

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

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1. Introduction

The *Oxford Advanced Learner's Dictionary (OALD)* is one of the leading learner's dictionaries published in Britain. It has been regularly revised every five years. This article is an analysis of its tenth edition (*OALD10*), which was published in 2020. *OALD10* was compiled under two managing editors, Diana Lea and Jennifer Bradbery. Both editors taught English to EFL (English as a Foreign Language) learners in various countries before undertaking the work of compilation. This change in editorship must have contributed to the innovative modifications in *OALD10*, discussed in this article.

Lea is an experienced dictionary editor. She was a senior editor of *OALD6* (2000) and a principal editor of *OALD8* (2010). She led the compilation of the *Oxford Learner's Dictionary of Academic English* (2014) as the chief editor, which may have prevented her from participating in the compilation of *OALD9*, published in 2015. She also was a managing editor of the first edition of the *Oxford Collocations Dictionary for Students of English* (2002) and the *Oxford Learner's Thesaurus* (2008). Bradbery was a managing editor of *OALD9*. For *OALD10*, she was not only a managing editor, but also a senior lexicographer.

One of the most innovative features of *OALD10* is the adoption of the CEFR as a guide for its users. CEFR stands for the “Common European Framework of Reference” for languages—an international standard widely used to describe language ability. According to the

explanation in *OALD10*'s front matter, language ability is graded on the following six-point scale in the CEFR:

- A1 and A2 indicate elementary and pre-intermediate levels of ability.
- B1 and B2 indicate lower- and upper-intermediate levels.
- C1 indicates advanced level.
- C2 indicates complete proficiency in the language.

(*OALD10* x)

CEFR indicates students' ability with the language, and thus, can be used to compare standards in language learning and create teaching programs. The vocabulary words in the core vocabulary lists in *OALD10*, the Oxford 3000 and the Oxford 5000, as well as in the Oxford Phrase List, are aligned with the CEFR levels. The headwords in *OALD10* are marked with CEFR levels to guide users to the most important words and phrases that should be learned at each proficiency level. Incidentally, *OALD10* is not the first or only learner's dictionary to mark its entry words with CEFR levels. We elaborate on how CEFR is used in *OALD10* in the section that discusses its definitions, comparing *OALD10* with another EFL dictionary.

The Oxford Phrasal Academic Lexicon (OPAL) is another feature that distinguishes *OALD10* from its preceding editions. It is a collection of four word lists that provide a guide to essential words to learn in the field of English for academic purposes. Both spoken and written words are listed in OPAL and are indicated by symbols next to the headword. We discuss the headwords that belong to OPAL in detail in Section 4.

In this article, we analyze *OALD10* in terms of the following aspects: headwords, transcriptions of pronunciation, definitions, examples, columns for vocabulary building, its smartphone application and online version, and the reference section in the back matter. We focus our attention primarily on *OALD10*'s print version and its preceding editions. Its digital versions are referred to whenever necessary.

In the following sections, a dictionary's print version is denoted by

adding the suffix “-P” to its name, and its digital versions by adding the suffix “APP” to the app version, “-OL” to the online version, and “-DVD” to the DVD version.

User research and notations on grammar were included in our previous work, that analyzed *OALD9*; however, they were not included in the scope of this analysis. We mainly discuss the features in *OALD10*'s body and only lightly refer to the contents of its front and back matter. We conclude this analysis with our suggestions for further improving the dictionary, a new edition of which is expected to be published in the near future.

2. Headwords

In this section, the main focus is on the comparison between the two editions, *OALD9* and *OALD10*, in terms of headwords. The discussion to follow will not be restricted to headwords in the narrow sense (full or independent headwords) but will go beyond, to the broadest sense of the term (sub-headwords), covering derivatives (or run-ons, shown after the sign ► in the dictionary), phrases (such as idioms and phrasal verbs), and even addition/removal of a part of speech to/from a word.¹

It should be pointed out that our discussion of headwords will be limited to the print edition of the dictionary except where otherwise noted. We surveyed about half the main body of the dictionary, basically the Numbers page (xii) and the A–L section (headwords **A** to **lyricist**), sometimes citing examples from elsewhere.

2.1. Changes from *OALD9*

In the discussions to follow, we rank headwords as defined above, basically in order of appearance in entries:

- (A) Full or independent headwords
- (B) Parts of speech added to or lost from words
- (C) Derivatives or run-ons
- (D) Idioms and phrasal verbs

We sometimes turn to example sentences as sources or destinations when headwords change their headword status.

We categorize the main types of changes to headwords in the dictionary's revision process as follows:

- (a) Addition (new headwords are added)
- (b) Deletion (headwords disappear from the dictionary)
- (c) Promotion (headwords move up to a higher rank)
- (d) Demotion (headwords move down to a lower rank)
- (e) Movement (sub-headwords change the full headwords under which they occur)

2.1.1. Full headwords

[Addition]

By our count, 490 independent headwords were added in the A–L and Numbers sections. This contrasts with 252, the number of additions in the surveyed sections (with 455 in the entire dictionary) in the previous edition. The inclusion of new words inevitably reflects societal change. For example, in technology: **5G**, **activity/fitness tracker**, **ad blocker**, **blog post**, **driverless**, and **Instagram**, and many others. From the sociopolitical realm: **alt right**, **backstop**; **Brexit**, **Brexit-teer**, **Leaver**, **Remainer**; **the Anthropocene**, **child support**, **commodify**, **information security/infosec**, **mindfulness**, and **proxy war**.

One other eye-catching group is that of **self-** words: **self-checkout**, **self-described**, **self-driving**, **self-identity**, **self-involved**, **self-loathing**, **self-management**, **self-medicate**, **self-obsessed**, **self-reflection**, **self-report**, **self-sustaining** and **self-titled**.

[Promotion]

There are over 80 cases of elevation from derivative to separate headword status; notable cases are adverbs ending in *-ly*: **accurately**, **additionally** **adequately**, **allegedly**, **appropriately**, **automatically**, **carefully**, **closely**, **consistently**, **continually**, **critically**,

desperately, differently, dramatically, efficiently, emotionally, exclusively, explicitly, extensively, genuinely, ironically, and loudly. Others include words such as **affordable, agricultural, fighting, encouraging, and happiness.** It should be noted that most of these are part of the Oxford 3000/5000 lists of important words. Elevation of these words to full headword status may be closely related to their inclusion in the word lists. The table below is the list of headword-elevated derivatives in *OALD10* (A–L section), with levels according to CEFR and the two Oxford word lists (★★ = Oxford 3000, ★ = Oxford 5000). (See section 4 for discussion of the Oxford word lists and CEFR.² We can see that most of these words are ranked B2 or C1.

