him' (54: 286).
- i. What we have then is a clear notion of a 'basic biological mandate' that presses on, and so must be firmly controlled by the cultural and social matrix. Such an approach has the merits of appearing common sensical, according with our

own intimate experiences.

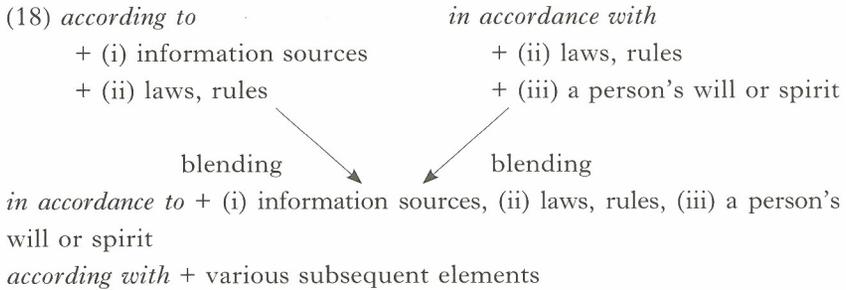
- j. A very common (but perhaps naive) view on regulation is the public interest theory. Here the government responds to market imperfections in proportions according with the extent of imperfection.
- k. At times, an alter personality may speak in a foreign language or with a pronounced accent according with the language spoken in its former life.

As for *in accordance to* in (17a,b), all informants did not accept the syntactic pattern [*in accordance to* + somebody]. With regard to (17c,d,e,f), four informants said that *in accordance to* was acceptable, two said that it was not acceptable and one informant changed *in accordance to* into *according to* and *in accordance with*. In the case of *according with* in (17g, h, i, j, k), one informant said that *according with* should be replaced with *according to*. Five informants responded that *according with* sounded unnatural, but it was semantically same as *according to*, and two informants asked if *according with* was a new expression. All informants pronounced *in accordance to* and *accórding with*; thus, (6c) is applicable to this case.

Informants' responses support the results of the study: (i) the syntactic pattern [*in accordance to* + somebody] is not acceptable, (ii) *in accordance to* and *according with* are acceptable and are established blending *according to* and *in accordance with* and (iii) *in accordance to* and *according with* have a stable stress pattern.

7.4. Different from existing group prepositions

This section shows the relationship between *according to*, *in accordance with*, *in accordance to* and *according with* based on the results obtained from all previous sections. Please see at (18).



(18) suggests that *in accordance to* is located as an intermediary between *according to* and *in accordance with*.

In accordance to and *according with* are formed by using type A in (3) (i.e. blending) and by combining existing phrases. *In accordance to* and *according with* are fixedly used in registers but not frequently used; thus, they fulfil the three conditions, (5b, c, d). Additionally, *in accordance to* and *according with* have their own meanings and functions and a stable stress pattern on the basis of all previous sections. Consequently, I assert that *in accordance to* and *according with* are on the way to becoming established PUs.

8. Implication of the study

This study concludes that *in accordance to* and *according with* are newly observed group prepositions formed by blending of two semantically similar existing group prepositions (i.e. *according to* and *in accordance with*) and that they have their own meanings and establish their own existences. Thus, newly observed PUs beyond the explanations of the literature are presented. If the phenomena are known, phraseological research can continue to advance even if seemingly incorrect word-combinations are observed and minutely examined.

9. Concluding remarks

This study elucidates three principal points based on the theory of lexical priming. First, *according to* and *in accordance with* are not interchangeably used, which has not been widely acknowledged in the lit-

erature. Additionally, newly observed group prepositions *in accordance to* and *according with* are established by blending *according to* and *in accordance with* and are used in formal English. Second, the linguistic phenomenon discussed in the study is due to the notion of linguistic economy, namely, least effort is effective in the case of *in accordance to* and *according with*. Finally, the research outcome reveals that linguistic theories and rules had only accounted for a small part of English usage, and most of this evidence featured many uses beyond normative theories and rules. From a phraseological perspective, I assert that newly observed group prepositions formed by semantically similar group prepositions will become ubiquitous regardless of their low frequencies. A pivotal mission for phraseological research on contemporary English is to keep up with up the latest linguistic phenomena and to authentically describe their attributes for users of the language.

ACKNOWLEDGEMENTS

This research was made possible by the Grant-in-Aid for Young Scientists (B) (Grant number 17K13480). I would like to thank the Japan Society for the Promotion of Science.

NOTES

1) Word-formation rules are as follows: compounding, derivation, borrowing, conversion, acronym, backformation, shortening, blending, lexicalisation of phrases, meta-analysis and root creation.

2) Leech (1980) and Macleod (1985) explain the existence of *according to me* and its function. *According to me* appears 30 times in COCA.

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An Acoustic Study of the Low-Back Merger in South-Central Pennsylvania English: An Apparent-Time Analysis Using Formant Trajectories¹⁾

KIMIHIKO KIMURA

1. Introduction

American English has been geographically subdivided into several dialect regions in accordance with pronunciation features resulting from sound changes that occurred during and after settlement from the European continent. Changes in vowels have contributed more to the present classification of American English than have those in consonants.

Of such vowel changes, this research focuses on the loss of contrast between the low-back vowels /a/ and /ɔ/ (referred to as “the low-back merger” below), which is one of the current and most prevalent vowel changes across the United States. This section provides an overview of the low-back merger and clarifies the importance of investigating this research object.

1.1. The low-back merger

The low-back merger in this paper refers to a vowel merger unconditioned by the surrounding phonetic environment. The merger of /a/ and /ɔ/ has often been observed only before nasals, but this partial merger does not show any geographical patterning (Labov et al., 2006) and is not considered in this research.

The low-back merger had already been described by Wetmore (1959) using field data collected in the 1940s for the compilation of linguistic

atlases. Later, this phonological change was reported in broader regions of the United States, and according to Labov, Ash, and Boberg (2006), the merger had spread to the western and northern part of the United States (as well as the southern part of Canada), eastern New England, and western Pennsylvania²). The areas where the merger has already spread are shaded in Figure 1.

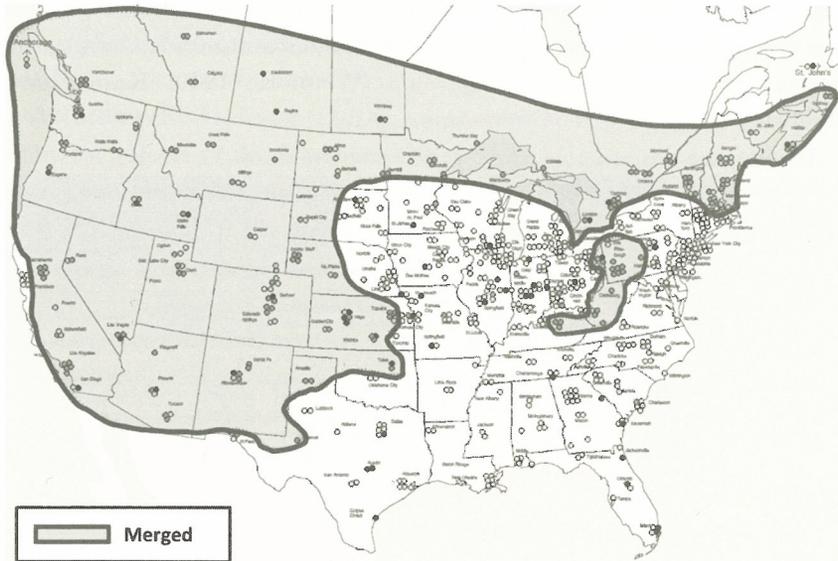


Figure 1 The geographical distribution of the low-back merger in North America (Labov et al., 2006). Shading was added by the present author.

Since the low-back merger is widespread across North America, research on this topic may have connections to other broader sound changes in progress. For example, the low-back merger has been reported as a possible trigger of major vowel shifts throughout North America, namely, the California Shift and the Canadian Shift (Clarke et al., 1995; Eckert, 2008; Hinton et al., 1987; Labov et al., 2006).

1.2. Historical spread of the low-back merger within Pennsylvania

For investigations of the geographical spread of the low-back merger, south-central Pennsylvania constitutes an ideal environment: The boundary of the merger vertically divides the Commonwealth, and it has been spreading eastward since the last century. As shown in Figure 2, the eastern limit of the merger runs across Pennsylvania from north to south (Herold, 1997). This is the result of a geographical spread of the merger originating in the area around Pittsburgh, the largest city in western Pennsylvania (Wetmore, 1940; Kurath and McDavid, 1961).

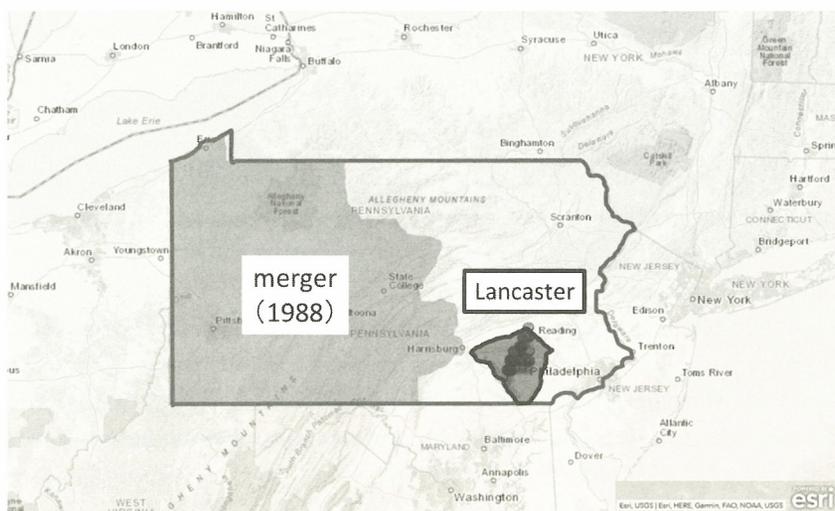


Figure 2 An enlarged map of the Commonwealth of Pennsylvania (the area encompassed in the lightly colored line). The shaded area on the left indicates the region where the merger had reached completion by 1988. The dark-colored region on the right shows the location of Lancaster County.

Labov et al. (2006) reported that the low-back merger had been resisted in eastern Pennsylvania due to the existence of other vowel changes: The fronting of /a/, which is a part of the Northern Cities Shift, is present in northeastern Pennsylvania (Labov et al. 2006), and

in the southeastern region /a/ retains its low-back position, while the tongue position of /ɔ/ has raised to retain the phonemic contrast.

However, this resistant trend is not consistent across south-central Pennsylvania. Even though Labov et al. (2006) interviewed only two south-central Pennsylvanian consultants, the vowel system of south-central Pennsylvania is treated differently from that of western Pennsylvania and Philadelphia. Kimura (2018) also observed an acoustic indication of a shift toward merger in south-central Pennsylvania. The geographical location of south-central Pennsylvania is shaded in Figure 2.

According to Anderson (2014), south-central Pennsylvania does not show the effects of the Northern Cities Shift, nor has the raising of /ɔ/ been reported. This indicates that the blockage of the merger is not simply the result of the trends resisting merger identified by Labov et al. (2006).

1.3. Purpose of this study

As noted in 1.2, this paper aims to investigate the spread of the low-back merger within the Commonwealth of Pennsylvania, which is one of the places where the low-back merger is possibly spreading.

In order to reveal the historical spread of the merger, this research conducts an apparent-time study focusing on the generational differences of consultants' speech.

For the acoustic analysis, this study used a method that is not common but appeared suitable for this case. An examination of the adequacy of the methodology will also be given in Section 3.

In summary, throughout this analysis, attempts were made to address the following two points:

1. Is the low-back merger continuing to spread eastward in Pennsylvania?
2. Is the methodology used in the acoustic analysis adequate?

2. Data and methodology

This research is based on the result of an acoustic analysis of field

recordings made in south-central Pennsylvania. Details of fieldwork and acoustic analysis procedure using first and second formant frequencies (F1 and F2) will be presented in this section.

2.1. Field location and consultants

The sound data used in this analysis were recorded in fieldwork conducted in Lancaster County, PA, in March 2019. As shown in Figure 2, Lancaster County is east of the region where the low-back merger has been completed. The exact places where each field interview was conducted are marked on the map with pushpin icons.

Consultants who were interviewed were all born and raised in south-central Pennsylvania³⁾. Detailed information on the consultants is summarized in Table 1. Four of the eight consultants analyzed in this paper are in their 20s, and the other four are in their 70s.

In terms of gender, the samples of this analysis show an uneven distribution. However, as discussed in Section 3, the results show no clear differences by gender.

Table 1 Sociolinguistic parameters of the consultants

| consultant | gender | age cohort |
|------------|--------|------------|
| A | male | 70s |
| B | | |
| C | female | |
| D | | |
| E | male | 20s |
| F | | |
| G | | |
| H | female | |

2.2. Interview

The interview consisted of three parts: A passage reading, a wordlist reading, and a written questionnaire on consultants' language background and their knowledge of phonemic contrasts in their own Eng-

lish variety. This paper focuses on the wordlist reading since use of a wordlist makes it easy to control the number of tokens for each phonetic environment and to ensure at least a minimum number of tokens for each vowel phoneme in question.

2.3. Recording

Interviews were recorded with a voice recorder (SONY ICD-UX560F/B) and a unidirectional monaural microphone (OYMPUS ME52W). All the recorded sounds were encoded with 44.1-kHz/16-bit LPCM, which ensures sufficient quality to avoid aliasing, and were saved in .wav format.

2.4. Selection of tokens

In this analysis, each speaker's vowel space was drawn on a two-dimensional plane to visualize the relative distance between the low-back /ɑ/ and /ɔ/ within his/her phonemic system. Note that only the vowels involved in the California/Canadian Shifts or fronting of the back vowels /ʌ/, /oʊ/, /ʊ/, /u/⁴ were plotted.

Vowels in the following contexts were omitted in order to minimize the effects of conditioning by adjacent consonants:

1. Vowels before /l/: post-vocalic /l/ may cause backing of the tongue or off-glide sounds.
2. Vowels before nasals /m/, /n/, /ŋ/: nasal consonants may cause nasalization of proceeding vowels.

After this selection process, the number of tokens of each vowel for each consultant was reduced to:

- /i/ (FLEECE): 5 tokens
- /ɪ/ (KIT): 4 tokens
- /ɛ/ (DRESS): 4 tokens
- /æ/ (TRAP, BATH): 5 tokens
- /ɑ/ (LOT, PALM): 9 tokens
- /ɔ/ (THOUGHT, CLOTH): 12 tokens
- /ʌ/ (STRUT): 4 tokens

/oʊ/ (GOAT): 11 tokens

/ʊ/ (FOOT): 8 tokens

/u/ (GOOSE): 30 tokens⁵⁾

In order to clarify the correspondence of the phonemic representations on this paper to those of other varieties of English, *keywords* for the standard lexical sets introduced in Wells (1982) are given in parenthesis.

The whole list of words used in this analysis is presented in Table 2 in the appendix.

2.5. Acoustic analysis

Acoustic analysis was conducted with Praat acoustic analysis software (Boersma & Weenink, 2019). The method employed in this analysis will be explained in the following subsections.

2.5.1. Formant measurement

In formant measurement, first, the target vowels were annotated to determine their durations. The start and end points of vowel durations were decided by observing the periodic waveforms of vowel sounds.

After annotation, F1 and F2 were measured and recorded throughout the vowel durations. The Gaussian window length for the FFT was set to 25 ms.

2.5.2. Drawing vowel spaces with “formant trajectories”

Measured formant values of each token were plotted in the F1–F2 plane, and in particular formant trajectories of all tokens were drawn in separately F1–F2 planes. An example formant trajectory is shown in Figure 3.

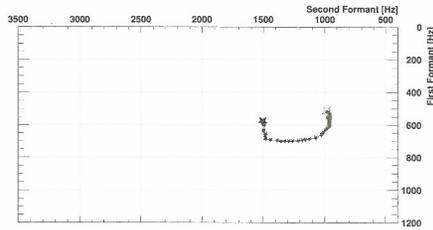


Figure 3 A formant trajectory of /ɔ/ in the word *bought*. The start and end points of the trajectory are indicated as larger blank and filled symbols, respectively.

Information on the raw measured time values is of course lost in this method. However, it is still possible to mark the direction of the formant movement by indicating the starting and ending points of vowel durations. Therefore, drawing the whole formant movement virtually enables three-dimensional information (F1, F2, and the direction of movement) to be represented in a two-dimensional plane. In Figure 3, the starting and ending points of the vowel duration are marked as the larger blank and filled markers, respectively.

This analysis used formant trajectories instead of representative points such as mid-points or averages of vowel formant because such single values are not sufficient to describe the acoustic differences studied in this analysis. Comparison among different methods will be shown in Section 3.

Note that inter-speaker normalization of vowel space was not conducted in this analysis, since the aim of this research is to observe the relationships between the low-back vowels in question within each speaker's vowel space.

2.5.3. Drawing "formant movement ranges"

In this analysis, for each consultant, the formant trajectories of each token were displayed in the same vowel space. The resulting vowel space presents the potential variation that the formant values of each vowel may take in an F1–F2 plane. In the following sections, these vowel space areas will be referred to as "formant movement ranges." An example formant movement range is shown in Figure 4.