Table 2.1 Headword-elevated derivatives in *OALD10* (A–L section)

accountability	C1 ★	creativity	B2 ★	explicitly	C1 ★
accumulation	C1 ★	critically	B2 ★	extensively	B2 ★
accurately	B2 ★	deployment	C1 ★	fighting	B1 ★★
additionally	B2 ★	desperately	B2 ★	flexibility	C1 ★
adequately	B2 ★	differently	A2 ★★	fundraising	C1 ★
affordable	B2 ★	disruption	C1 ★	genuinely	B2 ★
agricultural	C1 ★	dominance	C1 ★	happiness	B1 ★★
allegedly	C1 ★	downtown	B2 ★	harassment	C1 ★
appropriately	B2 ★	dramatically	B2 ★	ideological	C1 ★
assassination	C1 ★	effectiveness	C1 ★	implementation	C1 ★
availability	C1 ★	emergence	C1 ★	interaction	B2 ★
carefully	A2 ★★	emotionally	B2 ★	ironically	C1 ★
closely	B2 ★★	encouraging	C1 ★	liberation	C1 ★
consistently	B2 ★	enforcement	C1 ★	loudly	A2 ★★
continually	C1 ★	evaluation	B2 ★		
coordinator	C1 ★	exclusively	C1 ★		

There are more than 50 cases of promotion from example to full headword position, most of which are compound words. They include

alternative energy, atomic bomb, attitude problem, chemical element, classical music, colouring book, decompression sickness, hearing impaired, mental health, natural disaster, nuclear deterrent, and telephone call. Others are **accompanying, counterargument, distorted, excepting, and included** (A2 ★★).

Miles *adv.* is a new headword that became independent from sense 3 of the noun in *OALD9*.

OALD9 **mile** *noun* 3: [C, usually pl.] (*informal*) very much; far: *I'm feeling miles better today, thanks.* ◇ *I'm miles behind with my work.*
◇ *She's taller than you by a mile.*

OALD10 **miles** *adv.* (*informal*) very much SYN far: *I'm feeling miles better today, thanks.* ◇ *I'm miles behind with my work.*

(The last example in *OALD9* moved to sense 2 of **mile**.)

On the face of it **peeps** became independent from sense 5 of **peep** in *OALD9*, but in fact the word is a plural noun which represents “a pronunciation of the first syllable of people + the plural ending -s,” not the plural of the noun peep, and should not have been in the entry for **peep** in the first place.

OALD9 **peep** 5 **peeps** [pl.] (*informal*) people, especially friends, colleagues, or people that you are addressing in a group, email, BLOG, etc.: *I spoke to the marketing peeps this morning.*

OALD10 has the independent headword **peeps**, followed by the same description as above.

[Deletion]

In section A–L, 1466 full headwords were deleted in the print version, while almost all of them stayed in the digital versions of *OALD10*. The number contrasts starkly with 82, the number of deleted full headwords in the surveyed section in the previous revision, and 150, the number of such deleted headwords in the entire

dictionary. That is, the number of deleted full headwords is much larger than that of newly added ones.

Words were deleted partly for efficiency or space-saving efforts. At the same time, as with the cases of addition, they disappeared partly in response to social change: deletion tends to occur with words for things, ideas, and names that became obsolete.

In the field of technology, these words include **3G**, **back-projection**, **bubble jet printer**, **cardphone**, **CD burner**, **CD-I**, **dot matrix printer**, **ear trumpet**, **expansion card**, and **OHP**. Like **CD-burner** and **CD-I**, DVD-related words, except for **DVD** itself, also went the way of **VHS** and **diskette**, which were deleted in *OALD9*: **DVD-A**, **DVD burner** (*also* **DVD writer**), **DVD-R**, **DVD-ROM**, and **DVD-RW**.

There are some other areas in which many words were deleted in the current edition. For example, we lost around 100 words and meanings connected with language learning/teaching, grammar, linguistics, and related fields: **augmentative**, **back-formation**, **bilabial**, **closed syllable**, **the communicative approach**, **communicative competence**, **content word**, **deictic**, **Estuary English**, **gradable**, **the grammar translation method**, **labial**, **lexical meaning**, **non-verbal**, **open syllable**, etc. Some linguistics/phonetics-related senses of other words were also deleted—**analytic**, **assimilation**, **foot**, and **head**—while words like **instrumental** (*grammar*) were newly added.

In chemistry, *OALD9* listed 111 elements (with atomic numbers 1–111), of which 35 were deleted in *OALD10*. These examples point to conscious or systematic deletion according to the compiler's revision policy.

[Demotion]

This refers to cases where a headword loses its independent status and moves down to the derivative/part of an idiom/main entry/example position. Here is one example of each case of demotion.

(To derivative position)

Hagiographer moved to the derivative position of **hagiography**,

losing the explanation of two separate senses.

(To the idioms section):

OALD9 **hung up** *adj.* [not before noun] ~ (**on/about sth/sb**) (*informal, disapproving*) very worried about sth/sb; thinking about sth/sb too much: *You're not still hung up on that girl?* ◇ *He's too hung up about fitness.*

OALD10 **hung** IDM **be hung up on/about sb/sth** (*informal, disapproving*) to be very worried about sb/sth; to be thinking about sb/sth too much: *You're not still hung up on that girl?* ◇ *He's too hung up about fitness.*

(To the main entry)

OALD9 **metrics** *noun* [pl.] **1** a set of statistics used for measuring sth, especially results that show how well a business, school, computer program, etc., is doing: *Companies are scored on key financial metrics.* **2** the use or study of METRE in poetry

OALD10 **metric** ■ *noun* **1 metrics** [pl.] a set of numbers or statistics . . . : *There are a lot of different metrics on which to gauge success.* **2** [U] (*informal*) the METRIC SYSTEM: **in** ~ *It's easier to work in metric.* **3 metrics** [pl.] the use or study of METRE in poetry

Further, **advocacy group** was removed from the independent headword position, with the phrase newly added to the entry for **advocacy** as part of the example provided for a new meaning, which is the same as that for **advocacy group**.

OALD9 **advocacy group** *noun* (*AmE*) a group of people who work together to achieve sth, especially by putting pressure on the government, etc., usually on behalf of people who are unable to speak for the rights of themselves: *an advocacy group for the rights of the mentally ill*

OALD10 **advocacy 2** support, advice and help given to people, often with special needs or aims, who are unable to speak for themselves: an **advocacy group** for the rights of the mentally ill

2.1.2. Parts of speech

[Addition]

These can be referred to as examples of conversion or zero derivation: **affirmative** (*exclamation*), **antiviral** (*noun*), **detox** (*verb*), **domicile** (*verb*), **foodie** (*adj.*), **luxury** (*adj.*), **niche** (*adj.*), and **notwithstanding** (*conj.*).

[Deletion]

altogether (*noun*), **blindfold** (*adj.*), **char** (*noun*), **cookie cutter** (*adj.*), **coping** (*noun*, replaced by *adj.*, thus retaining the headword), **cuckoo** (*adj.*), **doff** (*adj.* (*SAfrE*); non-*SAfrE* verb remains), **drivel** (*verb*), **funk** (*verb*), **kite** (*verb*), and **lamp** (*verb*)

[Newly added inflected forms of verbs]

More inflected forms of verbs are newly listed as headwords in *OALD10*. Some were already listed as adjective forms or other parts of speech of the same spelling in *OALD9*, with a cross-reference to the verb.

It may be true that the advanced learner, the target of the dictionary, is already sure to have such knowledge, but it is advisable for the dictionary, as a reference work, to systematically describe and present the facts about the language. That is, for example, it is better to expressly say that such a form is the past tense/past participle of an irregular verb, instead of directing the reader to its infinitive form. The inflected forms that are now clearly indicated as past tense and/or past participle are:

abode (*pt, pp*), **bore** (*pt*), **broke/broken**, **cleft** (*pt, pp*), **clove** (*pt*), **drawn**, **drunk**, **fallen**, **felt** (*pt, pp*), **found** (*pt, pp*), **frozen**, **gone**, **ground** (*pt, pp*), **hung** (*pt, pp*), **known**, **left** (*pt, pp*), **lay** (*pt of lie*), **lost** (*pt, pp*), **paid** (*pt, pp*), **proven**, **rose/risen**, **rung**, **saw**, **shot** (*pt, pp*), **smelt** (*pt, pp*), **spat**, **spent** (*pt, pp*), **spoke**,

stole/stolen, stuck (*pt, pp*), **swollen, sworn, written**
 (*pt = past tense, pp = past participle*).

In the previous (6th–9th) editions, the entries for the words **freezing** and **freezing point** were as follows:

freezing ■ *adj.* **1** extremely cold: *It's freezing in here!* ◇ *I'm freezing!* **2** [only before noun] having temperatures that are below 0 °C Celsius: *freezing fog* ◇ *freezing temperatures* ► **freezing** *adv.* (*informal*): *It's freezing cold outside.*

freezing point *noun* **1** (also **freezing**) [U] 0 °C Celsius, the temperature at which water freezes: *Tonight temperature will fall well below freezing (point).* **2** the temperature at which a particular liquid freezes:

And the entry for **freezing** in the 10th edition is:

freezing ■ *adj.* **1** (also **freezing cold**) extremely cold: *It's freezing in here!* ◇ *I'm freezing!* ◇ *It's freezing cold outside.* **2**
 ■ *noun* [U] = FREEZING POINT (1)

(The entry for **freezing point** is the same as that in the previous editions.)

Comparison leads us to see (i) that the derivative adverb was deleted, (ii) the two-word expression **freezing cold** has been reinterpreted as a phrase or compound adjective, and (iii) that the status of **freezing** as a noun was already shown in the previous editions of the dictionary as an alternative headword for the noun **freezing point**, but that the new edition makes it clear by giving the headword **freezing**.

We can also see shifts in headword status between parts of speech as well as reinterpretation of parts of speech given to a word. For example, **oceanfront** was formerly treated as an adjective, but in the new edition, it is listed as a noun, with its adjective use given in examples. Similarly, **fair trade** in *OALD9* was an adjective, but in *OALD10*, it is treated as a noun, with its adjective use in the run-on position.

Feminist was a noun and its use as an adjective was shown as a derivative in *OALD9*, while in *OALD10* the headword has two parts of speech, noun and adjective, with neither in the derivative section.

2.1.3. Derivatives

[Addition]

In the surveyed section, 33 words were newly put in derivative spots:

autocorrect, back-to-back, climate-controlled, compartmentalization, cost-effectively, cost-efficiency, crowdfund, delectably, depersonalization, desalinate, dorsally, drolly, ecumenically, electability, empathetically, empathically, epistemological, epistemologically, eye-opening, falling (adj.), flower arranger, forensically, fundraise, human trafficker, hypnotherapist, interoperability, and landscaping.

For words promoted from derivative to separate headword position, see above (2.1.1.).

[Deletion]

abstractionist, ageist (noun; adj. remains), agro-industrial, all-in-one (noun), baffling, cradle-snatch (also cradle-rob), cross-legged (adj.), heavy breathing, household (adj. → noun)³ and -izationally (at -ize).

[Movement]

Humanistic came to be a derivative of **humanist**, moving from a derivative of **humanism**.

2.1.4. Idioms

[Addition]

There are 19 new idioms in the surveyed section, including **above/below the line, cross a/the line, off/on your game, throw up your hands, you can run but you can't hide**, and **in all innocence**.

[Promotion]

We may call this process “idiomaticization.” The expression **you’re all right** was treated in *OALD9* as part of **all right exclamation** sense 6: “**you’re all right** (*BrE, informal*) used to refuse an offer of invitation, especially one that you think is unreasonable or not very good: ‘*Could I interest you in our special offer?*’ ‘*No, you’re all right, mate*’”, and in *OALD10* moves to the idioms section of **all right**, together with the same definition and example sentences.

In the following cases, an example became an idiom:

OALD9 **heart strings** *noun* strong feelings of love or pity: *to tug/pull at sb’s heart strings* (= to cause such feelings in sb) → *OALD10* **heart strings** *noun* (with no definition) [IDM] **pull, tug, etc. at sb’s heart strings** to cause strong feelings. . . .

OALD9 **order 3** *The argument continued until the chairman called them both to order* → *OALD10* **order** [IDM] **call/bring sb/sth to order** “to order sb to obey the formal rules of a meeting to start a formal meeting”. (The example was deleted.)

Such promotion from examples to idioms includes **it’s a deal** (<**deal** sense 2) and **on sb’s own ground** (<**ground** sense 7)

[Deletion]

In the surveyed section, there are 60 idioms deleted from the previous edition, including **can you beat that/it!**, **get your cards, as clean as a whistle**, **oh my days**, **the devil makes work for idle hands**, **take the guilt off the gingerbread**, **by Jove**, **I tell a lie**.