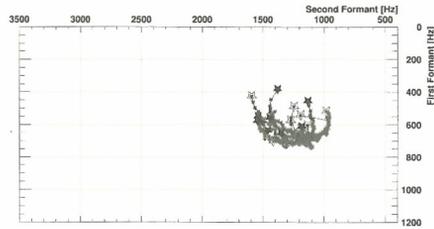


Figure 4 The formant movement range of the phoneme /ɔ/ as pronounced by one of the consultants.

As shown in Figure 4, there was no certain trend in the start and end points of trajectories. Therefore, the start and end points of each token are omitted in order to avoid too much complexity in the resulting vowel space depictions⁶⁾.

This analysis utilizes formant movement ranges because of their advantage over other, frequently used methods when observing the low-back merger in south-central Pennsylvania. Details will be given in 3.1 with some examples of the resulting vowel spaces.

3. Results and Discussion

This section presents and discusses the results of the acoustic analysis and answers the research questions presented in 1.3.

3.1. Observational adequacy of the method

First, the adequacy of the method explained in Section 2 will be examined. Figures 5–12 compare the method used in this research with other frequently used methods, namely those using averages or mid-points of the formant trajectories.

Note that all the figures in this section consist of plots made by three different methods: (1) formant movement range, (2) averages of formants and (3) mid-points of the formant trajectories. Figures 5–8 correspond to speeches of consultants A–D (who are in their 70s), and Figures 9–12 to consultants E–H (who are in their 20s).

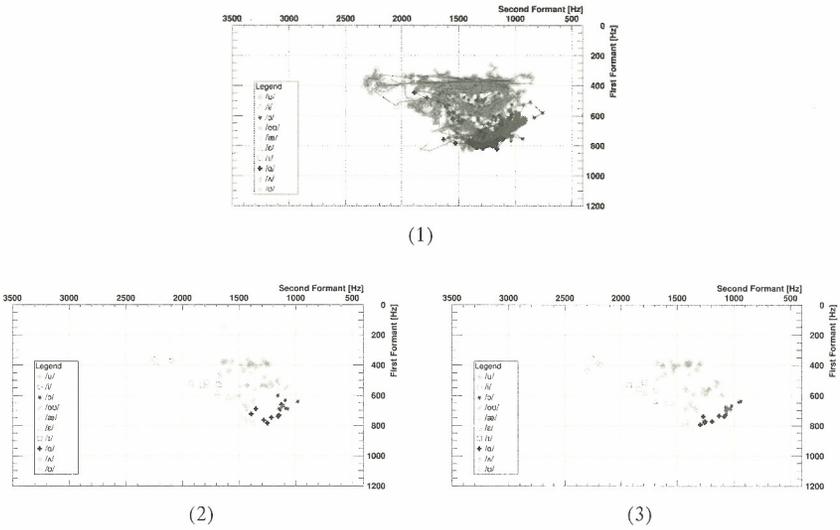


Figure 9 Vowel spaces of consultant E

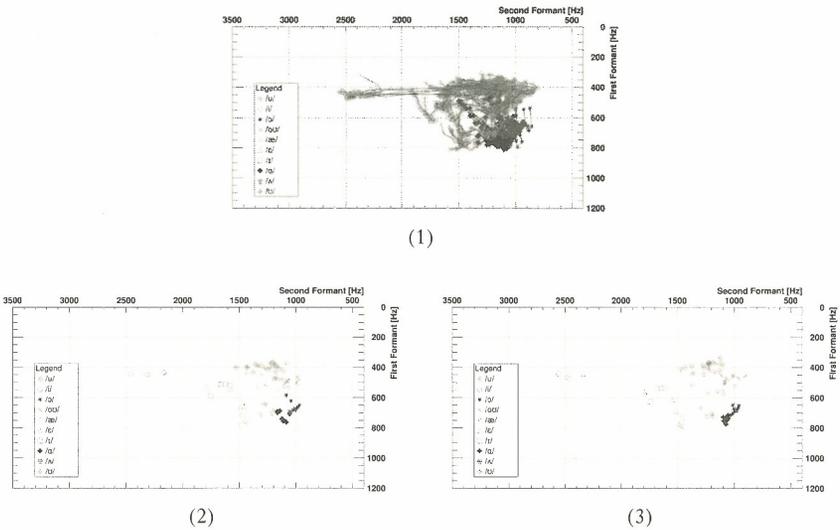
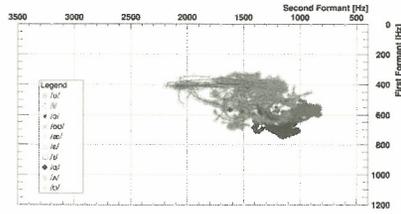
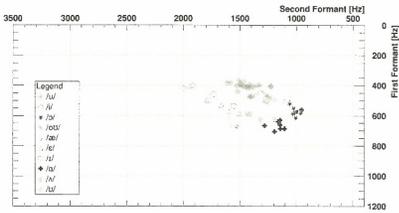


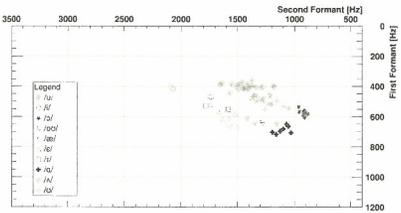
Figure 10 Vowel spaces of consultant F



(1)

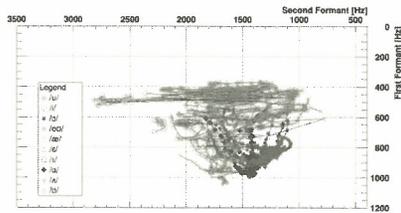


(2)

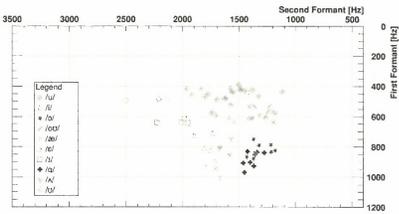


(3)

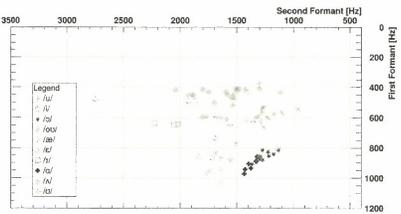
Figure 11 Vowel spaces of consultant G



(1)



(2)



(3)

Figure 12 Vowel spaces of consultant H

In Figures 5–12, the low-back vowels /ɑ/ and /ɔ/ are plotted as filled symbols, /ɑ/ in black and /ɔ/ in dark gray. The other vowels are plotted uniformly in light gray.

Acoustically, the low-back merger is manifested as the overlap of the plots of /ɑ/ and /ɔ/ tokens in the vowel space⁷. In Figures 5–11, while the respective plots (2) and (3) show the same degree of overlap in each figure, the plots in (1) show different tendencies from those in (2) and (3). While (2) and (3) present complete separation (B, D, G) or partial overlap (A, C, E, F) (Figure 12 is an exception, since it presents consistent results using all the three methods: Greater overlap is observed than for the other consultants), tendencies correlated with consultants' ages are displayed in (1): The formant movement ranges of the consultants in their 70s show only partial overlaps that are smaller than those of the consultants in their 20s.

Thus, the formant movement range is observationally adequate. Using representative formant values (i.e., averages or mid-points) is not sufficient, in this case in south-central Pennsylvania, to describe the generational change in low-back vowels.

3.2. Inter-generational comparisons

Figures 13 and 14 present the formant movement ranges of /ɑ/ and /ɔ/ extracted from Figures 5–12 to make the generational difference visually clearer.

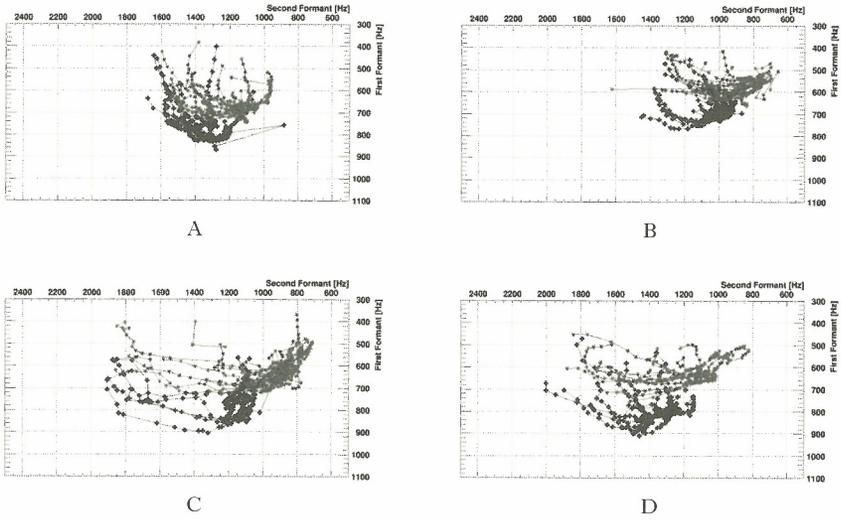


Figure 13 Formant movement ranges of consultants A, B, C, D

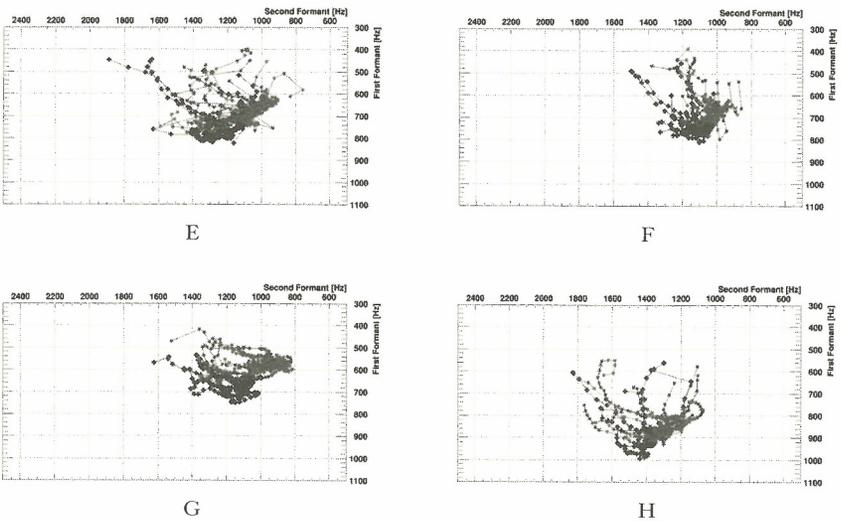


Figure 14 Formant movement ranges of consultants E, F, G, H

As discussed in 3.1, younger consultants E, F, G, H presented greater formant movement range overlaps than the older generation. This indicates that, at least in terms of F1 and F2, the contrast of the low-back vowels /a/ and /ɔ/ has weakened between the two age groups.

Note that whether the vowels are really moving toward a merger or other phonetic feature(s) have instead come to distinguish these vowels in the 50-year generational gap is not clear from this acoustic analysis. Further investigation is necessary to answer this question.

4. Conclusion

By adopting the formant movement ranges, this analysis succeeded in extracting the characteristic feature of older and younger age groups, which are difficult to observe with methods using average or mid-point formant frequencies. This result supports the observational adequacy of the formant movement range.

In addition, the younger generation presented a greater degree of overlap between the low-back vowels /a/ and /ɔ/ than the older generation. This indicates that the role of F1 and F2 values as distinctive characteristics of these vowels has weakened in south-central Pennsylvania. Whether this result indicates an eastward spread of the low-back merger remains for future research.

Appendix The wordlist

Table 2 The list of words used in this research

| /i/ | /ɪ/ | /ɛ/ | /æ/ | /ɑ/ | /ɔ/ | /ʌ/ |
|----------|-------|---------|----------|---------|----------|-------|
| peace | miss | beg | cap | cog | bought | bus |
| peak | pick | best | pack | cot | caught | cup |
| seat | sit | dead | pass | dock | cause | cut |
| steep | tip | step | sat | got | dog | duck |
| tea | | | tap | hot | law | |
| | | | | lock | loss | |
| | | | | pot | paw | |
| | | | | spa | sauce | |
| | | | | top | saw | |
| | | | | | talk | |
| | | | | | taught | |
| | | | | | toss | |
| /oʊ/ | /ʊ/ | /u/ | | | | |
| | | Labial_ | Coronal_ | Dorsal_ | /l/_ | /r/_ |
| bluecoat | book | boost | dew | coop | blew | brew |
| coat | cook | boot | do | cuckoo | bluecoat | crew |
| coke | could | mood | dude | goose | clue | cruse |
| cope | foot | spooky | duke | scoot | flute | fruit |
| dose | good | | snoop | | loop | group |
| go | look | | soup | | loose | rude |
| goes | put | | sue | | lute | |
| sew | took | | suit | | | |
| soak | | | two | | | |
| soap | | | | | | |
| tote | | | | | | |

Acknowledgements

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NOTES

- 1) This paper is based on an oral presentation at the 340th regular meeting of the Phonetic Society of Japan.
- 2) This region extends to West Virginia and eastern Kentucky as well as the western

half of Pennsylvania.

3) One of the consultants (consultant G) spent two and a half years of his adolescence from the age of 14 in Kenya.

4) This is a realizational difference distributed widely across the United States.

5) The quality of /u/ is reported to be influenced by the place of proceeding consonants (Labov et al., 2006). In order to confirm the dependency on the phonetic environment, more tokens containing the GOOSE vowel were collected. This will be examined in future studies.

6) As noted in 2.5.2, the direction of the formant movement can be added as needed.

7) Note that factors other than the backness and height of the tongue can influence the formant frequencies (e.g., the roundedness of the lips). Such factors change the shapes of the resonant cavities, such as oral cavity, nasal cavity, and pharynx.

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An Analysis of the *Collins COBUILD Advanced Learner's Dictionary of English*, Ninth Edition

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RUMI TAKAHASHI KAZUO IKEDA

1. Introduction

The year 2018 saw the publication of the Ninth Edition of the *Collins COBUILD Advanced Dictionary of English* (henceforth *COB9*), four years after the appearance on the market of its previous (8th) edition (*COB8*) in 2014¹). The seventh edition of the *COBUILD* dictionary was released in 2012, so the revision span between the 8th and the 9th is somewhat larger than the former update. We compared the recent two editions in this paper, focusing on a number of information categories in them and explored in what ways and to what extent they are different (or have not changed) and examined how useful or user-friendly they are, specifically for 'upper-intermediate and advanced learners of English,' as the dictionary claims on the top cover of the latest edition and on the back cover of the 8th. Previous editions from the 1st to the 8th have been reviewed extensively in *Lexicon* papers from Iwasaki Linguistic Circle (Kojima et al. 1989, Masuda et al. 1997, Masuda et al. 2003 and Kokawa et al. 2015) and there is a brief history of the *COBUILD* dictionaries and project available on the Web²).

We will mainly focus on the paper editions of the dictionary here. However, there is a free comprehensive dictionary lookup site by Collins, and some of the information in *COB9* can be retrieved on the site, which we will mention briefly later in this paper.

The preface entitled '*About COBUILD dictionaries*' in the 8th and the 9th editions of *COBUILD* are identical. The editorial staff in the 'Acknowledgements' section (p. iv in both editions) is the same except

that the distinguished name of Paul Nation as Consultant, which was mentioned in *COB8*, is not found in the 9th.

There were extensive descriptions of the key features of the dictionary on the back cover blurb of *COB8*, including the following paragraph.

You can trust Collins COBUILD

All of our explanations, examples and special features are based on our 4.5-billion-word database of the English language, the Collins Corpus, which means you can trust COBUILD to help you speak and write accurate and up-to-date English. The corpus is updated every month and has been at the heart of Collins COBUILD for over 25 years.

On the back cover of *COB9*, only a slightly revised and retitled paragraph could be found, describing the essence of *COBUILD*'s features as a reliable ELT dictionary, as follows:

COBUILD: The source of authentic English

Our explanations, examples and special features are all based on our 4.5-billion-word database of the English language, the Collins Corpus, which means you can trust COBUILD to help you speak and write accurate and up-to-date English. The corpus is updated every month and has been at the heart of Collins COBUILD for more than 30 years.

What is lexicographically notable is that the claimed size of the Collins Corpus has not changed in the span of four years, whilst the publisher says that 'the corpus is updated every month.' When lexicographers state that a corpus is 'updated,' it normally implies new data is constantly added to the existing bulk, so the size of the corpus usually keeps on growing sizably. Incidentally, the dictionary claimed the size of the corpus as '4.5 billion words' also in the 7th edition, while in the 5th and 6th editions it was only '645 million.'

The physical footprint of both paper editions is the same, namely 23.5 cm x 16.3 cm, and the thickness is nearly the same (about 5.5 cm). We discussed in Kokawa et al. (2015: 80–81) that '*COBUILD* strictly

stuck to the rule in the revision from 6th through 7th to the 8th that it should maintain at any cost the total number of pages in the A–Z dictionary sections and dutifully start and end any page with exactly the same entries (headwords).’ The cost was that ‘this approach may have prevented the editorial and lexicographical team from applying extensive and ambitious alterations to the existing dictionary text’ (Kokawa et al. 2015: 81). In the revision from the 8th to the 9th editions, this restriction was lifted. We welcome this removal of limitation, as it should certainly make the page layouts and dictionary organizations freer, and gives the *COBUILD* lexicographers flexibility in editing and updating, as well as room for radical renewal. On the other hand, the total number of pages in the A–Z dictionary text was reduced from 1828 in the 8th to 1758 in the 9th (by 70 pages and about 3.8 percent). We would like to discuss in the later sections how the revision from *COB8* to *COB9* was implemented and in what way the reduction of total pages was realized, where relevant.