Some idioms disappeared with the headwords under which they were listed: **on the distaff side**, **be in the catbird seat**, **not have Buckley’s (chance)**, **gone for a burton**. (The underlined words were deleted.)

There are also idioms that disappeared from entries but that remain elsewhere.

hit the ceiling/roof (**hit** [IDM]) was deleted while **hit the roof** remains in **roof** [IDM] **go through the roof** as sense 2 (also **hit the**

roof).

The idiom **expense, money, etc. is no object** disappeared from the idioms section of **object**. But **money is no object** stays as an idiom under **money**.

[integration]

Four closely related idioms or variants of the same idiom **glued to the spot, be riveted to the spot/ground, rooted to the spot**, separately listed at three entries, were integrated into one:

OALD9 **glue**: [IDM] **glued to the spot** not able to move, for example because you are frightened or surprised

rivet: [IDM] **be riveted to the spot/ground** to be so shocked or frightened that you cannot move

rooted: [IDM] **rooted to the spot** so frightened or shocked that you cannot move

(There is no related idiom listed at **spot**, but sense 4 includes an example sentence “*She stood rooted to the spot with fear* (= unable to move).”

OALD10 **spot** *noun*: [IDM] **glued/riveted/rooted to the spot** “not able to move, for example because you are frightened or surprised”

At **glue**, **rivet**, and **rooted**, there is a cross-reference to **spot** [IDM].

At **pay** two separate idioms **pay the penalty (for sth/for doing sth)** and **pay a/the price (for sth/for doing sth)** in the previous edition are presented in the new edition as **pay the/a penalty/price (for sth/for doing sth)**, which can strike the user as a bit user-unfriendly. From this, the user may have to understand the idiom may have at least four different forms (combinations of words): **pay the penalty, pay a penalty, pay a price, pay the price**.

[Movement]

jump the lights: **jump** [IDM] → **light** [IDM]

(choose, follow, take, etc.) the line of least resistance: line
 [IDM] → resistance [IDM]
 a man of the people: man [IDM] → people [IDM] a man/
 woman of the people

[Demotion]

Eighteen words went down into the main entry, mostly as part of examples. Typically, such demotions occur when a component noun has acquired a new sense (in the dictionary) and this semantic change has made the meaning of the entire expression more transparent.

[Example 1]

OALD9 **kick** [IDM] **kick the habit, drug, booze, etc.** to stop doing sth harmful that you have done for a long time

OALD10 **kick** 5 ~ **sth** (*informal*) to stop doing sth harmful that you have done for a long time: *He had been smoking for 15 years and wanted to **kick the habit**.* (In both editions sense 3 of **habit** has the example: *She's tried to give up smoking but just can't kick the habit.*)

[Example 2]

OALD9 **bearing** [IDM] **get/find/take your bearings** to make yourself familiar with your surroundings in order to find out where you are or to feel comfortable in a place **lose your bearings** to become lost or confused

OALD10 **bearing** *noun* 4 **your bearings** [pl.] knowledge of your position relative to everything that is around or near you: *to **get/find/take your bearings** ◇ She **lost her bearings** in the thick forest.*

There are also cases where no definition change is involved, and (fixed) word combinations or collocations are shown in example sentences instead of being presented as idioms.

[Example 1]

OALD9 **adrift** [IDM] **cast/set sb adrift** [usually passive] to leave sb to be carried away on a boat that's not being controlled by anyone (*figurative*): *Without language human beings are cast adrift.*
 → *OALD10* **adrift** **1** *Their boat had been set adrift.* **2** *Without language, human beings are cast adrift.*

[Example 2]

OALD9 **part** *noun* **10** [C, usually sing. U] the way in which sb/sth is involved in an action or situation: *He had no part in the decision.*

part [IDM] **have/play a part (in sth)** to be involved in sth: *She plays an active part in local politics.* **have/play/take/want no part in/of sth** to not be involved or refuse to be involved in sth, especially because you disapprove of it: *I want no part of this sordid business.*

OALD10 **part** *noun* [INVOLVEMENT] **10** [C, usually sing. U] the way in which sb/sth is involved in an action or situation: *Luck played a big part in their success.* ◇ *She plays an active part in local politics.* ◇ *We all have a part to play in the fight against crime.* ◇ *He had no part in the decision.* ◇ *I want no part of this sordid business.*

There are cases in which a headword loses its idiom, which is replaced by another one.

OALD9 **leg-up** *noun* [IDM] **give sb a leg-up** (*BrE, informal*) **1** to help sb to get on a horse, over a wall, etc. by allowing them to put their foot in your hands and lifting them up **2** to help sb to improve their situation

OALD10 **leg-up** *noun* (*informal*) **1** (*especially BrE*) an act of helping sb to get on a horse, over a wall, etc. by allowing them to put their foot in your hands and lifting them up **2** (*especially BrE*) an act of helping sb to improve their situation: *The loan from his father gave him a leg-up when he needed it.*⁴

[IDM] **have/get a leg-up on sb** (*NAmE, informal*) to have/get an

advantage over sb: *They are trying to get a leg-up on the competition.*

In the example above, **give sb a leg-up** lost its idiom status, and its two meanings came to be treated in two newly introduced senses of the new word **leg-up**, maintaining identical semantic information. The new idiom **have/get a leg-up on sb** is provided with the region label (*NAmE*).

Here is a case where an idiom ceased to be one and instead came to be treated as part of the main entry (part of sense description):

OALD9 **munchies** *noun* [pl.] (*informal*) small pieces of food for eating with drinks at a party

IDM **have the munchies** (*informal*) to feel hungry

OALD10 **munchies** *noun* [pl.] (*informal*) **1** small items of food **2 the munchies** a sudden strong desire for food: *to get/have the munchies*

[Minor modification]

alarm bells ring/start ringing (at **alarm**) → **alarm bells ring/are ringing**

the best of a bad lot (at **best**): **the best of a bad bunch** (*BrE* also **the best of a bad lot**) → **the best of a bad bunch/lot** (especially *BrE, informal*)

be/make friends (with **sb**) → **make friends** (with **sb**)

the evil hour/day/moment → **the evil/hour/day**

even/much/still less → **much/still less**

break/cut/tear (sb/sth) **loose from sb/sth** → **break/cut** (sb/sth) **loose from sb/sth**

2.1.5. Phrasal verbs

Compared to idioms, far fewer changes were made to the treatment of phrasal verbs in the dictionary.