2. Headwords and Related Information

2.1. Headwords, Run-ons and Run-ins

2.1.1. Scope of the survey

We counted the headwords, run-ons and run-ins in one out of every 50 pages starting from page 52 up to page 1752 in *COB8*. The total number of represented sample pages is 35, which accounts for approximately 1.99% of the A–Z text of the dictionary. We then compared them with those in the corresponding parts in the dictionary text in *COB9*.

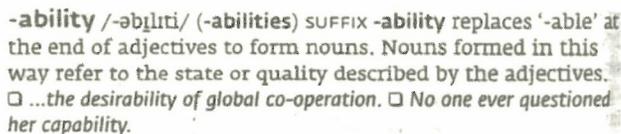
2.1.2. The number of headwords, etc. in *COB8* and *COB9*

Headwords, run-ons and run-ins are all printed in blue both in *COB8* and *COB9*, so they are quite easily identified.

The number of independent headwords (namely entries) found in the sampled sections of our survey is 754 and 752 in *COB8* and *COB9* respectively. (We exclude nine empty entries—headwords that have no following information and merely lead the user to other entries—from our count.) They are: **extremis** (redirected to the entry **in extre-**

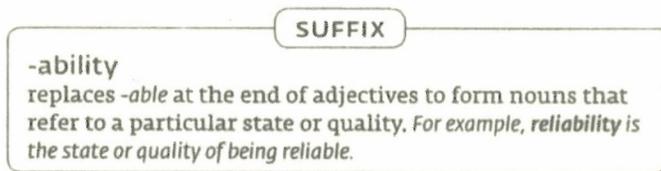
mis), **gaol (jail)**, **gaoler (jailer)**, **orientated (oriented)**, **-orientated (-oriented)**, **pence (penny)**, **publicise (publicize)**, **stripey (stripy)**, and **top-dollar (top)**.) We also found 104 and 105 run-ons and run-ins in *COB8* and *COB9* respectively, excluding one empty run-in, namely **wither away** which is referred to the first sense of **wither**.

In *COB9* three entries found in *COB8* were deleted (**-ability**, **coupe** and **tax disc**) and there is one new entry found added (**bae**). The suffix **-ability** was demoted to a suffix column box under the entry **ability** in *COB9* (See figures 2.1. and 2.2.).



-ability /-əbɪlɪti/ (**-abilities**) SUFFIX **-ability** replaces 'able' at the end of adjectives to form nouns. Nouns formed in this way refer to the state or quality described by the adjectives. □ ...the desirability of global co-operation. □ No one ever questioned her capability.

Fig. 2.1. The entry of 'ability' in *COB8*



SUFFIX

-ability
replaces **-able** at the end of adjectives to form nouns that refer to a particular state or quality. For example, *reliability* is the state or quality of being reliable.

Fig. 2.2. The suffix column box in *COB9*

In *COB9* suffix column for **-ability**, the definition was streamlined and two verbal illustrations presumed to come from the corpus were replaced by an example. In the new edition, all the prefixes and suffixes are treated this way and this may have contributed to the reduction of the page number of the dictionary to some extent.

Coupe, which is the alternative form of **coupé** with a different pronunciation, was crossed out in *COB9* (the form may not be regarded as authoritative any more)¹⁾. A **tax disc** is 'a small round piece of paper displayed on cars and motorcycles which proves that the owner has paid road tax' (*COB8*, s.v. **tax disc**). The owner of a car used to have the obligation to stick the disc (in the form of a sticker) on the front glass of her/his car in Britain, but it was abolished in 2014. The

newcomer entry, **bae** denotes ‘someone you are romantically involved with or in love with. [INFORMAL]’ (COB9).

2.1.3. ‘Buzzwords’ and lexical items that have become popular in recent years

In addition to the headwords checked in the sample portion of the dictionary, we also made a very limited survey of the treatment of items that may be lexicographically called ‘new words’ in the two editions. That includes ICT-related words like *IoT*, *5G* and *Twitter* (in the sense of a popular SNS tool), and those matters that appear in the mass media often and are of concern to a large number of people around the world such as *Brexit*.

Our survey showed that it seems that *COBUILD* dictionaries are rather discreet about the inclusion of such words that have joined the English vocabulary fairly recently. None of the four lexical items mentioned above have found their way into either of the two most recent editions of the *COBUILD* dictionaries.

However, we have begun to wonder whether the inclusion of buzzwords is really a test of a good dictionary. New words and trends come and go very quickly, and when we consider a few or several years’ span of dictionary revision, words that may have been very popular previously may well have gone out of fashion by the time the new edition is on the market. (How many people still remember the virtual 3D cyberspace service called ‘Second Life’ which was very popular in the 2000s?) Whether a new word will settle in the English vocabulary or not is a very hard decision.

Furthermore, in this age of worldwide Internet connection, if we really want to know the meaning of a trending word, we may first look it up on a smartphone, which is much more widespread than an EFL dictionary even in developing countries. In fact, *IoT*, *5G*, *Twitter* and *Brexit* (as well as words like *Brexiety*, *Brextension*) can all be found on the Collins Online Dictionary site for free. (They are included in the online *Collins English Dictionary* instead of *COBUILD*, but they can be searched seamlessly on the website.)

On the other hand, the entry *Gameboy*²⁾, which was in *COB8* disappeared in *COB9*, so revision of items entered seems to be timely.³⁾

2.1.4. Frequency band designation in *COB8* and *COB9*

As was discussed in Kokawa et al. (2015: 82–83), the 4th and later editions of *COBUILD* employs a three-diamond, five-level system to designate the frequency of lexical items, entry by entry, and so does *COB8* and *COB9*. To the entry of most frequently used (let us say, Level 5) words, three blue diamond (or lozenge) marks are attached after the headword in blue, and to the next frequent (Level 4) words, two blue diamonds (plus one white diamond to show it is two out of three) are added, and for so-to-speak ‘Level 3’ common words, one blue diamond is appended, plus two white diamonds. The majority of entries in *COB8* and *COB9* are without any frequency diamonds, which we may call Level 2 items. Level 1 words may be those that were not entered in *COB8* and/or *COB9* in the first place. According to a free booklet bundled with *COB9* marketed in Japan by Kirihara Shoten⁴⁾ and written in Japanese, entitled ‘Collins コウビルド英英辞典 [改定第9版] 使用の手引き (User’s Guide to the Collins *COBUILD* Advanced Learner’s Dictionary, 9th Revised edition)’, there are ‘about’ 710, ‘about’ 1,035 and ‘about’ 1,560 entries with three, two and one blue diamond(s) respectively in *COB9*. If we add up the three figures it amounts to 3,305, while the Japanese blurb on the cover box of the Kirihara version of *COB9* says ‘More than 3,100 frequent words are designated with diamond marks, which covers 90% of contemporary English for writing and speaking [translation by the present author]’ The number ‘over 3,100’ corresponds to the ‘Frequent words’ listed in the back matter of *COB9* (pp 1853–1872) and we can see *COBUILD* regards these 3,000 plus words as some sort of basic vocabulary set.

The following is a list of words with three, two and one diamond(s) that are found in our sample portion used in this chapter.

◆◆◆ (8 words, common in *COB8* and *COB9*) → **able, community, course, else, eye, night, season, strong**

◆◆ (18 words, common in *COB8* and *COB9*) → **ability, animal,**

bag, communist, couple, definitely, division, extremely, guarantee, guard, jump, mix, publish, reduce, search, tea, voice, withdraw
 ◆ (32/34 words in COB8/COB9 respectively) → **angry, badly, burst, cheer, communication, courage, courier, definition, divorce, elsewhere, flavour/fluor, flee, fleet, gap, garage, incredible, juice, library, licence/license, mixed, nightmare, organized, organizer, origin, pen, penalty, publicity, publisher, publishing, reduction, speaker, stroke, undermine, withdrawal**

Among the words with one diamond, two underlined items on the list above (**courier** and **garage**) are words which have been promoted from zero to one diamond. We regard both items as well qualified for at least one lozenge. Courier services have become more popular and familiar as people buy more merchandise online and travel around the world, and many people use a garage on a daily basis.

There is just one item which we find a rather odd choice to be endowed with two diamonds (◆◆) —that is the word **communist**. Compare the two-diamond rating for **communist** with the number of diamond(s) for the following items (in parentheses): **capitalist** (0), **cell phone** (0), **communication** (1), **communism** (0), **mobile phone** (0), **pen** (1), **socialist** (1), **smartphone** (0), **speaker** (1), **terrorist** (1).⁵⁾ Such lexical items as those related to specific ideology may need a rather delicate treatment. If we treat one item in a different fashion from other comparable items, some people may suspect a particular inclination on the part of the editors, unless s/he finds a good rationale for that particular treatment. In the case of **communist**, it may only have been that the corpus data happened to be somehow 'biased' and the lexicographers just reflected that data on the description in the dictionary as it was. But in the case like this, it may have been a better idea for editors to look through the dictionary descriptions and 'adjust' suspected biases manually to get rid of unnecessary misunderstandings from the users.

(Section 2 by Kokawa)

3. Pronunciation

This section compares the phonetic transcription of *COB9* with that of two dictionaries, *COB8* and *COBAm*. The differences between the transcriptions of two pronunciation dictionaries, namely Longman Pronunciation Dictionary, 3rd edition (*LPD3*) and English Pronunciation Dictionary, 17th edition (*EPD17*) will also be discussed in order to examine whether they reflect the actual language use.

3.1. Overview

In *COB9*, pronunciations are shown after the headword using the International Phonetic Alphabet (IPA) between a pair of slashes. This transcription system has not been changed from the previous editions, as *COB9* explains that "(t)he transcription system has developed from original work by Dr David Brazil for the *Collins COBUILD English Language Dictionary*" (Pronunciation, p. xxv) In the IPA symbols section (p. xxv), readers can consult a list of transcription symbols, followed by an explanation of the difference between Received Pronunciation (RP) and General American (GenAm) (Notes, p. xxvi), stress rules (Stress, p. xxvi; Stressed syllables, p. xxvii), and the importance of unstressed syllables (Unstressed syllables, p. xxvii).

In the cases where there are different pronunciations for different parts of speech, or where the pronunciation pattern is irregular, a small column of the explanation is inserted under the headword as below.

ally

The noun is pronounced /ælaɪ/. The verb is pronounced /əlaɪ/.

bath

When the form **baths** is the plural of the noun it is pronounced /bɑ:ðz/ or /bæθs/ in British English, and /bæðz/ in American English. When it is used in the present tense of the verb, it is pronounced /bɑ:θs/ or /bæθs/.

COB9 specifies that its model pronunciation is RP for British English and GenAm for American English. It explains, “the suggested pronunciation is ‘If you pronounce it like this, most people will understand you’” (Pronunciation, p. xxv). The RP transcription is “the result of a programme of monitoring spoken English and consulting leading reference works,” while GenAm is transcribed with “the advice and helpful criticism of Debbie Posner” (Pronunciation, p. xxv). The pronunciation of GenAm is given after the code AM when the difference between RP and GenAm is not systematic. If there is more than one common variant in RP, alternative pronunciations are also shown. When there are American variants for different parts of speech, an explanation is inserted in a small column as shown below.

complex /kɒmpleks/

The adjective is pronounced /kəmpleks/ in American English.

As for the pronunciations of grammatical words, it first gives a weak form, followed by its strong form after the code STRONG. The details of the pronunciation of grammatical words are available in the Unstressed syllables section (p. xxvii). A significant change from the previous edition is that the pronunciations of prefixes and suffixes are not presented in *COB9*, for prefixes and suffixes are treated not as headwords but as featured columns. From a pedagogic point of view, there is still a question as to whether this revision would be welcomed.

In *COB9*, stress is shown by underlining the vowel in the stressed syllable. This system has been used continually since the second edition (in the first edition, stress was transcribed not only by underlining stressed syllables but also by highlighting them in boldface type). Compared to the IPA style /¹ 1/, which is used frequently in other dictionaries, this transcription method enables dictionary users, especially beginners, to recognize the stressed syllable at a glance. However, due to the fact that the underlines for primary and secondary stresses are identical, it would be difficult for users to distinguish between primary and secondary stresses unless they read the explana-

tion on the stress rules of English under the Stress section (pp. xxvi–xxvii).

3.2. Symbols overview

In this section, we review the transcription system of consonants, vowels, and stress in *COB9*.

3.2.1. Consonants

One of the most noteworthy features in the transcription system of *COB9* is syllabic consonants, which have also been used in the previous editions. Syllabic l, such as in the second syllable of *handle* /hændl/, is transcribed as /^əl/, and Syllabic n, as in *hidden* /hɪdn/, is shown as /^ən/, while other dictionaries transcribe them without superscripts. In the Notes section (p. xxvi), there is an explanation for the pronunciation of syllabic consonants.

The transcription symbol of a voiceless labial-velar fricative [ɱ], which has also been a unique feature of consonant transcription in the previous editions, is /^hw/. This symbol indicates that “some people say /w/ and others, including many American speakers, say /^hw/: **why** /^hwaɪ/” (p. xxvi), while *why* is usually transcribed as /waɪ/ in other dictionaries.

When comparing the consonant transcription in *COB9* with that in *LPD3* and *EPD17*, there seems to be room for updating in the transcription of some headwords. For example, *almond* /ɑ:mənd/ includes no variant with /l/, although 75% of Americans pronounce it with the /l/ according to the Pronunciation Preference Polls of *LPD3*. In addition, /θ/ can also be added as the final consonant in *booth* /bu:ð/, and the first consonant in the second syllable of *chrysanthemum* cannot only be /-zæn-/ but also /-sæn-, because 63% of British people use /s/ according to the pronunciation poll. As for the consonant cluster of *February* /februəri, AM -juəri/, the variant /februəri/ could also be transcribed because *LPD3* shows 61% of British people and 36% of Americans prefer the latter variant. With regard to yod-cluster reductions, *COB9* reflects yod-dropping (the elision of /j/ when preceding alveo-

lars /t, d, n, θ/ followed by /u:/) but not yod-coalescence (the palatalization of the consonant clusters /dj, tj/ into [dʒ, tʃ]). Therefore, COB9 transcribes words such as *dew*, *tune*, *new*, and *enthusiasm* as /dju:, AM du:/, /tju:n, AM tu:n/, /nju:, AM nu:/, and /ɪnθju:ziæzəm, AM -θu:-/. Due to the fact that an increasing number of British English speakers prefer the palatalized variant (for example, LPD3 shows that 54% of British people chose [tʃu:n] as their first choice for *tune*), yod-coalescence can also be reflected.

3.2.2. Vowels

Table 3.1 summarizes the vowel symbols of the three dictionaries by categorizing the vowels into three groups: short vowels, long vowels, and diphthongs. Keywords for each vowel are based on Standard Lexical Sets (SLS) introduced by Wells (1982).

Table 3.1 Comparison of vowel symbols

| | SLS | COB9 | COB8 | COBAm |
|--------------|-----------------|---------------------|---------------------|---------------------|
| Short Vowels | TRAP | æ | æ | æ |
| | LOT | ɒ | ɒ | ɒ |
| | DRESS | e | e | ɛ |
| | KIT | ɪ | ɪ | ɪ |
| | FOOT | ʊ | ʊ | ʊ |
| | STRUT | ʌ | ʌ | ʌ |
| | HAPPY | i | i | i |
| | COMMA letter | ə ə ^r | ə ə ^r | ə ə ^r |
| Long Vowels | FLEECE | i: | i: | i |
| | GOOSE | u: | u: | u |
| | THOUGHT | ɔ: | ɔ: | ɔ |
| | PALM | ɑ: | ɑ: | ɑ |
| | NURSE | ɜ: ^r | ɜ: ^r | ɜ ^r |
| Diphthongs | FACE | eɪ | eɪ | eɪ |
| | PRICE | aɪ | aɪ | aɪ |
| | MOUTH | aʊ | aʊ | ɑʊ |
| | CHOICE | ɔɪ | ɔɪ | ɔɪ |
| | GOAT | oʊ | oʊ | oʊ |
| | START | ɑ: ^r | ɑ: ^r | ɑ ^r |
| | SQUARE | eə ^r | eə ^r | ɛə ^r |
| | NEAR | ɪə ^r | ɪə ^r | ɪə ^r |
| | FORCE/NORTH | ɔ ^r | ɔ ^r | ɔ ^r |
| CURE | ʊə ^r | ʊə ^r | ʊə ^r | |

As mentioned above, the transcription system of *COB9* is British-centered. In transcribing LOT vowels (a rounded /ɒ/ in RP and an unrounded /ɑ:/ in GenAm), *COB9* transcribes only /ɒ/ and explains the rule in the front matter (Notes, p. xxvi). The pronunciation of CLOTH words (/ɒ/ in RP and /ɔ:/ in GenAm) are given with British /ɒ/ and American /ɔ:/ after the code AM, as in *cloth* /klɒθ, AM klɔ:θ/. For the word *fog*, however, the GenAm variant is not provided, which has not been revised since the second edition as indicated in Masuda et al. (1997). There is no explanation available in the front matter for this lexical set.