[Addition]

Newly added phrasal verbs include:

change sth up, couple up (with sb), flag off, follow on from sth, front up, go under sth, go forward, hide behind sb/sth, hide behind sth, and punch sth up.

[Deletion]

cone sth off, cut through sth (alternative phrase of **cut across sth** sense 2), **hose sth down, hang about with sb ((NAme) hang with sb)**⁵

[Demotion]

chase sb/sth away, off, out, etc.: chase [PHR V] → **chase** verb sense 2

dangle sth before/in front of sb: dangle [PHR V] → **dangle** sense 2

flatten sth/yourself against/on sb/sth: flatten [PHR V] → **flatten** new sense 3

flush sb/sth ↔ out | flush sb/sth out of sth: flush [PHR V] → **flush** new sense 5

[Minor modification] (Part deletion/addition)

look down on sb/sth → look down on sb

mop sth/sb ↔ up, mop sb/sth ↔ up [two separate phrases] → **mop sth ↔ up**

change back into (sb/sth) → change back (to sth).

There are cases in which phrasal verbs were rearranged to make region information clearer.

nose [PHR V] **nose about/around (for sth) → nose around (for sth)** (also **nose about (for sth)**, *especially in BrE*)

2.2. Changes in written forms

There are cases where capitalized headwords in *OALD9* start with a lowercase letter in *OALD10* or vice versa.

OALD9 → *OALD10*

Internet → **internet** (also **Internet**)

Euroland → **euroland**

the Eurozone → the eurozone
God-awful → godawful (also **god-awful**)
High Court → high court
Homeland Security → homeland security
attendance allowance → Attendance Allowance
alcheringa → Alcheringa
fao → FAO
futurism → Futurism

Some compounds were respelt as one word:

death trap → deathtrap
health care → healthcare (also **health care**)
grass roots (also **grassroots, the grass roots**) → **grassroots**

These changes in form are not the rule, but are more or less fluid, reflecting more common spellings. These changes are also reflected in example sentences for other words, including those in extra examples available in the digital versions, in which word forms can differ between the previous edition and the new edition.

2.3. Ordering of Headwords

Some compounds with two separate written forms are ordered differently from those in the previous editions.

OALD9

letterbox → letter box
deadbeat → dead beat
left-wing → left wing
gogo → go-go

OALD10

letter box → letterbox
dead beat → deadbeat
left wing → leftwing
go-go → gogo

In the arrangement or ordering of headwords, *OALD* in the past editions had usually adopted the “a capitalized-word-comes-first” principle. However, *OALD9* disrupted the rule for some pairs of words for an unclear reason: **elf – ELF, gm – GM, he – HE, hoover – Hoover, job – Job, jock – Jock, led – LED, lent – LENT, met –**

MET, **romance** – **Romance**, **sad** – **SAD**, and **sat** – **SAT**.⁶ In the new edition, this rule-breaking practice was corrected, except for **job**, since **Job** is no longer in the current edition (at least in the print version).

While cases of irregular arrangement in *OALD9* are corrected in *OALD10*, the new edition has new cases of mis-arrangement. Here are examples.

<i>OALD10</i>	<i>OALD7/8/9</i>
↓ hydr(o)- ↓ hydra ↓ ↓ hydraulics ↓ hydro	↓ hydra ↓ ↓ hydraulics ↓ hydr(o)- ↓ hydro
↓ formic acid ↓ FormicaTM	↓ FormicaTM ↓ formic acid
↓ jeepers ↓ JeepTM	↓ JeepTM ↓ jeepers

The irregularity in the last two pairs must have been mechanically caused by the existence of the superscript **TM**.

2.4. Print vs Digital; Online vs App

The digital versions (online or app) of *OALD* are not simply an enlarged version of the print version. For example, run-ons and parts of speech in the print version are given full headword status in the digital versions, in which there are no words treated as derivatives. Also, in the digital format, almost no words disappear from the previous editions, although there are cases in which explanations are slightly modified.

conspiracy theory: Moved out of the entry for **conspiracy** and achieved full headword status in the digital versions. In the print

version, the phrase is included as one of the examples of **conspiracy**. The example was deleted from the digital versions.

laserdisc: No longer in the print version, and in the digital versions given the definition “a plastic disc like a large CD on which large amounts of information, such as video or music, can be stored, now generally replaced by the DVD.” [Emphasis added; in *OALD9*, the underlined part reads “and which can be read by a laser.”]

New words and meanings can be recorded much faster on the Internet. After the publication of the *OALD9*, six lists of additions (new words and meanings added to *OALD*) were published on the OUP site between 2015 and 2018. They include 991 items, of which 542 went into the print version of the dictionary, including **ad blocker**, **always-on**, **fitness tracker**, **food security**, **identikit**, **kimchi**, **mission impossible**, **ramen**, **self-driving**. Words and meanings that did not make it into the print version include **birther**, **body shaming**, **card key**, **catch a cold** (idiom), **gnostic**, **iftar**, **listicle**, **nappy rash**, **Remoaner**, **unicorn** (“a new company valued at more than a billion dollars, typically in the software or technology sector”), and **white label**. Since the new edition came out in book form, two more such lists have been published online: one with covid-19 related vocabulary (May 2020) and the other with new entries for October 2020, which includes **free-from** (*adj*), **gender-fluid**, **play the race card**, **SARS-CoV-2**, **social bubble**, and **superspreader**.

The online and app versions are not always the same in their content and functionality. We found that about five months after the above-mentioned October 2020 list was added online, the additions had not yet been fully reflected in the app.⁷

The app version provides greater flexibility than the online version in the way the user searches words: full text search (idioms, phrasal verbs, and examples) and availability of “wild card search” (using a question mark “?” or an asterisk “*”)—a useful feature especially for users such as teachers.

2.5. Omissions and errors

The *OALD* revision work had been carried out extensively and systematically, involving enormous effort by many people. Despite, or because of, the enormity of the project, there remain a number of unfortunate results. Here are some examples.

[Omissions]

In the 6th through 9th editions, the second sense of **bluebell** is “(ScotE)=HAREBELL,” while in the new edition the sense goes like “(ScotE),” with the equivalent word, **harebell**, missing. This may be because the equivalent word was deleted from the dictionary, though the digital versions retain the headword **harebell**.

Similarly, in *OALD9*, **erosion** was treated as a derivative of the verb **erode**. The word is important enough to be listed in the *Oxford Learner's Dictionary of Academic English*. We cannot be sure if the compiler wanted to move the noun up to full headword position but inadvertently failed to do so. The word is listed in the digital versions.

[Duplications]

A duplication is not an error, but can sometimes be unnecessary or should be avoided.

implied: This new headword has the example *I disliked the implied criticism in his voice*. This example is the same as that for the existing headword **imply**.

domicile: The verbal use is added as part of the headword: “*verb* **be domiciled 1** (*formal or law*) to treat a particular country as your permanent home: *to be domiciled in the United Kingdom*.” The example is the same as that for the existing adjective **domiciled** (“living in a particular place”).

electrics: Both *OALD9* and *OALD10* have this headword. In *OALD10*, **electrics** is newly added as part of the first sense of the existing word **electric**, with exactly the same definition and example sentence.

enabled: The adjective has a new sense 4 “**-enabled** (in compound adjectives) (*computing*) that can be used with a particular system or technology, especially the internet: *internet-enabled devices*,” while the independent headword **-enabled** and the same entry remain, with the only difference being in the capitalization of Internet.

encouraging: The adjective moved up from the derivative section of the verb **encourage**. The adverb **encouragingly** is now treated as a derivative of both **encourage** and **encouraging**. It should be a derivative of the newly promoted adjective.

[Mislabeling]

In *OALD10*, an idiom for **panties, get your panties in a bunch**, is explained as “**get your panties in a bunch** (*NAmE*) (*NAmE get your knickers in a twist*) (*informal*) to become angry, confused, or upset.” The second region label should be *BrE*, not *NAmE*, as in the entry **knickers** in *OALD9* “[IDM] **get your knickers in a twist** (*BrE, slang*)” or in *OALD10* “[IDM] **get your knickers in a twist** (*BrE*) (*NAmE get your panties in a bunch*) (*informal*).”

[Others]

In *OALD9*, the idiom (or saying) **great/tall oaks from little acorns grow** is listed at **oak**, and at **acorn** there is a cross-reference to **oak**. In *OALD10*, the idiom was completely deleted, but the same cross-reference to **oak** remained at **acorn**. (In the digital versions, the idiom is listed both at **oak** and **acorn**.)

There is a case where a word that constitutes an idiom is missing as a headword.

OALD9 **pennyworth** [IDM] **put in your two pennyworth** (*also put in your two penn’orth*) (*both BrE*) (*NAmE put in your two cents’ worth*) (*informal*) to give your opinion about sth, even if other people do not want to hear it

In both editions this idiom is also listed at **cent** with the same definition.

OALD9/10 **cent** IDM **put in your two cents' worth** (*NAmE*)
(*BrE* **put in your two pennyworth, put in your two penn'orth**).

Neither **pennyworth** nor **penn'orth** are listed as headwords in *OALD10*.

[Corrections]

There are cases in which errors in *OALD9* were corrected in *OALD10*:

The idiom (or saying) **some (people, members, etc.) are more equal than others** were placed at **equal** (*noun*) in *OALD9*, but is now where it belongs, at **equal** (*adj*).

2.6. Summary

Having examined changes made to headwords (in the broad sense) revealed how extensive and systematic the latest revision of *OALD* was. The numbers of added and deleted headwords are both much larger than in the previous revision, and many more headwords were deleted than added. Revising a dictionary is about more than adding and deleting words and meanings—existing words and phrases were given close attention to and moved up or down in the ranks of headword status, or changed where they could be found. Sometimes, separately listed similar expressions were brought together in one location.

The dictionary is available in print and digital forms. Most of the basic content is shared (apart from sounds, for instance), but the difference in content is widening, chiefly because the digital dictionary tends to retain what the book has deleted and can be updated more frequently in a short span of time.

(Section 2 by Asada)

3. Pronunciation

The phonetic part of *OALD10* has undergone several important changes from its 9th edition, including the change of its phonetics editor. Michael Ashby, who served as the phonetics editor from *OALD5*

to *OALD9* and contributed to establishing the current *OALD* transcription system, was replaced by Gary Leicester in *OALD10*. The new phonetics editor works as a phonetic engineer for the *Oxford English Dictionary* and constructed the Oxford Soundbank, in which 900,000 audio files of English pronunciations are stored. In his article on the policy in the transcription of *OALD10*, Leicester writes that it intends to “provide learners with—where possible—a single pronunciation for each word.” This section of this paper examines the phonetic transcriptions and audio samples in *OALD10* and *OALD10-OL* and aims mainly to show how they differ from *OALD9*. Section 3.1. discusses the transcription systems of *OALD10*. In sections 3.2. and 3.3., the transcription systems of North American and British pronunciations are explained, focusing mainly on the changes from the previous edition. Section 3.4. discusses the changes in the transcription for lexical items with multiple pronunciations.

3.1. Overview

As in the preceding editions, the transcriptions are shown using the International Phonetic Alphabet (IPA) in *OALD10*. The list of phonemic representations employed in *OALD10*, which is identical to the one in *OALD9* (R30), is shown in the back matter (R30). Again, as in the preceding editions, in function words which have strong and weak forms, the weak forms precede the strong forms. Although the strong form was shown first in **because** in *OALD9* (i.e., /bɪ'kɔ:z, -'kəz/), the order was altered to show the weak form first (/bɪ'kəz, -'kɔ:z/) in *OALD10*. In the print version, when there is a difference in British and American English, the former is shown first and the latter is shown after the label “*NAme*.” In the online and application versions of *OALD10*, the British and American pronunciations are separately written, even when the two transcriptions are the same, and the audio recordings of each pronunciation are available. The sound quality of the recordings appears to have been improved, with clearer sounds than in *OALD9-DVD*. Some audio recordings have also been renewed since *OALD9-DVD*. It seems that with the renewal of the audio files,

OALD10 demonstrates the tapping of intervocalic /t/s in the North American pronunciation in more entries than its previous edition: in *OALD9-DVD* the intervocalic /t/s were realized as stops, [t], in words such as **ability**, **autogenic**, **battery**, **kilometer**, **matter**, **pretty** and **water**, but they are realized as taps, [ɾ], in *OALD10*.