BATH words, which are pronounced with /ɑ:/ in RP and /æ/ in GenAm, are transcribed both with /ɑ:/ and /æ/ without the code AM in *COB9*, as in *sample* /sɑ:mp^əl, sæm-/. Instead of using the code AM, *COB9* explains this systematic difference between RP and GenAm (and many other accents of English) under the Notes section (p. xxvi).

Although *COB9* employs the British-centered transcription system, GOAT words are transcribed as /oʊ/, which is generally considered American. As is the case with LOT vowels and BATH vowels, *COB9* supplies an explanation that the symbol /oʊ/ “is used to represent the sound /əʊ/ in RP, and also the sound /o/ in GenAm, as these sounds are almost entirely equivalent” (Notes, p. xxvi), although the reason that they chose /oʊ/ and not /əʊ/ as their transcription symbol is not clarified. Moreover, the transcription of *overthink* does not follow the system for no reason and transcribed as /^əʊvə^rθɪŋk/, which has not been revised since the *COB7*, as pointed out in Kokawa et al. (2015). For the sake of consistency, it should be transcribed as /^əʊvə^rθɪŋk/.

The superscript /^r/ indicates rhotic vowels of GenAm in *COB9*. For instance, the vowel of SQUARE words is transcribed as /eə^r/. The front matter introduces rhotic vowels as the main GenAm feature that differentiates GenAm from RP and also explains the simplification of “the complex vowel sounds” (Notes, p. xxvi) in GenAm. Another notable

vowel change before /r/, namely, vowel neutralization in front of the intervocalic /r/, is not reflected in *COB9*, as in *COBA_m*: that is, DRESS vowels, SQUARE vowels, and TRAP vowels followed by the intervocalic /r/ are all distinguished as *merry* /meri/, *vary* /veri/, *marry* /mæri/.

3.3. Transcription and actual pronunciation

Compared with the transcriptions of two pronunciation dictionaries and the result of the Pronunciation Preference Poll (Wells, 1999), *COB9* does not seem to place great value on the reflection of the latest change in British and American English pronunciation. For example, the vowel of *halt* could be transcribed not only as /ɔ:/ but also as /ɒ/, because an increasing number of British English speakers prefer /ɒ/ according to the poll.

Many cases were observed where the difference between RP and GenAm is not transcribed clearly enough. With regard to regional stress differences, for example, it is better for *baptize* to have not only a variant with the primary stress on the second syllable but also a variant with the first syllable stressed because the poll shows that 92% of Americans pronounce it as /¹bæptɑɪz/. Also, there should be two stress variants for *cigaret*, /--¹-/ for RP and /¹---/ for GenAm based on the result of the poll (85% of British speakers prefer the stress on the third syllable, while 65% of American speakers prefer the first stressed syllable). As an example of regional vowel differences, the transcription of *patriotic* should clearly show the differences between RP and GenAm as /pæt-/ for RP and /peɪ-/ for GenAm in the same way as the transcription of *patriot*. In addition, CURE-FORCE merger (traditional /ʊə/ is replaced by /ɔ:/) in RP is not transcribed explicitly as in *poor* /pʊə, pɔ:ʔ/ and *sure* /ʃʊəʔ/. Although it is difficult for paper dictionaries to cover all pronunciation variants based on the latest trend, a constant revision is nevertheless required.

(Section 3 by Aoki)

4. Definitions

4.1. Overview

A guide for dictionary users that explains how entry words are defined is provided in the front matter of *COB9* (pp. xii–xiii). This explanation is the same as the one in the front matter of *COB8* (pp. xii–xiii).

The major features of the definitions in *COB9* can be summarized as follows:

- 1) The definitions are written in full sentences using a defining vocabulary that consists of 2,500 of the most common English words.
- 2) The full-sentence definitions give dictionary users information about collocates, structure, grammar, context, and usage of the words defined.
- 3) Grammatical and function words are sometimes explained by paraphrasing them in context.
- 4) There are definitions that are expressed as if they are cross-references. For example, if we look up an abbreviation such as **hr.**, the definition refers users to the entry for **hour**: “**hr.** is a written abbreviation for **hour.**”

We compared the definition sentences in *COB9* with those in *COB8* to see whether there were any differences. Every 100th and 101st pages of *COB9* were taken as samples, and definitions that were added or changed were identified. These are discussed in detail in 4.2. and 4.3. The body of *COB9* consists of 1,758 pages. Therefore, the sample pages account for approximately two percent of the dictionary.

The grammatical notations are the same as those used in *COB8*, as are the menus that help dictionary users navigate longer entries. These menus will be discussed in 4.4.

The style and pragmatics labels are also the same as those used in *COB8*; these will be discussed in 4.5.

4.2. Additions

4.2.1. A new definition

Our survey showed that a seventh meaning of **traffic** was the only newly added definition within the *COB9* sample pages. The new meaning, which is related to computer use, is as follows: "The amount of **traffic** that a website gets is the number of visitors to that website." The rest of the definition sentences and meaning splits included in the sample pages were nearly identical to those on the corresponding pages in *COB8*. Therefore, we presume that the definitions in *COB9* have not changed much from those in *COB8*, except for some minor revisions.

4.2.2. Cross-references to feature boxes

As stated above, there were no substantial differences between the definition sentences on the sample pages in *COB9* and those on the corresponding pages in *COB8*. However, our survey of the sample pages revealed that cross-references to feature boxes were added to the following 20 entry words in *COB9*: **bacterial**, **badminton**, **butt in**, **composition**, **compound**, **comprehension**, **compulsive**, **dense**, **engaged**, **engine**, **foot**, **hardhat**, **intensive**, **interaction**, **interest**, **needlework**, **siege**, **subject matter**, **traffic**, and **washer**. This addition of cross-references to feature boxes contributes to the increase in meaning splits in some of the entries in *COB9* because both cross-references and definitions are numbered¹⁾. For example, the definition for **bacterial** in *COB8* is as follows: "**Bacterial** is used to describe things that relate to or are caused by bacteria." In *COB9*, the same definition is followed by a cross-reference to a 'VOCABULARY IN CONTEXT' box for **illness**. The 'VOCABULARY IN CONTEXT' boxes explain the use of words that are related to an entry word in a typical context (see 6.1. for more information). The use of the words related to **illness** is shown in a paragraph in the 'VOCABULARY IN CONTEXT' box for **illness**, and the use of **bacterial** is illustrated in the following sentence: "Whatever the case, if you're **vomiting** or you've got **diarrhoea** because of either a **bacterial infection** or a

viral stomach bug, your colleagues won't thank you for exposing them to your **germs**."

Another example are cross-references to 'VOCABULARY IN CONTEXT' boxes for **medicine**, **service**, and **socialize** at the end of the entry for **interact**. Different meanings of **interaction** are displayed in context. The 'VOCABULARY IN CONTEXT' boxes may be useful for dictionary users to understand the various meanings and uses of **interaction** because definitions are not given for **interaction** in the entry for **interact**. For instance, **interaction** appears in the following sentence in the 'VOCABULARY IN CONTEXT' box for **medicine**: "During the trials, researchers look for potential **side-effects**, or for **interactions** with other drugs." It can be said that **interaction** is used as a quasi-technical term in this sentence. Another meaning of the word is presented in the context of service encounters in the 'VOCABULARY IN CONTEXT' box for **service**. The following is an excerpt from the feature box for **service**: "When the quality of a service encounter is **sub-standard**, customers usually communicate their issue to the **service provider** over the phone, over the internet [sic], or in person. This might happen if, for example a member of staff is inefficient or **incompetent**, or if a product is faulty while still **under warranty**. In this **interaction**, how a business or **vendor** resolves the situation and improves the **customer experience** is key." In the 'VOCABULARY IN CONTEXT' box for **socializing**, dictionary users can learn the meaning and use of **interact**, along with other colloquial expressions, in the following sentence: "For others, a **get-together** at home offers better opportunities for **mingling** and **interacting** properly with pals than the noise and bright lights of city-centre **social gatherings**."

4.3. Revisions

4.3.1. A rearrangement of an entry word

Our survey of the sample pages suggested that there were no definitions included in *COB8* that were completely deleted from *COB9*. However, there was an example in which an entry word in *COB8* was

incorporated into a 'PREFIX' box, along with its definition and an example sentence, in *COB9*²⁾. **Proto-** was an independent entry word with a definition and two example sentences in *COB8*. However, it is now included in a 'PREFIX' box with its definition, which is identical to the one in *COB8*, and a revised example sentence. The number of example sentences may have been reduced so that both the definition and example sentence would fit into a small space³⁾. Compare:

proto- PREFIX **Proto-** is used to form adjectives and nouns which indicate that something is in the early stages of its development. □ . . . *the proto-fascist tendencies of some of its supporters*. □ . . . *Albion, whose own legend stretches back to the mists of proto-history*. (*COB8*)

proto-

is used to form adjectives and nouns that indicate that something is in the early stages of its development. *For example, ProtoGermanic was the language that came before all Germanic languages*. (*COB9*)

4.3.2. A modified definition

Let us compare the definition of **footplate** in *COB8* and *COB9*:

Footplate On a steam train, the footplate is the place where the driver and fireman stand. [mainly BRIT] (*COB8*)

Footplate On a steam train, the footplate is the place where the driver stands. [mainly BRIT] (*COB9*)

We notice that *fireman* is deleted in the definition in *COB9*. In this context, the fireman is a person who tends the fire of a steam engine. This meaning is rather old-fashioned, and thus, may have been deleted.

4.3.3. Minor corrections

Words have been rearranged in alphabetical order in the definitions

of the following entries in *COB9*. Compare:

-footed [2] → see also **foot, flat-footed, sure-footed** (*COB8*)

-footed [2] → see also **flat-footed, foot, sure-footed** (*COB9*)

love [14] → see also **-loved, loving, free love, peace-loving, tug-of-love** (*COB8*)

love [14] → see also **free love, -loved, loving, peace-loving, tug-of-love** (*COB9*)

In addition, a cross-reference to a Word Web is deleted in the entry for **love** in *COB9*, because 'Word Web' boxes have been replaced by 'VOCABULARY IN CONTEXT' boxes in *COB9*.

4.4. Menus

We did not notice any revisions in the menus in *COB9*. It was pointed out in the review of *COB3* that most of the menus in *COB3* were based on the grammatical functions of the entry words (Masuda et al., 2003: 29). For example, there are two grammar-based sense splits in the menu for **live** in *COB3*: ① VERB USES and ② ADJECTIVE USES. It was pointed out in Kokawa et al. (2015: 101), which was a review of *COB7*, that menus based on grammatical functions may not always be user-friendly. If dictionary users are unsure of the part of speech to which an entry word belongs, they might be unable to use the menu as a guide when they search for meanings in its entry. If the word has a long entry, users that are unable to use the menu to guide them directly to the meaning they want to know would be required to read through the whole entry. However, it seems that not much effort has been made to revise the menus that are based on grammar functions. For example, the menu in the entry for **live** in *COB3* remains unchanged in *COB9*.

It was also pointed out in Masuda et al. (2003: 30) that there are some entry words that have sense-based menus in *COB3*. For example, there are seven sense splits in total in the menu for **make**. Five of

them are sense-based and two of them are grammar-based: ① CARRYING OUT AN ACTION, ② CAUSING OR CHANGING, ③ CREATING OR PRODUCING, ④ LINK VERB USES, ⑤ ACHIEVING OR REACHING, ⑥ STATING AN AMOUNT OF TIME, and ⑦ PHRASAL VERBS. As was pointed out in Masuda et al. (2003: 31), it is preferable that entries be divided into smaller sense splits so that users can find a meaning more easily. However, the entry for **make** in *COB9* has the same menu as the one in *COB3*. Therefore, we think that the menus based on senses have not been thoroughly revised either.

It was also noted that entry words with long entries do not always have a menu in *COB3* (Masuda et al., 2003: 30). The entry for **work** was taken as an example since there were 41 meaning splits in the entry. The number of meaning splits is reduced to 39 in *COB9*. However, they are not classified into sense splits, and thus the entry does not have a menu. It was also pointed out in the previous review that other words with long entries, such as **run**, **say**, and **turn**, did not have a menu either (Kokawa et al., 2015: 103). These words have not yet been provided with a menu in *COB9*.

COBUILD dictionaries have consistently followed a “one word, one entry” policy since the first edition. To ease the retrieval of necessary information from long entries, superheadwords and menus were introduced in *COB2* and *COB3*, respectively. Menus are considered essential guides when more than one word, relating to different parts of speech, are listed under a headword. We pointed this out in our previous review of *COB7* (Kokawa et al., 2015: 102), and took **mean**, **present**, and **wind** as examples of such words. However, the menus for these words remain unmodified in *COB9*.

We, thus, conclude that the menus are not thoroughly revised in *COB9*. In fact, they may not have been changed since *COB3*.

4.5. Labels

There are three kinds of labels in *COB9*: Geographical labels, style labels, and pragmatic labels. These labels have not been changed sub-

stantially since the first edition, as we pointed out in our previous review (Kokawa et al., 2015: 104).

4.5.1. Geographical labels

According to the guide in the front matter, there are no differences between the geographical labels in *COB8* and those in *COB9* (p. xiii). There were only two kinds of geographical labels (BRIT and AM) in *COB3*, but the following labels were added in *COB4*: AUSTRALIAN, IRISH, NORTHERN ENGLISH, and SCOTTISH. The geographical labels have not been changed since that edition.

4.5.2. Style labels

The style labels in *COB9* are also the same as those used in *COB8*. In fact, they have not been changed since *COB3*. The following style labels are included in *COB9*, according to the guide in the front matter (p. xiv): BUSINESS, COMPUTING, DIALECT, FORMAL, HUMOROUS, INFORMAL, JOURNALISM, LEGAL, LITERARY, MEDICAL, MILITARY, OFFENSIVE, OLD-FASHIONED, RUDE, SPOKEN, TECHNICAL, TRADEMARK, VERY OFFENSIVE, VERY RUDE, and WRITTEN. As we pointed out in our previous review, labels that are usually considered to be register labels, such as BUSINESS, COMPUTING, JOURNALISM, LEGAL, MEDICAL, and MILITARY, are included as style labels in *COB9* (Kokawa et al., 2015: 105).

4.5.3. Pragmatic labels

The pragmatic labels in *COB9* are the same as those used in *COB8*. These labels were written in lower case text and put in rectangles until *COB5*. However, they have been written in small capitals and put in square brackets since *COB6*. The types of labels have not changed since *COB4*. The following are the pragmatic labels in *COB9*: APPROVAL, DISAPPROVAL, EMPHASIS, FEELINGS, FORMULAE, POLITENESS, and VAGUENESS.

As we noted in our previous review, the use of labels that convey

pragmatic information has been one of the key features of COBUILD dictionaries since the first edition (Kokawa et al., 2015: 105–106). The explanation in the front matter of the first edition remained unchanged through *COB5*, but it was revised in *COB6*. The use of each label is explained in more detail in *COB6* compared to the previous editions. The explanation in *COB9* is the same as the one in *COB6*.

4.5.4. A change in the use of labels in *COB9*

The labels are put in square brackets and placed after a definition. When three kinds of labels are used together, they come in the following order: a geographical label, a style label, and a pragmatic label.

There is only one change in the use of labels on the sample pages in *COB9*. **Trailer trash** had the following three labels in *COB8*: AM, INFORMAL, DISAPPROVAL. Another pragmatic label OFFENSIVE was added in *COB9*:

trailer trash N-UNCOUNT [with sing or pl verb] Some people use **trailer trash** to refer to poor people who live in trailer parks and who they think are vulgar or worthless. This use could cause offence. [AM, INFORMAL, OFFENSIVE, DISAPPROVAL].

The label OFFENSIVE may have been added because the definition sentence says that the use of the word could cause offense.

4.6. Summary

There is a guide to definitions in the front matter of *COB9* (pp. xii–xiii). This guide is the same as the one in the front matter of *COB8* (pp. xii–xiii). Few meanings were added or modified, at least on the sample pages, in *COB9*. *COB9*, as well as its previous editions, follows a “one word, one entry” policy, but its menus, which help users to retrieve information in longer entries, do not seem to have been revised. In fact, they may not have been changed since *COB3*. There are three kinds of labels in *COB9*: Geographical labels, style labels, and pragmatic labels. These labels have not been changed since the

first edition. In sum, the definitions, and features related to them such as menus and labels, do not seem to have been revised much in this edition.

(Section 4 by Takahashi)

5. Examples

In this section, we review examples in *COB9*. *COB5* and *COB6* used the Collins Corpus, which contained 645 million words. Since then the corpus has expanded to 4.5 billion words, which *COB7* and *COB8* used, and *COB9* now uses. The changes in examples from *COB6* to *COB7*, and then to *COB8* were very small. However, big changes in examples seems to have taken place in *COB9*. The expansion of the Collins Corpus seems to be reflected in this new edition.

5.1. Comparison of Examples in *COB8* and *COB9*

We compared the numbers of examples under the same headwords in *COB8* and *COB9*. We took the sample pages of *COB8* every 100 pages, such as p. 1, p. 101, p. 201, p. 301, etc., and the pages with the corresponding headwords of *COB9*. *COB8* and *COB9* have different numbers of the total text pages. The sample pages are about 1% of the total text pages.

Table 5.1 shows the results of the survey of examples conducted on the same range of headwords in *COB8* and *COB9*. In every sample page, one example or more have been added, deleted, or changed. In total pages, 31 examples were added, 36 deleted, and 34 changed.