The model pronunciation, of which *OALD10* provides description, has been changed from “General British (GB)” to “Received Pronunciation (RP).” The transcriptions shown in *OALD10* are “those of younger speakers of ‘mainstream’ or ‘unmarked’ Received Pronunciation (British English) and ‘General’ or ‘Network’ American (American English)” (R30). This seems to be a contradiction to the recent trend in the treatment of the standard accent of British English. Even though RP was described as the standard British accent for a long time, the use of this term has been criticized as old-fashioned and as having connotations with the upper class. Another reason to stop describing RP as a standard is that only a small percentage of the speakers of British English actually have this accent. During the course of the discussion, some preferred other names (such as “Standard Southern British English,” “BBC English” and “Non-Regional Pronunciation”). Descriptions have also been changed to illustrate some features of the recent pronunciation. In 2008, Cruttenden started to use “General British” in the seventh edition of his textbooks, and many other major textbooks on phonetics and phonology of British English and dictionaries followed. The previous edition of *OALD* also employed this term. It was found, however, that the transcriptions provided in *OALD9* remained mostly unchanged from *OALD8*, giving mainly traditional pronunciations (Dohi et al. 18–20). Nevertheless, restoring the term “RP” as the model pronunciation for description appears to contradict the current academic trend in phonetics, even though there has not been major changes in *OALD10* that would reflect recent developments in the standard pronunciation of British English.

As for the policy on how to give transcriptions, Leicester clearly states that *OALD10* aims to “provide learners with—where possible—

a single pronunciation for each word.” Since the *OALD* is not a pronunciation dictionary, it does not intend to give all possible forms of pronunciation. Given space limitations, the scope of transcription must be limited to some extent in order to balance with other types of information, such as definitions and examples. Although the similar policy was employed in the past editions of *OALD* (Ashby 2853), it seems that this policy is more strictly followed in *OALD10*: some (variant) pronunciations in *OALD9* were altered or deleted in *OALD10*, as will be discussed below. Meanwhile, the policy has been extended to the transcription of proper nouns in *OALD10-OL*. In *OALD9-DVD*, there were proper nouns without transcription but with audio recordings of the word (for example, **African-American**, **(the) Great Britain**, **Liberal Democrat**, **(the) State Department**, **World War One** and **World War Two**). Although the transcripts for proper nouns are not shown in the print version of *OALD10*, they are always shown in *OALD10-OL*. Such information will be helpful for the dictionary users as the pronunciation of proper nouns can often be difficult for learners of English.

3.2. North American pronunciation

This section discusses the transcripts of North American pronunciation. As in the past editions of *OALD*, the rhotic vowels are transcribed in *OALD10* with a vowel symbol plus /r/ rather than with /ə-/ as in **fur** /fɜ:r/, **near** /nɪr/, **hair** /heɪr/, **pure** /pjʊər/, **teacher** /'ti:tʃər/, etc. (see Urata et al. 73 for a discussion on educational disadvantages in using /ɜ:r/ and /ər/). In addition, the merger of *marry* words to *Mary/merry* words is not indicated in *OALD10*, though there are some discrepancies between transcripts and audio samples in *marry* words (see Dohi et al. 17 for further discussion).

The following sections discuss several changes in the phonemic transcriptions of North American English, focusing mainly on GOAT vowels (Wells vol. 1 146–47) and the three low-back vowels: LOT, THOUGHT and CLOTH (Wells vol. 1 130–31, 144–46, and 136–37, respectively).

3.2.1. GOAT words

The change in the phonemic representation of GOAT words in North American English is one of the most important changes as it is a systemic change and affects all words with this phoneme. Although the British and American pronunciations were separately provided in *OALD9* (e.g., **home** /həʊm; *NAmE* hoʊm/), the variant which was shown as specific to North American English has been deleted in *OALD10*. Thus, **home** is now simply shown as /həʊm/. As mentioned earlier, in *OALD10-OL* the British and American pronunciations are shown separately, even when they have the same pronunciation. Thus, it currently shows “BrE /həʊm/” and “NAme /həʊm/.” The starting point of GOAT is fronted in the southern and midland western areas of the United States (Labov et al. 155–58). However, it is doubtful whether the change in the pronunciation is spread widely enough to change the transcription in the dictionary. In addition, the auditory investigation of the randomly sampled 50 GOAT words revealed that 76 percent had the back starting point, while only four percent (i.e., two of the samples) were fronted to [ə]. The rest (20 percent) had a starting point between [o] and [ə]. The number of words investigated is quite limited. However, while the British and American pronunciations are shown with the same symbol, the accompanying audio recordings often show a substantial inter-dialectal difference in most cases, which can be noticeable to the dictionary users.

In terms of the change in the GOAT vowel, Leicester discusses that “[t]hat this vowel is typically pronounced differently in RP and GA is not in question—only whether representing that difference is in balance with the system as a whole.” He also points out that it is necessary to consider the balance with other types of information in the dictionary, given the limitations in the available space. It is noteworthy, however, that the change has produced a gap between the phonemic representations and the audio recordings of most entries with this vowel; the gap can be confusing to users. Moreover, note that the LOT-THOUGH-CLOTH vowel merger, another widely spread change in North American English, is not shown in *OALD10*,

although there has long been a discussion on this change (see section 3.2.2. for further discussion).

3.2.2. LOT, THOUGHT and CLOTH words

It has previously been pointed out, that in a large part of North America, THOUGHT words, which once was rounded as [ɔ:], have lowered and unrounded, merging with LOT (Wells vol. 1 131; vol. 3 473–75, Labov et al. 120–22). Dohi et al. pointed out that the merger is not illustrated in *OALD9*, showing the American pronunciation of LOT words with /ɑ:/ and THOUGHT words with /ɔ:/, except in **water**, where the lowering of THOUGHT was shown as a North American variant: “/wɔ:tə(r); *NAmE* also wɑ:t-/” (15). *OALD10* maintains the same transcription system as *OALD9*, but the lowered variant in **water** is deleted, probably due to the “one pronunciation per word” policy. Since most of the audio recordings of THOUGHT words have the vowel quality between unrounded [ɑ:] and slightly rounded [ɒ:], there are discrepancies between the transcriptions and the audio samples.

Another related word group is CLOTH. This word group had a rounded quality in North American English, and hence was traditionally transcribed as /ɔ/. As with THOUGHT words, CLOTH words now have a lowered tongue position and unrounded quality, thereby merging with LOT. In *OALD9*, this change was partially illustrated by employing one of the following transcriptions: (1) /ɑ:/, (2) /ɑ: ɔ:/, (3) /ɔ: ɑ:/ and (4) /ɔ:/ (see Dohi et al. 16 for details). In *OALD10*, CLOTH words are shown with either (1) or (4). A small investigation into a random sample of 50 words revealed that 76 percent of the words were transcribed with (4) and 24 percent with (1). Thus, *OALD10* not only stopped showing the variants, but also chose a more traditional form for most entries. As was the case for THOUGHT words, the audio recordings of CLOTH were also found to vary mostly between unrounded [ɑ:] and slightly rounded [ɒ:]. Therefore, there is a gap between the phonemic representations and recordings.