5.2. Replacement of examples

Under 24 headwords, examples were replaced in the sample pages. Many example sentences were replaced with shorter ones, and a few examples were replaced with longer ones. In the case of prefixes, headwords disappeared, and instead, example sentences with the prefixes were introduced in the 'PREFIX' boxes.

5.2.1. Examples replaced with shorter ones

Many examples in *COB8* were replaced with shorter ones in *COB9*. A couple of example sentences were replaced with phrases.

(1) burning

□ *The French government has criticized the burning of a U.S. flag outside the American Embassy.*

→ □ *... the burning of the great library at Alexandria.*

Table 5.1 Comparison of the number of examples between *COB8* and *COB9*

| | Entry Words | <i>COB8</i> | Addition | Deletion | Change | <i>COB9</i> |
|--------------------------------------|----------------------------|-------------|----------|----------|--------|-------------|
| 1 | a - abatement | 37 | 2 | 4 | 1 | 35 |
| 2 | backwoods - badger | 55 | 3 | 3 | 1 | 55 |
| 3 | bureaucracy - burn | 59 | 2 | 1 | 0 | 60 |
| 4 | commonality-communicator | 45 | 4 | 6 | 1 | 43 |
| 5 | defenceless - defined | 40 | 1 | 0 | 6 | 41 |
| 6 | elementary - elimination | 34 | 3 | 3 | 0 | 34 |
| 7 | flatbed - flatware | 31 | 0 | 0 | 1 | 31 |
| 8 | grower - grudgingly | 38 | 0 | 0 | 1 | 38 |
| 9 | incongruous - increasingly | 42 | 0 | 0 | 2 | 42 |
| 10 | liar - liberty | 45 | 2 | 5 | 5 | 42 |
| 11 | mist - misunderstood | 46 | 2 | 2 | 2 | 46 |
| 12 | ordinal number - organize | 44 | 1 | 1 | 1 | 44 |
| 13 | pollinate - polymer | 19 | 2 | 4 | 1 | 17 |
| 14 | redeem - redistribution | 40 | 0 | 0 | 2 | 40 |
| 15 | seafood - seaport | 35 | 1 | 0 | 3 | 36 |
| 16 | spark - spay | 49 | 0 | 0 | 2 | 49 |
| 17 | taste bud - tax | 33 | 1 | 1 | 0 | 33 |
| 18 | underarm - underground | 47 | 4 | 3 | 3 | 48 |
| 19 | wish - with | 69 | 3 | 3 | 2 | 69 |
| Total examples in the sampling pages | | 808 | 31 | 36 | 34 | 803 |
| Total text pages | | 1,828 | | | | 1,758 |

(2) **commonplace**

□ *It is a commonplace to say that Northern Ireland is a backwater in the northern Europe.*

→ □ *It is a commonplace to say that movies can manipulate public taste.*

(3) **eliminate**

□ *The Sex Discrimination Act has not eliminated discrimination in employment.* → □ *The priority should be to eliminate child poverty.*

(4) **Lib Dem**

□ *Three published polls all revealed the Lib Dems gaining ground at the Tories' expense.*

→ □ *They came just behind the Lib Dems in the seat in May last year.*

(5) **liberty**

□ *Why not say that three convictions before court for stealing cars means three months' loss of liberty.*

→ □ *Drug addicts need help, not loss of liberty.*

(6) **mistake**

□ *They made the big mistake of thinking they could seize its border with a relatively small force.*

→ □ *She made the mistake of going against her doctor's advice.*

□ *I went into the wrong room by mistake.*

(7) **organizational**

□ *Because we took the whole class for a complete afternoon session, organizational problems were minimal.* → □ *She will be prepared to take on a variety of organizational roles in the future.*

(8) **underfoot**

□ *Morgan dropped his cigarette and crushed it underfoot.*

→ □ *... a mobile phone that has been crushed underfoot.*

(9) **wish**

□ *If you wish to go away for the weekend, our office will be delighted to make hotel reservations.*

→ □ *Older children may not wish to spend all their time in adult company.*

(10) **wit**

□ *He'd like 'happiness' to be given a new and more scientifically descrip-*

tive label, to wit 'Major affective disorder, pleasant type'.

→ □ *The Oracle's advice was sound, to wit: 'Nothing in excess.'*

5.2.2. Examples replaced with longer ones

A few examples in *COB8* were replaced with longer ones in *COB9*. A couple of example phrases in *COB8* became sentences in *COB9*.

(1) **polygamous**

□ *Less than 1 percent of the men in any Muslim country are polygamous.*

→ □ *There is growing concern that wives in polygamous marriages are unaware that they have no legal rights.*

(2) **taster**

□ *... a wine taster.*

→ □ *The world's best job is being advertised-chief chocolate taster.*

(3) **undercurrent**

□ *... a deep undercurrent of racism in British society.*

→ □ *We have become quite accustomed to an undercurrent of criticism of our large grocery chains.*

5.2.3. Examples replaced with the ones about the same length

Some examples in *COB8* were replaced with new ones in *COB9*, which seem to express general or familiar meanings.

(1) **bad**

□ *Economist Jeffrey Faux says a tax cut is a bad idea.*

□ *I was selling drugs, but I didn't think I was a bad person.*

→ □ *As a carbon-reduction measure this is not necessarily a bad idea.*

□ *I've made mistakes, but I'm not a bad person.*

(2) **badger**

□ *Richard's mother badgered him into taking a Spanish wife.*

→ □ *I had foolishly allowed myself to be badgered into volunteering.*

(3) **communicate**

□ *Officials of the CIA depend heavily on electronic mail to communicate with each other.* → □ *A person who cannot speak can use speech synthesizer to communicate with hearing people.*

(4) **communication**

- *Lithuania hasn't had any direct communication with Moscow.*
- *Good communication with people around you could prove difficult.*
→ □ *I have had no direct communication with my colleagues.*
- *... use of radio telephone for communication between controllers and pilots.*

(5) **elevation**

- *Prime Minister is known to favour the elevation of more women to the Cabinet.* → □ *The elevation of Pierre d'Aubusson to the rank of cardinal was applauded throughout Europe.*

(6) **elicit**

- *Mr Norris said he was hopeful that his request would elicit a positive response.* → □ *He spoke for a long time trying to elicit some comment or response from Hanuman.*

(7) **underbelly**

- *The ANC are attacking rugby because it is the soft underbelly of South African sport.*
→ □ *In his view small and medium-sized companies are the soft underbelly of the economy.*

(8) **with**

- *The risk of developing heart disease increases with the number of cigarettes smoked.*
→ □ *The reason your heart rate increases with exercise is to meet the demands for more oxygen.*

5.2.4. Examples in prefixes

Headwords of prefixes in COB8 have disappeared, and instead, example sentences with the prefixes were introduced in the 'PREFIX' boxes in COB9.

(1) **a-**

- *I'm a completely apolitical man.* □ *... asymmetrical shapes.*
→ *For example, an **apolitical** person is someone who is not interested in politics or who does not support any political party.*

(2) **poly-**

- *He portrays the psyche as polycentric.*

- . . . *polyclinics that integrate primary and secondary health care.*
 → For example, **polygamy** is the custom in some societies of being married to more than one person at the same time.

5.3. Examples added

Under the following five headwords in the sampling pages, example sentences were added in COB9. These examples are either short phrases or a short sentence.

- (1) **abashed** □ *He looked abashed, uncomfortable.*
- (2) **burial ground** □ . . . *an ancient burial ground.*
- (3) **defenceless** (in AM, **defenseless**) □ . . . *a savage attack on a defenceless young girl.*
- (4) **seaport** □ . . . *the Baltic seaport of Rostock.*
- (5) **underdone** □ . . . *underdone meat.*

5.4. Examples deleted

In the sampling pages, examples were deleted under the following eight headwords from COB8. Those examples seem to be ineffective or inappropriate.

- (1) **a** □ *Baseball movies have gained an appreciation that far outstrips those dealing with any other sport.*
 □ *He did have a real knowledge of the country.*
- (2) **communicative** □ . . . *the notion of communicative competence.*
- (3) **flatten** □ *'I've never seen a woman flatten someone like that,' said a crew member.*
- (4) **libation** □ *At the shrine of the god there were offerings, libations and incense.*
- (5) **liberate** □ *They made a triumphant march into their liberated city.*
- (6) **libertarian** □ *The town's political climate was libertarian.*
- (7) **misunderstanding** □ *He claimed that it was just a misunderstanding between friends.*
- (8) **poly** □ . . . *theatre design students from Birmingham Poly.*

5.5. Changes of examples

In the sample pages, 35 examples under the following 30 headwords were changed. Many examples in *COB8* have been made shorter in *COB9*, and some came to express general or familiar meanings. But at the same time we have impressions that some examples have been modified instead of taken from the Collins Corpus. (Underlined words in the examples, our modification, show where changes took place.)

5.5.1. Examples replaced with shorter ones

The following examples in *COB8* have been made shorter in *COB9*, and some came to express general meanings.

(1) **common sense**

□ *This task requires a common-sense approach.*

→ ... a common-sense approach.

(2) **defensive**

□ *Accusations will put the other person on the defensive.* → *Accusations are likely to put the other person on the defensive.*

(3) **definable**

□ *Many suffered from a definable alcohol, drug, or mental disorder.*

→ *Many suffered from a definable mental disorder.*

(4) **define**

□ *Collins English Dictionary defines a workaholic as 'a person who is obsessively addicted to work'.* → *Collins English Dictionary defines a workaholic as 'a person obsessively addicted to work'.*

(5) **flatten**

□ *'I've never seen a woman flatten someone like that,' said a crew member. 'She knocked him out cold.'* → *She flattened him with a single punch; She knocked him out cold.*

(6) **growing pains**

□ *There's some sympathy for this new country's growing pains, but that sympathy is fast wearing out.* → *There's some sympathy for this new country's growing pains.*

(7) **liberating**

□ *If you have the chance to spill your problems out to a therapist it can*

be a very liberating experience. → Telling your problems to a therapist can be a very liberating experience.

(8) **liberty**

□ Try and retain the excitement of the event in your writing, without taking liberties with the truth. → Try to make your writing exciting, without taking liberties with the truth.

(9) **mistaken identity**

□ The dead men could have been the victims of mistaken identity. Their attackers may have wrongly believed them to be soldiers.
→ The dead men could have been the victims of mistaken identity.

(10) **mistrust**

□ It frequently appears that Bell mistrusts all journalists.
→ It appears that Bell mistrusts all journalists.

(11) **organize**

□ He rang his wife and asked her to organize coffee and sandwiches.
→ We asked them to organize coffee and sandwiches.

(12) **rediscovery**

□ The best part of his expedition had been the rediscovery of his natural passion for making things.
→ ... the rediscovery of his natural passion for making things.

(13) **redistribution**

□ ... some redistribution of income so that the better off can help to keep the worse off out of poverty. → ... redistribution of income so that the better off can help to keep the worse off out of poverty.

(14) **seafood**

□ We ate at a fantastic seafood restaurant. → ... a seafood restaurant.

(15) **seal**

□ The soldiers were deployed to help paramilitary police seal the border. → The soldiers were deployed to help police seal the border.
□ A wide area round the two-storey building is sealed to all traffic except the emergency services. → A wide area round the building is sealed to all traffic except the emergency services.

(16) **spark**

□ His book, Animal Liberation, sparked off a revolution in the way we

think about animals.

→ *His book sparked off a revolution in the way we think about animals.*

(17) **underclothing**

□ *... a common brand of men's underclothing.* → *... men's underclothing.*

(18) **underground**

□ *After the violent clashes of 1981 they either went underground or left the country.* → *After the violent clashes they either went underground or left the country.*

(19) **with**

□ *With all the night school courses available, there is no excuse for not getting some sort of training.* → *With all the courses available, there is no excuse for not getting some training.*

5.5.2. Examples replaced with longer ones

A few examples in *COB8* were replaced with longer ones in *COB9*.

(1) **abate**

□ *The storms had abated by noon.* → *The storms had abated by the time they rounded Cape Horn.*

(2) **defend**

□ *His courage in defending religious rights inspired many.*

→ *His courage in defending religious and civil rights inspired many outside the church.*

□ *... a lawyer who defended political prisoners.* → *... a lawyer who defended political prisoners during the military regime.*

□ *Torrence expects to defend her title successfully in the next Olympics.* → *The reigning champion expects to defend her title successfully next year.*

(3) **inconsistency**

□ *... the alleged inconsistencies in his evidence.* → *We were asked to investigate the alleged inconsistencies in his evidence.*

5.5.3. Examples replaced with the ones about the same length

Many new examples in *COB9* seem to express general and familiar meanings.

(1) **bad**

□ They bought so much beef that some went bad. → They bought so much meat that some went bad.

(2) **commonality**

□ There are an amazing number of commonalities between systems.
→ There is an amazing number of commonalities between systems.

(3) **incorrect**

□ He denied that his evidence about the telephone call was incorrect.
→ He denied that his evidence about the phone call was incorrect.

(4) **liberal**

□ These kinds of price controls go against all the financial principles of the free market. → Price controls go against all the financial principles of the free market liberals.

□ The Liberal leader has announced his party's withdrawal from the ruling coalition. → The Liberal leader has announced his party's withdrawal from the election.

□ The Liberals hold twenty-three seats in parliament. → The Liberals hold twenty-three seats on the local council.

(5) **polling**

□ There was a busy start to polling in today's elections.
→ There has been a busy start to polling in today's local elections.

(6) **spatial**

□ ... the spatial distribution of black employment and population in South Africa. → ... the spatial distribution of employment and population in the country.

(7) **undercover**

□ ... an undercover operation designed to catch drug smugglers.
→ ... an undercover operation designed to catch people.

(8) **wish**

□ I wish I could do that. → I wish that I could do that.

5.6. Summary

The expansion of the Collins Corpus has been reflected in the examples in COB9. Many examples were replaced with shorter ones,

some short examples were added, and many others were altered. The new examples seem to express general and familiar meanings.

The front matter of *COB9* says on page v, “The Collins Corpus contains over 4.5 billion words taken from websites, newspapers, magazines, and books published around the world, and from spoken material from radio, TV, and everyday conversations. . . . All of the examples in COBUILD dictionaries are examples of real English, taken from the Collins Corpus.” However, we believe that some small parts of several examples have been modified instead of taken from the corpus.

(Section 5 by Ikeda)

6. Featured Columns

6.1. Vocabulary in Context

Vocabulary in Context is a dictionary feature that was newly added from *COB9*. It is a short reading material on a target headword with a related picture. There are 93 columns in total, and each column consists of 10–20 lines with approximately 15 keywords, which are shown in bold (for example, the passage for **The ocean** includes the following 11 keywords: Deep-sea, biodiversity, turtles, seals, nets, ocean floor, coral reefs, currents, beaches, coastlines, islands). The passages cover new concepts and data: the passage on **Disasters**, for instance, refers to the earthquake in Haiti in 2010, in Japan in 2011, and in Nepal in 2015.

Until *COB8*, a similar dictionary feature called Word Webs was available. According to Kokawa et al. (2015), the number of Word Webs in pages 1–622 in *COB8* was 92, which suggests that the number of reading materials of Vocabulary in Context was reduced compared to Word Webs. Both features focus on offering an opportunity to learn about English language usage and new ideas. The purpose of Word Webs is to “encourage language exploration and provide learners with the opportunity to gain a deeper understanding of the language and concepts” (Vocabulary Builders, p. ix), while Vocabulary in Context aims to enable users “to experience English as it is used in

the real world, in both everyday and academic contexts” (Guide to dictionary features, p. viii). However, compared to Word Webs, Vocabulary in Context has a wider variety of contents: users can enjoy reading not only the explanation, phrases, history, and new concepts on the topic related to the target headwords, but also the example of a cooking recipe and a review comment on a certain restaurant. It also provides users with a discussion question: for example, the passage for **Being polite and impolite** is closed with a discussion question, “What sort of **impolite** behavior do you find particularly **obnoxious**?” In addition, the length of the passages in Vocabulary in Context is relatively longer and the difficulty has been increased, which is welcomed from a pedagogic point of view.

(Section 6.1 by Aoki)

6.2. Picture Dictionaries in *COB8* and Visual Dictionaries in *COB9*

As is stated in the front matter of *COB9*, a Visual dictionary ‘panels show you images of things that are defined in the dictionary.’ (p. ix) This is what was called ‘Picture dictionaries’ in *COB8*. There are basically two types of Picture or Visual dictionaries, as was explained in *COB9* as follows:

Certain Visual dictionary panels show ‘types of’ a particular area of vocabulary, for example ‘boats’ or ‘devices’; others show parts of something, for example, ‘parts of a bicycle’ or ‘parts of the skeleton’. (p. ix)

We would like to call the former here a ‘variety type’ and the latter, a ‘constituent type.’ They take up the whole width of a dictionary page (i.e. two dictionary columns) and most of the variety types contain 10–12 panels (i.e. ten to a dozen examples of items representing the generic idea designated by the title) in two rows. Mere around a dozen variety panels are not exhaustive for the given generic title as a matter of course.

We identified 46 Picture dictionaries in the whole *COB8* and exactly

the same number of Visual dictionaries in *COB9*. The Picture dictionaries in *COB8* may be classified into the following types.

Table 6.1 Items with a Picture dictionary in *COB8*

| types | count | titles |
|-------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| variety | 16 | brass, bread, clothing, cut, dessert, dish, egg, herb, jewelry, keyboard, percussion, shapes, solids, strings, tools, woodwinds |
| constituent | 25 | arctic, barn, bed, body, cave, colour, cook, core, desert, face, family, foot, football, globe, golf, gymnastics, hand, house, landforms, mountain, office, river, scuba diving, skateboarding, tennis |
| others | 5 | age, area, roman numerals, sign language, volume |

The picture dictionary panel for **age** consists of pictures of six people as they grow (*infant, toddler, teenager/adolescent, woman, man* and *senior citizen*) along with their classification according to age groups with gradation (*child, adult, young, middle aged* and *elderly*). That for **area** contains figures of a triangle and a circle with their constituents and formulae to calculate their areas. **Roman numerals** and **sign language** panels include a contrastive table of Roman and Arabic numerals, and a table of signage for alphabet and numbers respectively. The panel for **volume** is made up of six solid figures with their name and the formulae to figure out their volumes beneath them.

Among the panels for variety and constituent types in *COB8*, **cook** cites a wide range of verbs including *boil, steam, roast* and *microwave* etc., and **egg** enumerates different egg dishes. The Picture dictionary panel for **family** is a panel showing members of a family including relatives in the form of a family tree and it is very eye-catching. The panel for office includes a variety of stationery with captions but unfortunately some parts of the picture may be too small for the reader to identify the individual items of stationery. The panel for the word **core** shows a cross section of the earth, but it does not mention other cores such as the core of an apple. Similarly, the Picture dictionary panel for **keyboard** only lists keyboard instruments, and does not

refer to computer keyboard at all. As long as a Picture dictionary can show a 'variety' of things, it should at least attempt to be exhaustive with regard to different categories of constituents designated by that term.

The Visual dictionaries in *COB9* may be categorized into the following types.

Table 6.2 Items with a Visual dictionary in *COB9*

| types | count | titles |
|-------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| variety | 24 | architecture, bags, bats, beds, bikes, boats, cars, chairs, clocks, cups and glasses, devices, DIY toolkit, footwear, gardening equipment, gemstones, hats, homes, metals, nuts, rocks, organs, ships, (kitchen) utensils, woodworking tools |
| constituent | 21 | aeroplane, bicycle, bird, car, compass points, computer, continents, digestive system, ear, eye, fish, flower, heart, insect, respiratory system, shark, ship, skeleton, teeth, (wind) turbine, volcano |
| others | 1 | greenhouse effect |

The panel for **greenhouse effect** shows how the effect occurs, with five captions (atmosphere, (the) Earth, ozone layer, rays and (the) sun).

Among the panels for variety and constituent types in *COB9*, the panel for **organs** shows the human body between the neck and loins, with constituent organs in them. The panel for **bats** includes three kinds of bats (baseball, cricket and table tennis) in contrast to similar gear with long sticks for sports that are not called bats (*golf club*, *badminton* and *tennis rackets*, *hockey stick* and *snooker cue*). Also, the panels for **clocks** cites various types of clocks including *digital clock*, *sundial*, *grandfather clock*, *hourglass* but also lists *phone* (with an image of a smartphone—is it a 'watch' or a 'clock?'), *stopwatch* and (wrist) *watch* under the title **clocks**. As a contrastive display, it offers good variety, but we wonder if the last three (and even, a sundial or an hourglass) may truly be called 'clocks.' Through **bicycle/bikes**, **car/cars**, **ship/ships** panels *COB9* presents both the constituent and variety types of Visual dictionaries for bicycles, cars and ships.

The surprising thing is that *COBUILD* editors replaced the whole set of 46 Picture dictionaries in *COB8* with the same number of a totally different set of Visual dictionaries. They both have panels for the entry *bed*, but the Picture dictionary in *COB8* (**bed**) is a constituent type, while the Visual dictionary for *COB9* (**beds**) is a variety type. It is apparent that the *COBUILD* team intentionally applied a total replacement on the visual images throughout the dictionary. (In fact, it is also the case with pictures in the Vocabulary in Context columns.) Images are eye-catching in the sea of letters in a dictionary, and the total changeover is visually an effective way to show that they had applied extensive revisions to the previous edition. However, we find it a pity that the *COBUILD* team totally abolished the Picture panels presented in *COB8*, as many of them, we feel, were pedagogically very helpful and worth keeping. With the considerations of cost and other factors aside, couldn't they (or at least some of them) have stayed, making use of the reduced 50 pages following the update? Doubling the 'visual' panels may well have given the *COBUILD* team the right to boast of a 'thorough' renewal.

(Section 6.2 by Kokawa)

6.3. Synonyms

6.3.1. An overview

As summarized in Kokawa et al. (2015), thesaurus entries first appeared in *COBAm*, and were adopted by *COB6*. They were then carried over to *COB7* and *COB8* but were replaced by 'SYNONYMS' boxes in *COB9*. The visual thesaurus in the back matter of *COB8* was also eliminated in *COB9*. Synonyms in the 'SYNONYMS' boxes are numbered. The numbers refer to the particular meanings within the main entry. They help dictionary users to look up the meanings of synonyms to find out more about them.

There are 961 'SYNONYMS boxes' in *COB9*. Entry words that have a 'SYNONYMS' box did not necessarily have a 'Thesaurus' box in *COB8*. Only 212 entry words have both a 'Thesaurus' box and a 'SYNONYMS' box.

The 212 entry words that had a 'Thesaurus' box in *COB8* and also have a 'SYNONYMS' box in *COB9* are as follows: **abuse, accept, accuse, add, admire, adopt, adult, advanced, alleged, allow, although, amazing, approach, appropriate, argue, ask, bear, behaviour, believe, border, boss, cancel, capable, career, category, cause, cautious, cease, certain, change, check, chief, clean, cold, collect, combine, community, conduct, conservative, convert, cost, cover, create, criticism, cut, damage, data, dead, defend, demand, demonstrate, description, detail, difficulty, divide, earn, easy, eat, elegant, eliminate, emerge, enable, encounter, end, enhance, enormous, enter, entire, entrance, estimate, examine, expensive, extremely, follow, form, former, frequent, fundamental, generally, genuine, giant, good, help, honour, hunt, immediately, implement, imply, increase, individual, instant, instruction, integrate, intelligent, interesting, interior, journey, key, knowledge, large, late, lean, let, liberate, liberty, licence, lie, limit, little, live, load, machine, maintain, mark, master, method, minor, moral, narrow, nation, native, nice, notion, occur, odd, offense, official, often, old, operate, option, order, organize, original, own, panic, period, perspective, phase, physical, pick, pile, pledge, point, practice, prepare, pretty, pull, quality, quick, quiet, quit, quite, quote, raise, rare, raw, reach, realize, reasonable, receive, refuse, release, reluctant, remain, repeat, respect, rest, retain, return, reward, rich, risk, rough, ruin, sample, save, scheme, secure, select, severe, shut, significant, simple, soft, source, spare, special, spread, start, state, strategy, talk, teacher, tendency, think, train, type, ultimately, unexpected, unhappy, value, vast, visit, wage, walk, wild, wind, worker, yield, zero, and zone.**

The synonyms in the 'Thesaurus' boxes in *COB8* are often different from the ones in the 'SYNONYMS' boxes in *COB9*. Another difference is that antonyms were sometimes presented in the 'Thesaurus'

boxes in *COB8*, whereas only synonyms are listed in the 'SYNONYMS' boxes in *COB9*.

The main difference between the 'Thesaurus' boxes in *COB8* and the 'SYNONYMS' boxes in *COB9* is that synonyms in the 'SYNONYMS' boxes are presented with examples taken from the Collins Corpus in *COB9*. According to the guide in the front matter, these examples give dictionary users "a clear idea of the context in which that particular synonym typically appears in English (p. ix)." For example, the following shows the synonyms and example sentences in the 'SYNONYMS' box for **career** in *COB9*. Each synonym is given an example:

occupation: *I was looking for an occupation which would be an adventure.*

employment: *She was unable to find employment.*

vocation: *It could well be that he has a real vocation.*

livelihood: *... fishermen who depend on the seas for their livelihood.*

profession: *Harper was a teacher by profession.*

We agree that an example is useful in showing how a word is used in a typical context. However, since synonyms are not presented with their meanings in a 'SYNONYMS' box, dictionary users may be unable to recognize the different connotations of each synonym. Therefore, for example, a dictionary user may not know the reason why **livelihood** cannot be replaced by **profession** in the example sentence for **livelihood** as "... fishermen who depend on the seas for their **profession**." Unless they look up **profession** and **livelihood** in the dictionary and learn the difference between their meanings, they would not know that **profession** is inappropriate in this context. Thus, the examples may not be sufficient for dictionary users to learn the differences in the meanings of the synonyms given in the 'SYNONYMS' boxes.

6.3.2. A comparison with a 'synonyms' paragraph in *MWALED2*

Each of the synonyms in the 'synonyms' paragraphs in *Merriam-Webster's Advanced Learner's English Dictionary* (henceforth *MWALED2*) provides users with not only an example but also an explanation of the different meanings of each synonym. For example, there is a 'synonyms' paragraph at the end of the entry for **speak** in *MWALED2*. In the paragraph, the differences in their connotations are explained before example sentences are presented. See the following excerpt from the 'synonyms' box for **speak** in *MWALED2*:

Synonyms SPEAK and TALK mean to express yourself by saying words. SPEAK refers to anything that is said, whether it is understood or not and whether it is heard or not. ■ What language are they *speaking*? ■ She *spoke* to the class. TALK suggests that there is a listener who understands what is said and often that both people do some speaking. ■ Do you have time to *talk*? ■ We *talked* about school.

In contrast, the synonyms in the 'synonyms' box for **talk** in *COB9* are presented only with an example. Users, however, may not understand the difference in meaning between **speak** and **talk** by just looking at the examples. In addition, there are three other synonyms of **talk** in the box, but the differences between their connotations are difficult to understand from only the example sentences. See the following excerpt from the box:

talk

VERB [1]

chat: *The women were chatting.*

chatter: *Everyone's chattering away in different languages.*

speak: *I rang the hotel and spoke to Louie.*

converse: *Luke sat directly behind the pilot and conversed with him.*

We, thus, think that the 'synonyms' boxes of *COB9* could have been better, had the boxes included not only example sentences for

each synonym but also explanations of the differences in meaning.

(Section 6.3 by Takahashi)

6.4. Collocations

There were 1,108 'Word Partnership' boxes in *COB8*, and there are 444 'COLLOCATIONS' boxes instead in *COB9*. 'COLLOCATIONS' boxes in purple correspond to 'Word Partnership' boxes in blue. 231 'COLLOCATIONS' boxes have been added and 895 'Word Partnership' boxes were deleted, that is, about 40% decrease in number. The way of displaying collocations in *COB9* is different from the way of displaying Word Partnerships in *COB8*. The number of collocations shown in one box seems to have been increased, but it became more difficult to understand the usages of some collocations.

For example, in the 'Word Partnership' box of '**advice**' in *COB8*, eight collocations are shown as follows:

Use **advice** with:

PREP. **against** advice

V. **ask for** advice, **give** advice, **need some** advice, **take** advice

ADJ. **bad/good** advice, **expert** advice

On the other hand, in the 'COLLOCATIONS' box of '**advice**' in *COB9*, 29 collocations are shown as follows:

advice

noun + **advice**: career, diet, investment, lifestyle, travel; parenting, relationship

adjective + **advice**: dietary, legal, medical, professional; expert, impartial, independent, specialist, helpful, practical, sage, sound

verb + **advice**: dispense, give, offer, provide; obtain, seek; follow, heed; ignore, reject

In the 'Word Partnership' box of 'lie' in COB8, 13 collocations are shown as follows:

Use **lie** with:

ADJ. lie **awake** ①

lie **flat**

lie **hidden**

N. lie **on your back**, lie **on the beach**, lie **in/on a bed**,

lie **on a couch/sofa** ①

lie **on the floor**, lie **on the ground** ①

lie **in ruins**

PREP. lie **about something**, lie **to someone** ②

V. **tell a lie** ②

(① and ② indicate the headword ① lie and the headword ② lie respectively.)

On the other hand, in the 'COLLOCATIONS' box of 'lie' in COB9, 16 collocations are shown as follows:

lie

VERB ①

noun + **lie**, blame, fault, problem, responsibility; answer, solution; interest, strength

lie + *adverb*: elsewhere

NOUN ②

adjective + **lie**: blatant; downright, outright

verb + **lie**: peddle, spread, tell; expose

The following 213 'Word Partnership' boxes have remained as 'COLLOCATIONS' boxes in *COB9*.

accident, account, action, activity, address, admit, advice, agreement, alarm, album, allegation, application, apply, approach, area, attempt, attitude, audience, baby, balance, basis, beach, bear, beat, benefit, blood, bottom, budget, burn, business, campaign, career, case, catch, cause, chain, challenge, chance, chase, chat, check, choice, class, climb, clinic, cloud, colour, combat, comment, competition, concern, conclusion, conduct, conflict, consequence, contribution, corner, counter, coup, crime, criticism, cry, customer, debate, debt, decision, decline, degree, deny, difference, divide, divorce, doubt, dream, drop, drug, duty, eat, energy, environment, error, expectation, expense, experience, express, failure, faith, fear, feature, feed, fight, film, fine, focus, follow, friend, future, gap, gear, goods, grant, grow, guard, guest, gun, halt, hearing, height, help, history, hole, hope, hotel, humour, idea, ill, illness, impact, improve, infection, inflation, inquiry, insurance, interest, invest, investigate, investment, item, joint, jump, lack, laugh, laughter, leak, lesson, licence, lie, lift, limit, link, listen, loss, love, mail, margin, master, mirror, mix, model, moment, movement, noise, notice, nurse, option, overcome, pattern, performance, permission, plain, policy, practice, promise, proposal, purpose, quality, reality, reward, rush, scene, sea, shock, sigh, sight, silence, sit, slow, solution, song, spark, speak, speech, spirit, stake, stare, statement, stem, stir, strategy, subject, success, suicide, sum, surprise, sweep, swing, talent, technology, temperature, theory, tip, tool, trail, transfer, trip, trouble, wage, warning,

waste, weight, witness, wonder, yield.

And the following 231 'COLLOCATIONS' boxes have been newly added in *COB9*.

access, accommodation, achieve, achievement, activist, agency, aid, aircraft, amount, anger, arm, army, art, article, assault, assessment, asset, atmosphere, attend, authority, band, bank, behaviour, bite, boat, body, bond, boom, boost, border, boss, boy, brain, breed, bridge, broadcast, building, burden, cabinet, calm, camp, candidate, capacity, celebration, cell, ceremony, chairman, clash, club, college, comedy, commander, committee, community, computer, confidence, contrast, convict, copy, cottage, council, count, country, couple, coverage, crash, crop, cue, cure, cycle, debut, defence, deficit, demand, departure, deposit, design, detail, development, device, dialogue, difficulty, dig, dinner, discipline, discussion, dish, dispute, dividend, document, dog, drama, driver, earn, ease, economy, edge, editor, education, effort, enthusiasm, entry, event, exercise, faction, family, fan, farm, father, favourite, fee, final, finance, firm, fit, fix, flag, flash, flat, flight, former, frame, freeze, function, generation, gesture, glass, grade, grip, group, guide, half, headline, heart, high, hire, holiday, hunt, implement, investor, island, join, killing, labour, landscape, last, launch, leader, letter, lip, look, lose, low, marriage, mask, mind, mount, nation, office, operator, own, pair, partner, partnership, past, pet, pipe, pledge, pool, population, possibility, pregnancy, principle, print, produce, production, progress, protection, provoke, public, pupil, quote, rain, rating, recession, recognition, recovery, reduce, region, regulation, relief, reply, reporter, request, resort, resource, respect, response, responsibility, rest, restaurant, rival, ruling, salary, sample, sandal, scream, seal, secret, security, session, settlement, shortage, software, soldier, speaker, sponsor, sport, stomach, stream, support, survey, suspect, tank, tissue, training, traveller, tube, vegetable, veteran, writer.

(Section 6.4 by Ikeda)

6.5. Usage notes in *COB8* and *COB9*

Usage notes are defined in the front matters of *COB8* and *COB9* as follows:

Usage notes explain shades of meaning, clarify cultural references, and highlight important grammatical information. (*COB8*, p. x)

Usage notes [boldface sic] give tips on avoiding common learner errors in grammar, vocabulary, and pronunciation. These include uncountable nouns that learners often mistakenly use as if they were countable, typical preposition errors, and commonly confused words. Browse the dictionary for these invaluable notes and find out how to avoid all the most frequent mistakes in English. (*COB9*, p. x)

Thus we can understand that the usage notes in the two editions are given different functions from each other. We identified 101 and 119 Usage note columns in *COB8* and *COB9* respectively (the increase in number is about 18%). The majority of usage notes in *COB8* deal with the contrast and disambiguation of a set of more than one words which are similar, related and/or confusable in terms of meaning, spelling, grammar and usage. Thus, pairs and trios of items like *adapt* and *adopt*, *all* and *all of*, *beside* and *besides*, *compliment* and *complement*, *hard* and *hardly*, *recently* and *lately*, *see*, *look* and *watch*, *stupid* and *ignorant*, *their*, *there* and *they're* are differentiated in the usage columns of *COB8*, to name just a few. We believe that most of them are helpful tips for learners of English, although some pairs appear quite obvious, making us doubt the necessity of their inclusion in the dictionary for upper-intermediate or advanced users: *ant* and *aunt*, *learn* and *teach*, *lend* and *borrow*, *shirt* and *blouse*¹⁾. In any case, the basic tone of message in many of the usage columns of *COB8* is 'Don't confuse A with B.'

On the other hand, the most common caveat transmitted by *COB9*'s Usage notes seems to be: 'Be careful not to make a mistake when you use English by saying' In fact, many sentences in *COB9*'s usage columns start with 'Don't say . . .' and they use cancellation lines to show incorrect expressions, for instance:

Don't say '~~according to me~~'. If you want to say what your opinion is, you can say **in my opinion** (*COB9* Usage note s.v. **according to**).

Usage notes in *COB9* deals with a whole host of topics including those referring to sentence structures, countability, collocational verbs/prepositions, word order, political correctness, connotation and so forth, and we regard the information given there, by and large, as quite relevant and informative. One of the usage notes that we found very enlightening was that for **comical**. The explanation goes:

Don't use 'comical' to describe things that are intended to make you laugh. Don't say, for example, '~~He is a great comical actor~~'. You say 'He is a great comic actor.' (Usage note for **comical**, *COB9*)

Nine usage notes are found in the same entry in *COB8* and *COB9*. They are those for **about**, **accept**, **advice**, **during**, **have**, **last**, **one**, **see**, and **whose/who's**. Among them, only those for **during** and **whose/who's** (partially) are written in the same vein, while others deal with totally different matters in the two editions.

Considering the fact that 117 out of 119 usage notes in *COB9* are newly-written, we may conclude that the Usage notes in *COB9* form a totally refurbished category as in the case of 'Visual dictionaries' in *COB9*, and, as *COB9* sets out a very clear policy of presenting a clear-cut 'tips on avoiding common learner errors' featured in this information category and actually realizes it in a consistent way, the usage column revision in *COB9* is one of the most successful renewals in the 9th edition of *COBUILD*.

There are two things to point out regarding usage notes in *COB9*. The usage note for **obtain** reads as follows:

You don't usually use 'get' in the passive: Don't say, for example, 'Maps can be got from the Tourist Office.' . . .

In fact, this is a statement regarding the usage of *get*, so it should be described under the entry of *get*. Also, the usage column for **exam** reads:

Don't use 'make'. Don't say, for example, '~~We made another test.~~' You say that people **take**, **sit** or **do** an exam or a test. (*COB9*, s.v. **test**)

Taking or sitting an exam or a test is something different from doing an exam or a test, the latter of which may denote some scientist carrying out some sort of verification. Also, if the subject happens to be teachers, don't they 'make exams?' The column does not give any further context, so the suggestions here may be somewhat misleading.

(Section 6.5 by Kokawa)

6.6. Prefixes and Suffixes

COB8 showed 45 prefixes and 26 suffixes in the front matter (pp. xxviii–xxxii), and they were illustrated in example sentences. However, *COB9* has introduced 71 'PREFIX' boxes in blue and 47 'SUFFIX' boxes in blue in the main body.

6.6.1. Prefixes

The following 45 prefixes were shown in the front matter of *COB8*:

a-, anti-, auto-, bi-, co-, counter-, de-, dis-, eco-, ex-, extra-, hyper-, il-, im-, in-, ir-, inter-, kilo-, mal-, mega-, micro-, mid-, milli-, mini-, mis-, mono-, multi-, neo-, non-, out-, over-, part-, poly-, post-, pre-, pro-, pseudo-, re-, semi-, sub-, super-, tri-, ultra-, un-, under-.

COB9 has newly introduced the following 26 'PREFIX' boxes in the main body:

aero-, agro-, astro-, be-, bio-, e-, electro-, em-, en-, Euro-, Franco-, geo-, great-, Indo-, macro-, narco-, neuro-, pan-, photo-, proto-, psycho-, retro-, socio-, techno-, trans-, vice-.

The explanations of the prefixes have been simplified. For example, in the front matter of *COB8* the prefix '**de-**' was explained as follows:

de- is added to some verbs to make verbs which mean the oppo-

site. For example, to *deactivate* a mechanism means to switch it off so that it cannot work.

This explanation was repeated under the headword '**de-**' in the main body of *COB8* with some additional examples, as follows:

① PREFIX **De-** is added to a verb in order to change the meaning of the verb to its opposite. □ ... *becoming desensitized to the harmful consequences of violence*. □ ... *how to decontaminate industrial waste sites*. ② PREFIX **De-** is added to a noun in order to make it a verb referring to the removal of the thing described by the noun. □ *I've defrosted the freezer*. □ *The fires are likely to permanently defrost the land*.

On the other hand, *COB9* has introduced the following 'PREFIX' box of '**de-**' with a brief explanation, with no headword, in the main body:

de- is added to some verbs to make verbs that mean the opposite. *For example, if something degenerates, it become weaker.*

The prefix '**re-**' was explained in the front matter of *COB8* as follows.

re- forms nouns and adjectives which refer to an action or process being repeated. For example, if you *re-read* something, you read it again.

This explanation was repeated under the headword '**re-**' in the main body with some additional examples, as follows:

① PREFIX **Re-** is added to verbs and nouns to form new verbs and nouns that refer to the repeating of an action or process. For example, to 're-read' something means to read it again, and someone's 're-election' is their being elected again. ② PREFIX **Re-** is added to verbs and nouns to form new verbs and nouns that refer to a process opposite to one that has already taken place. For

example, to 'reappear' means to appear after disappearing, and to 'regain' means to gain it after you have lost it. [3] PREFIX Re- is added to verbs and nouns to form new verbs and nouns which describe a change in the position or state of something. For example, to 'relocate' something means to locate it in a different place and to 'rearrange' something means to arrange it in a different way. ('re-read', 're-election', 'reappear', 'regain', 'relocate', and 'rearrange' in the examples should be italicized.)

On the other hand, *COB9* has introduced the following 'PREFIX' box of 're-' with a brief explanation, and with no headword, in the main body:

re- forms verbs and nouns that refer to an action or process being repeated. *For example, if you re-read something, you read it again.*

6.6.2. Suffixes

As for suffixes, *COB8* showed the following 28 examples in the front matter:

-ability, -able, -al, -ally, -ance, -ation, -ication, -cy, -ed, -ence, -er, -ful, -ibility, -ic, -ing, -ish, -ism, -ist, -ity, -less, -ly, -ment, -ess, -or, -ous, -sion, -tion, -y.

COB9 has introduced the following 18 new suffixes in boxes into the main body:

-an, -est, -fold, -ible, -ify, -ize, -most, -nd, -ological, -ologist, -ology, -phile (-ophile), -phobe (-ophobe), -phobia, -phobic, -s, -st, -th.

The explanations of the suffixes have been simplified in the same way as the cases of the prefixes. For example, in the front matter of *COB8*, the prefix '-ist' was explained as follows:

-ist replaces *-ism* at the end of nouns to form nouns and adjectives. The nouns refer to the people who have particular beliefs. For example, a *fascist* is someone who supports *fascism*. The adjectives indicate that something is related to or is based on particular beliefs.

-ist also forms nouns which refer to people who do a particular kind of work. For example, a *scientist* is someone whose work is connected with science.

-ist also forms nouns which refer to people who plays a particular musical instrument, often as their job. For example, a *violinist* is someone who plays the violin.

These explanations were repeated under the headword '**-ist**' in the main body with some additional examples, as follows:

① SUFFIX **-ist** is used in place of *-ism* to form count nouns and adjectives. The nouns refer to people who have particular beliefs. The adjectives describe something related to or based on particular beliefs. □ *Later he was to become famous as a pacifist.* □ *... fascist organisations.* ② SUFFIX **-ist** is used to form count nouns referring to people who do a particular kind of work. □ *Susi Arnott is a biologist.* ③ SUFFIX **-ist** is added to nouns referring to musical instruments, in order to form nouns that refer to people who play these instruments. □ *... Hungarian pianist Christina Kiss.*

On the other hand, COB9 has introduced the following 'SUFFIX' box of '**-ist**' with brief explanations, and with no headword, in the main body:

① **-ist** forms nouns that refer to people who play a particular musical instrument, often as their job. *For example, a **guitarist** is someone who plays the guitar.*

② **-ist** also forms nouns which refer to people who do a particular kind of work. *For example, a **scientist** is someone whose work is connected with science.*

COB9 has introduced the 'SUFFIX' boxes for '-st' for 1st and '-nd' for 2nd, but not for '-rd' for 3rd. These treatments look inconsistent. Instead of these suffixes more useful samples could be possible to introduce.

6.7. Word History

COB9 has introduced 45 'WORD HISTORY' boxes in blue to show the etymologies of words. They seem to have taken place of 490 kinds of 1,106 'Word Link' boxes in blue in *COB8*. The same box was often repeated under each headword in *COB8*. In *COB9*, 'WORD HISTORY' boxes are under the following headwords:

alligator, amethyst, ballot, banal, bikini, bonfire, bungalow, calculate, checkmate, chocolate, clue, companion, dachshund, daisy, dismal, earwig, electricity, ferret, genuine, hamburger, hazard, hippopotamus, iceberg, infant, jumbo, malaria, migraine, mile, nightmare, oboe, orange, parasite, pyjamas, rhinoceros, sandwich, shampoo, sinister, siren, slogan, spinster, teddy, tulip, whisky, xenophobia, zombie.

'Companion', which is listed here, was listed in the 'Word Link' boxes in *COB8* as follows.

com ≈ with : ≈ together : combine, compact, companion

On the other hand, the word is explained in detail in the 'WORD HISTORY' box in *COB9* as follows:

companion

A **companion** was originally someone you liked enough to share a meal with. The Latin word *companiono* consists of the roots *com-*, meaning 'with' or 'together', and *panis*, meaning 'bread'.

Also, 'malaria' was listed in the 'Word Link' boxes in *COB8* as follows:

mal ≈ bad : malady, malaria, malfunction

In *COB9*, on the other hand, the word is explained in detail in the 'WORD HISTORY' box as follows:

malaria

The word **malaria** come [sic.] from early Italian *mal*, meaning 'bad' and *aria*, meaning 'air'. People used to think that the bad air coming from the swamps around Rome caused this particular fever. We now know that it's the mosquitoes that inhabit this type of area which are to blame.

COB9 explains 'dismal', 'parasite', 'spinster', and 'xenophobia' in the 'WORD HISTORY' boxes as shown below, but they were not listed in 'Word Link' boxes in *COB8* though it might have been possible. These words, indeed, need some etymological explanations.

dismal

In medieval times, **dismal** (from Latin *dies mali*, meaning 'evil days') was the name given to the 24 days of the year (two in each month) that was believed to be unlucky.

parasite

Parasite comes from Greek *parasitos*, meaning 'someone who eats at someone else's table'.

spinster

A **spinster** was originally a *spinner*, that is, a person – not necessarily a woman – whose occupation was spinning. It is said that a young woman was not considered fit to be a wife until she had spun a certain amount of household linen. Hence, the word came to des-

ignite an unmarried woman.

xenophobia

Xenophobia comes from the Greek words *xenos*, meaning 'stranger', and *phobos*, meaning 'fear'.

Many words are explained in 'WORD HISTORY' boxes, using a wide range of languages, such as Greek, Latin, Italian, Spanish, French, German, Dutch, Gaelic, Arabic, Turkish, Persian, Hindi, African, Aztec, Old English, etc. as follows:

clue

The word **clue** comes from the old word *clew*, meaning a ball of wool. In Greek mythology, Ariadne gives Theseus a ball of wool to help him find his way out of the Minotaur's labyrinth. As a result, the word *clew* started to mean something that shows the way.

calculate

Calculate comes from the Latin word *calcularre* meaning 'count using small stones', from *calculus*, meaning 'stone'. The Romans used small stones to count with.

ballot

Ballot comes from Italian *ballotta* meaning 'little ball'. In medieval Venice, people voted by dropping black or white stones or balls into a box.

alligator

The word **alligator** comes from Spanish *el lagarto*, meaning 'the lizard'.

oboe

Oboe comes from French *haut bois*, meaning 'high wood', a reference to the instrument's high pitch compared to other instruments of the woodwind family.

dachshund

Dachshund is a German word meaning *badger-dog*, from *Dachs*, meaning 'badger', and *Hund*, meaning 'dog'. Dachshunds were originally bred to hunt badgers.

iceberg

The word **iceberg** comes from the Dutch word *ijsberg*, *ijs* meaning 'ice', and *berg*, meaning 'mountain'.

slogan

Slogan comes from Gaelic *sluaghghairm*, which means 'war cry'.

hazard

This word comes from the Arabic *al zahr*, meaning 'the dice'. Traditionally, games using dice have involved risk, and this has led to the word **hazard** being used to refer to risk and danger.

tulip

Tulip comes from Turkish *tulbend*, meaning 'turban', because of the shape of the flowers.

pyjamas

Pyjamas comes from Persian *pāy jāma*, meaning 'leg clothing'.

shampoo

A **shampoo** was originally a massage rather than a wash. The word 'shampoo' comes from the Hindi verb *chamṣna*, meaning 'press', 'knead', or 'massage'.

zombie

Zombie comes from an African word *zumbi*, meaning 'good-luck charm'.

chocolate

Europeans were first introduced to chocolate at the court of the Aztec king Montezuma in the 16th century. **Chocolate** or *xocolatl* was a bitter Aztec drink made from cocoa beans. The name *xocolatl* means 'bitter water', from Aztec *zococ*, meaning 'bitter', and *atl*, meaning 'water'.

daisy

Daisy comes from Old English *dæges ēage*, meaning 'day's eye'. The flower was given this name because it opens in the daytime and closes at night.

The following words, which come from the names of people and places, are also explained in 'WORD HISTORY' boxes in COB9.

sandwich

This popular snack takes its name from John Montagu, the 4th Earl of Sandwich in the 18th century. A keen card player, he used to ask for beef served between two slices of bread, the idea being that he wouldn't get grease on the cards from his hands. His fellow player then began asking for 'the same as Sandwich', which gradually became, simply 'a sandwich'.

teddy

Teddy bears are named after the American president Theodore (Teddy) Roosevelt (1859–1919), who was keen on bear-hunting.

bikini

The **bikini** takes its name from the *Bikini Atoll* in the Marshall Islands in the Pacific Ocean, where an atom-bomb was exploded in 1946. The bikini was given its name because it was said that the effect on men caused by women wearing bikinis was as explosive and devastating as the effect of the atom-bomb.

hamburger

Hamburgers are named after their city of origin, Hamburg in Germany. The word 'hamburger' has nothing to do with ham, but the 'burger' has now been taken as a noun in its own right, on the basis of which we now have beefburgers, cheeseburgers, and so on.

6.8. Pragmatics

COB9 has six blue 'PRAGMATICS' boxes in the main body, that is, 'approval', 'disapproval', 'emphasis', 'feelings', 'formulae', and 'politeness'. They are explained in the same way as those in the front matter (p. xv). The item of 'vagueness' is also explained here, but it is lacking in the main body. They were explained in gray 'Pragmatics' boxes in *COB6*, *COB7*, and *COB8*.

approval

In this dictionary, the label APPROVAL indicates that you use the word or expression to show that you like or admire the person or thing you are talking about. An example of a word with this label is

broad-minded.

disapproval

In this dictionary, the label DISAPPROVAL indicates that you use the word or expression to show that you dislike the person or thing you are talking about. An example of a word with this label is *infantile*.

emphasis

In this dictionary, the label EMPHASIS indicates the you use the word or expression to show that you think something is particularly important or true, or to draw attention to it. An example of a word with this label is *absolutely*.

feelings

In this dictionary, the label FEELINGS indicates that you use the word or expression to show how you feel about a situation, a person, or a thing. An example of a word with this label is *unfortunately*.

formulae

In this dictionary, the label FORMULAE indicates that word or expression doesn't change, and that it is used in particular situations such as greeting, thanking, or congratulating. Examples of formulae are *Hi*, *Thanks*, and *Congratulations!*

politeness

In this dictionary, the label POLITENESS indicates that you use the word or expression in order to show good manners, and to avoid upsetting or embarrassing people. An example of an expression with this label is *Would you mind . . . ?*

The explanation of 'vagueness' should also be included in the main body in the same way as in *COB6*, *COB7*, and *COB8* as follows:

vagueness

In this dictionary, the label VAGUENESS indicates that you use the word or expression to show lack of certainty. People often use vague language to make statements 'softer', so that what they say does not appear too direct or too strongly stated. Examples of vague

language are *presumably . . .*, *Do you know what I mean?*, *kind of . . .*, and *sort of . . .*

Actually, these seven kinds of 'PRAGMATICS' labels are placed between the definitions and the examples of the headwords of 'broad-minded', 'thank', and 'would' in the main body as follows:

broad-minded

ADJ If you describe someone as **broad-minded**, you approve of them because they are willing to accept types of behavior which other people consider immoral. [APPROVAL] □ *. . . a fair and broad-minded man.*

thank

① CONVENTION You use **thank you** or, in more informal English, **thanks** to express your gratitude when someone does for you or gives you what you want. [FORMULAE] □ *Thank you very much for your call. . .* ④ CONVENTION You use **thank you** or **thank you very much** in order to say firmly that you do not want someone's help or to tell them that you do not like the way that they are behaving towards you. [EMPHASIS] □ *I can stir my own tea, thank you. . .* ⑧ PHRASE You say '**Thank God**', '**Thank Goodness**', or '**Thank Heavens**' when you are very relieved about something. [FEELINGS] □ *I was wrong, thank God. . .*

would

⑫ MODAL You use **would**, usually in questions, when you are politely asking someone to do something. [POLITENESS] □ *Would you come in here a moment, please? . . .* ⑬ MODAL You say that someone **would** do something when it is typical of them and you are critical of it. You emphasize the word **would** when you use it in this way. [DISAPPROVAL] □ *Well, you would say that you're a man.* ⑭ MODAL You use **would**, or sometimes **would have** with a past participle, when you are expressing your opinion about something

or seeing if people agree with you, especially when you are uncertain about what you are saying. [VAGUENESS] □ *I think you'd agree he's a very respected columnist. . . .*

(Sections 6.6–6.8 by Ikeda)

7. Information in the Back Matter

7.1. Style and Usage

Style and Usage is a new section consisting of Writing style guide, Special information, and Language in use. Writing style guide “covers such areas as writing plain English, avoiding ambiguity, and writing with the appropriate level of formality” (p. 1760) with example sentences and one-sentence columns called “Tips for success” and “Key point to remember.” A corresponding part in the back matter of *COB8* is *Writer's handbook*, but the content and the design are thoroughly renewed. While *COB8* shows the rules of grammar and rules and formats of English writing, *COB9* focuses on an effective writing method, which can develop practical interpersonal communication skills, from how to choose and show an appropriate register, tone, and attitude to how to avoid redundancy, ambiguity, and offense.

Special information includes four subsections on the rules of writing: Abbreviations, Numbers, Dates, and Foreign words and phrases. Language in use provides users with a great number of useful expressions used in 26 different situations, such as telephoning, requesting, apologizing, job hunting, and discussing. Key expressions are shown in boldface in example sentences “that can be used in a range of different situations” (p. 1779). A corresponding part in *COB8* is *Speaker's handbook*, which contains key expressions used in greeting, telephoning, interviewing, giving a presentation, and expressing one's emotion. Although both Language in use in *COB9* and *Speaker's handbook* in *COB8* offer useful materials, Language in use covers a wider range of topics than *Speaker's handbook*: from expressing certainty, doubt, and explanations, to wishing good luck, making travel plans, and invitations.

7.2. Grammar

Grammar section in the back matter of *COB9* consists of four subsections: General grammar guide, Business English grammar, Academic English grammar, and Glossary of grammatical terms. General grammar guide provides users with the basic rules of English grammar, common mistakes that English learners make, and advice on how to avoid them. In *COB8*, there is a corresponding section in the back matter called Grammar reference, which contains a detailed description of seven topics in English grammar: tense, modal auxiliaries, subjunctive, passive form, direct/indirect speech, comparative/superlative, and infinitive/gerund. On the other hand, General grammar guide in *COB9* includes as many as 19 grammar topics with example sentences, giving dictionary users sufficient information on English grammar to input and output in English. In order to make it more user-friendly, it would be better to list the grammar topics in the table of contents.

Business English grammar gives example dialogues and sentences related to four areas (Networking, Negotiating, Presenting, Meetings), both in speaking and in writing. This subsection aims to show “particular features of languages” (p. 1819) which are found more frequently in certain areas than in other areas. As in *Language in Use* mentioned in 7.1, key phrases are printed in bold letters.

In Academic English grammar, the main focus is on how to “be clear about what you want to say,” “connect and sequence your message,” and “establish your relationship with the reader appropriately” (p. 1829). In contrast to Business English grammar, which contains a considerable number of example sentences, Academic English grammar mainly explains grammar used to write and speak in academic contexts such as nominalization, modified noun phrases and verb phrases, signpost, demonstratives, conjunctions, and passive forms, as well as how to quote, paraphrase, express degrees of certainty, and emphasize. There is a sufficient quantity of information in the subsection, therefore, reading the whole subsection would help users to be effective in academic writing.

Finally, in Glossary of grammatical terms subsection, 225 grammat-

ical terms with definitions and examples are listed. All grammatical terms in the glossary are included in the dictionary as headwords, although different definitions are used in the dictionary and in the glossary as described below.

aspect

| | |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The definition in headword | "In grammar, aspect is the way that a verb group shows whether an activity is continuing, is repeated, or is completed. For example, in 'They were laughing', the verb is in the progressive aspect and shows that the action was continuing, Compare tense ." |
| The definition in glossary | "the use of verb forms to show whether an action is continuing, repeated, or finished." |

auxiliary verb

| | |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The definition in headword | "In grammar, an auxiliary or auxiliary verb is a verb which is used with a main verb, for example to form different tenses or to make the verb passive. In English, the basic auxiliary verbs are 'be', 'have', and 'do'. Modal verbs such as 'can' and 'will' are also sometimes called auxiliaries." |
| The definition in glossary | "one of the verbs be, have, and do when they are used with a main verb to make verb forms, negatives, questions, and so on. Also called auxiliary . Modals are also auxiliary verbs." |

As shown above, the definitions in the headword are longer, with more detailed examples. This approach seems redundant and space-consuming, but in terms of usability, it would save users time searching for grammatical terms.

In summary, Grammar section in the back matter of *COB9* has been revised entirely from *COB8* with regard to design and contents. Compared to *COB8*, *COB9* puts emphasis on purpose-based grammar and usage rather than detailed grammar rules and provides more practical examples. This revision can be considered an improvement in terms of user-friendliness and educational value.

(Sections 7.1 and 7.2 by Aoki)

7.3. Frequent Words

COB9 says, on page 1853, 'This is a list of over 3,100 of the most frequent words taken from the Collins Corpus'. Actually, 3,110 words are listed here, 77 words fewer than 3,187 on the list of *COB8*. The following 57 words have been newly listed in *COB9*.

academy, ace, advertiser, allegedly, all-round, an, bench, bonus, bulletin, cannot, carefully, celebrity, cent, CEO, children, clearly, click, commonwealth, completely, co-operate, courier, currently, decent, dine, documentary, email, ending, episode, Euro, excited, fantastic, fitness, garage, heading, infrastructure, inspire, internet, investigation, left-wing, legend, lifestyle, offline, online, pal, petrol, regularly, spokesperson, spokeswoman, stunning, teenage, totally, trainer, UK, unite, web, website, wrong.

On the other hand, the following 134 words have been deleted from the list of *COB8*.

abandoned, abortion, accord, acquisition, acre, activist, advanced, advocate, agricultural, ah, ahead of, AIDS, Algerian, all right, allied, altogether, amendment, assured, auto, await, banker, bass, bearing, beating, bloody, bound, broadcasting, broker, brown, caring, CD, CD player, CD-ROM, charter, Co., colonel, coloured, commentator, congressional, Corp., 'cos, dancing, don't, Dr, dressed, etc, false, fighter, fixed, given, gone, hardliner, HIV, ibid, IMF, inc., inch, included, initially, inning, ITV, Jesus, Jew, Kremlin, lama, Latin, lee, let's, locked, Ltd, made-up, maker, marked, Middle East, mm, NATO, navy, Nazi, news agency, noted, of course, oh, one's, opposed, organized, organizer, PA, parliamentary, photographer, pick-up, point-of-view, policeman, pp, publisher, publishing, purple, qualified, rating, RC, reporting, resignation, revolutionary, rider, right-on, runner, Secretary of State, secretary-general, Security Council, set-up, shaped, sir, speaker, State Department, task force, testing, Third World, threatening, till, titled, traveller, treasury, turned out, uh huh, united, United Kingdom, United Nations, vol, Wall Street, White House, Whitehall, winning, withdrawal, wooden, yen.

Among the words above, the following twelve words are listed twice. So, each one of them should be deleted.

art, bring, card, challenge, elect, help, her, perform, plan, relation, vote, war.

Some words, such as 'co-operate', 'o'clock', and 'short-term', moved to new places in the list of *COB9*. The word 'okay' changed to 'ok'. The word 'challengage' here must be 'challenge', and 'insitution' must be 'institution'. The words 'am', 'is', 'are', 'was', 'were', and 'been' are not listed because they can be included in the word 'be', but the word 'an' has been newly listed in *COB9* though it could be included in the word 'a'.

7.4. Academic Word List

Here 570 words are listed as the Academic Word List. Each word has a sublist from 1 to 10 according to its level. The total number of the words and their sublists in *COB9* are the same as in *COB6*, *COB7*, and *COB8*.

(Sections 7.3 and 7.4 by Ikeda)

8. The *COBUILD (Learner's) Dictionary online*

COB8 and *COB9* both have a reference to the online dictionary site on the bottom of their back covers. They are:

Use the *COBUILD* Learner's Dictionary at
www.collinsdictionary.com/COBUILD (*COB8*)

Use the *COBUILD* Learner's Dictionary at
www.collinsdictionary.com (*COB9*)

The URL introduced on *COB8* was taken over by the webpage of a brief history of *COBUILD* (see Section 1) with the last seven letters in lower case now (www.collinsdictionary.com/cobuild). If you access the latter site which is totally free of charge (<https://www.collinsdictionary.com/>), what you will see is not a *COBUILD* 'Learner's' Dictionary site, but a Collins comprehensive dictionary webpage. The moment you open the site the prompt is already in a search window titled 'English Dictionary' and all you have to do is type in word(s)

that you want to look up. Incidentally, you can also gain access to the publisher's Thesaurus, Translator, and Grammar sites from the top page.

If the word for which you are searching is in the *COBUILD* dictionary, the entry marked 'Collins *COBUILD*' will appear at the top of the page. We presume it is the 9th edition, as, when we tried the word 'bae,' the *COBUILD* entry appeared first (see Section 2.1.1. above). Perhaps because 'bae' is a recent entry or perhaps because it is considered a minor word, its pronunciation is only designated with a *COBUILD* style IPA symbols (see Section 3 above), but if you look up a major and established entry such as 'dictionary,' you will also see clickable audible pronunciation icons (in the case of 'dictionary,' three icons—two for British and American accents respectively and one for the plural form—apparently British. Besides the text information that you find in *COB9* (grammar labels, definitions and verbal illustrations), you will see word frequency information in 5 dots ('dictionary' is given 3 dots), and links to Facebook and Twitter, as well as a link to 'more synonyms of **dictionary**.' This far seems to be based upon the contents of *COB9*. Further down or beyond the links you can get information from other sources.

If you click on the 'more synonyms of **dictionary**' link, you will additionally get a list of synonyms including the items 'wordbook,' 'vocabulary,' 'glossary,' 'encyclopedia,' 'lexicon,' 'concordance,' 'word list' and 'vocabulary list.'

If you click back to the *COBUILD* entry of 'dictionary,' you will see the image of a dictionary and a video in which a male figure pronounces the word 'dictionary' slowly twice. Using this video, you can check the movement of his mouth as he speaks.

Further below, you will see another entry of the word 'dictionary,' with clickable pronunciation, definitions, short illustrative phrases and word origin. According to the credits, these are taken from the *Collins English Dictionary*. Below that you will see another similar entry, this time from *Webster's New World College Dictionary*, 4th edition. Beneath that you will see examples in sentence form, with a dis-

claimer: ‘These examples have been automatically selected and may contain sensitive content.’

Below that, you will see a different set of quotations. The top quotation there happens to be Dr. (Samuel) Johnson’s:

Dictionaries are like watches; the worst is better than none, and the best cannot be expected to go quite true. [DR. JOHNSON]

Below the last set of quotations is a line graph showing the number of recorded usage during the last three centuries (between 1708 and 2008). Further down you will have a list of translations of a word ‘dictionary’ in 28 languages, including Japanese, most of which have clickable pronunciation.

At the bottom of the webpage are listed ‘nearby words of *dictionary*’ (from *dictional* to *dictionary definition* and ‘related terms of *dictionary*’ including *data dictionary*, *dictionary attack*, *dictionary-maker*, *dictionary-making* and *pocket dictionary*).

Here on this comprehensive dictionary site you will not be able to obtain some kind of information you can find in *COB9*, such as Visual dictionaries, usage notes, and so forth, but you do have access to a whole host of resources regarding particular words, including the new items, all free of charge.

One may also purchase *COBUILD* dictionary apps for both android and iPhone/iPad devices, but these are equivalent to the paper version of *COB8* and we will not discuss them here.

(Section 8 by Kokawa)

9. Concluding Remarks

Through our research we found that the *COBUILD* team applied different levels and styles of revision to different information categories in *COB8* to create an extensively-renewed new version in *COB9*: while headwords and entries (see Section 2), pronunciation (Section 3) and definitions (Section 4), which are core elements of the dictionary, mostly stayed the same, illustrative phrases and sentences (Section 5) were extensively revised. Categories such as Visual dictionary (Section 6.2) and Usage notes (Section 6.5) underwent total revision, while

many feature columns were reorganized along with back matter materials – some were even abolished (e.g. Word Link) but a new set of columns was introduced (Word History, 6.7) and some other elements were remodeled or streamlined into new categories (Word Web into Vocabulary in Context (6.1) and Word Partnership into Collocations (6.4), and some matters in Style and Usage and Grammar into Speaker's handbook (7.1)).

There are still some points which need further improvement (e.g. the lack of sense discrimination in the Synonym columns (6.3) and some policies including the total replacement of the Visual dictionary panels may need future discussion (6.2), we regard the present renewal from *COB8* to *COB9* over the course of four years to have been much more substantial and practical, and thus more welcome than the previous one from *COB7* to *COB8*, which was implemented only over two years. We believe that the lifting of editorial restrictions on containing the updating process within each dictionary page and keeping the total dictionary page numbers strictly the same which was imposed on the two revisions from *COB6* to *COB8* (see Kokawa et al. 2015 and Section 1 of this paper) largely contributed to the realization of extensive revisions of this time.

Incidentally, we surmise that the reduction of A–Z dictionary pages from 1828 in *COB8* to 1758 in *COB9* is due to a variety of streamlining process, including the shortening and deletion of examples (5.1 and 5.4), the reorganization of Word Webs into Vocabulary in Context with reduction in the number of columns (6.1), and abolishment of Word Link (6.7), to name just a few.

Overall, we find the latest version of *COBUILD* to be a nicely remodeled product: the core information in a dictionary—information on pronunciation, entered lexical items and definitions has not changed much, but featured columns including visual panels have been extensively renewed, and we conclude that the resulting product is worth adding to your bookshelf even if you have the older version(s) such as *COB6*, *COB7* and/or *COB8*.

One of the common challenges for any paper dictionary today is

competition with electronic versions of dictionaries, including online and application counterparts which are often provided free or cheaper than the paper editions. While we would like paper and electronic versions of *COBUILD* to coexist, we also expect an application version of *COB9* to become available, as it would make access to the new *COBUILD*, full of attractive information, much easier and make the world of EFL dictionaries much more familiar in general.

NOTES

Section 1

1) Between the publications of the two editions of *COBUILD*, the second edition of its American English counterpart, namely *COBUILD Advanced American English Dictionary*, was released from the same publishing house in 2016, which will not be featured in the present paper, unless relevant.

2) <http://www.collinsdictionary.com/cobuild/>

Section 2

1) However, **coupe** is not referred to in the entry of **coupé** in any way in *COB9*.

2) **Gameboy** used to be a popular portable game device, but now other newer comparable appliances such as Nintendo Switch may be more in fashion.

3) Still, the definition of Walkman goes 'A Walkman is a small cassette player with light headphones . . . [underline by the present author]' in *COB9* instead of 'a small portable audio player' which may better represent the present Walkman system on which MP3 and other audio format files can be played.

4) The dictionary itself is exactly the same as the one marketed outside Japan without a booklet.

5) JACET, The Japan Association of College English Teachers, presents 8,000 words for college/university students to learn in its publication *The New JACET List of 8000 Basic Words*, in which the 8,000 words are actually ranked from the 1st to the 8000th according to the data in the corpora it used. According to that list, **communist** ranks 4544th, **socialist** 5801st, **capitalist** 5905th, **terrorist** 3518th, while **communication** is the 840th word, **pen** is the 962nd and **speaker** is the 1133rd.

Section 4

1) Cross-references have been numbered since *COB7*. See 4.2.3.2. in Kokawa et al., 2015.

2) For a related discussion, see 6.6.1.

3) For related discussions on 'PREFIX' boxes, see sections 2.1.2., 5.2. and 6.6.1.

Section 6

1) Some mother tongue of EFL learners may use the same verbs for learning and

teaching, and/or lending and borrowing, but phenomena of that sort may happen for anything that are not treated in the usage notes in *COB8*. On the other hand, the explanation in the usage note for the entry **shirt**, titled '**shirt** and **blouse**' goes as follows: Be careful not to use *blouse* when you should use *shirt*. Both men and women wear shirts, but only women wear blouses, . . . ' We wondered how many users had confused *shirt* and *blouse* before reading this column.

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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。(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 COVID-19 pandemic のまっただなか、様々な不安や制約にもかかわらず、今回も 3 編の論文が寄稿されたことは非常に心強いことです。いずれの論文もなかなか読み応えがあり、辞書編集者にも多くの点で参考になります。執筆者および赤須先生他関係者の方に心より感謝します。
(2020 年 5 月 6 日 S.M.)