It should also be noted that among the LOT words, three out of the 50 randomly sampled words were given transcriptions with both /ɑ:/ and /ɔ:/ in *OALD9*, thus showing the intradialectal variation. The three, however, were found to only have /ɑ:/ in *OALD10*.

The investigation into the three word groups evidently shows that *OALD10* has changed its phonetic transcription mainly by deleting variations. Furthermore, it appears that it chose more traditional forms over the new ones. As for THOUGHT words, the choice of /ɔ:/ (over /ɑ:/ or /ɒ:/, which would illustrate the actual pronunciation) is understandable since the British pronunciation of this word is /ɔ:/. The representation of North American pronunciation as /ɔ:/, therefore, contributes to saving space. However, as for CLOTH words, the British pronunciation is transcribed as /ɒ/, and the North American English is separately given as explained above. Since the quality of the accompanying audio recordings is closer to /ɑ:/ rather than /ɔ:/, there might be room for reconsideration of the choice of the vowel symbol. That being said, if the CLOTH words were transcribed with /ɑ:/ and THOUGHT with /ɔ:/, it would imply that these two are systemically different from each other, while in fact they are not. Thus, the change in the symbols for CLOTH would lead to a change in the transcription of the THOUGHT vowel, which in turn would result in taking up more space for the pronunciation. Although the problems of space and the balance with other information are important, it should be noted that the lowered pronunciation of THOUGHT and CLOTH is illustrated in other learners' dictionaries such as *MWALED2*, *LDOCE6* and *CALD4* (see Dohi et al. 17 for details).

3.3. British Pronunciation

There were no systemic changes in the transcription of British pronunciations. Thus, although the coalescent assimilations of /tj, dj/ sequences to /tʃ dʒ/ are now pervasive (Cruttenden 83; Collins, Mees and Carley 75), *OALD10* maintains the traditional transcription. As was the case for *OALD9* (Dohi et al. 18–19), although the transcripts show traditional forms, the audio recordings also contain consonantal

sequences, maintaining consistency with the transcriptions. SQUARE words (Wells vol. 1 155–57), which once had a diphthongal quality, [eə], also underwent a systemic change. Although the diphthongal pronunciation can be heard from older speakers of RP, monophthongized realizations (i.e., [ɛ:]) are more common in the current standard accent of British English (Collins, Mees and Carley 94). In *OALD10*, this change is not illustrated in the transcription; it still shows /eə/ for SQUARE words. For impressionistic analysis, 50 SQUARE words were randomly sampled and the quality of the vowels was investigated. The result showed that 84 percent of the samples had the monophthongal form, [ɛ:]. Although 16 percent had a diphthongal quality, the glide was quite small.

3.4. Words with multiple pronunciations

This section focuses on lexical items known to have inter-/intra-dialectal variations. An investigation was conducted for 260 words, whose preference ratios were available in *LPD3*. The remaining part of this section will discuss how the transcripts and audio samples in *OALD10-OL* have been changed from *OALD9-DVD*, in reference to *LPD3* and *RDP2*.

Although Leicester has made it clear that *OALD10* tries to show a single pronunciation for each word, it seems that the policy was not extended to the headwords whose pronunciation shows lexical variations; most of the variant pronunciations shown in *OALD9* are still shown in *OALD10*. After excluding the systematically deleted variants (i.e., the /ɑ:/-/ɔ:/ variants in North American pronunciation), among the 128 words for which *OALD9* showed multiple pronunciations, variant pronunciations were deleted only in 23 entries. The variants were kept intact in 105 items, and new ones were added in five entries. The majority of the deleted variants concerned the variation in consonants; among the 23 deleted variants, 11 concerned consonants, 9 vowels, and 3 stress. For example, in **absorb**, **chrysanthemum**, **opposite** and **transition**, /z/ and /s/ variants were shown as British (and American) pronunciation, but *OALD10* shows the first variant only.

Similarly, in **lure** and **suit**, the British /lj/ and /sj/ variants were deleted in *OALD10*, now showing /l/ and /s/ pronunciations only. All the deleted variants (except for **chrysanthemum**) were found to have a lower preference ratio in *LPD3*. Regarding **chrysanthemum**, *LPD3* shows that the deleted variant with /s/ was preferred by 63 percent of the British speakers, while the one with /z/, which is shown in *OALD10*, was preferred by 37 percent. The deleted British variants concerning vowels were found in **drastic**, **fiancé**, and **graph**; /'dra:stɪk/, /fi'a:nsei/ and /græf/ were deleted while /'dræstɪk/, /fi'ɒnsei/ and /gra:f/ remained. As for American variants, in the headwords such as **egoistic**, **hero** and **hurricane**, /,i:g-/ , /'hʌr-/ and /-keɪn/ remained in *OALD10* while /,eg-/ , /'hi:t/ and /-kən/ were deleted. In **Muslim**, /-ləm/ was shown as third and fourth pronunciation for British and American English in *OALD9* but they are deleted in *OALD10* while the variants with /-lɪm/ remain. In **defect**, *OALD9* showed a variation in stress as /'di:fekt, dɪ'fekt/ but the second variant is not shown in *OALD10*. In **distribute** and **kilometer**, although the variations in stress were shown as British and American pronunciation in *OALD9*, the second variants, /'dɪs-/ and /'kɪlə-/ , are currently shown as variants which are specific to British pronunciation in *OALD10*. Most of the deleted variants of vowels and stress had quite small preference ratios or were shown as second/third variants in *LPD3*. The only exception was found in **hero**, in which *LPD3*'s first variant (preferred by 57 percent) was deleted while the second (preferred by 43 percent) remained. Thus, although the variations are no longer shown in these words in *OALD10*, it by and large retains the more predominant forms.

In 105 out of 128 entries, where *OALD9* showed variations, the variants were still present in *OALD10*. These variants mainly concerned vowels (in 50 entries including **circumstance**, **equinox** and **route**) and stress (in 38 entries such as **address**, **controversy** and **justifiable**). Consonant variations were also observed in 22 entries. Minor changes were also found: *OALD10* altered the order of the first and second variants in *OALD9* in some of these entries. In *OALD9*, the order of the first and second variants differed from that in *LPD3*

in headwords such as **applicable**, **Asia** (and its related words), **association**, **egoistic**, **equinox**, **inherent**, **kilometer**, **lamentable** and **vacation**. With the alteration of the order, *OALD10*'s transcripts of these words are in accordance with *LPD3*. For instance, in **applicable**, /'æplɪkəbl/ which is preferred by only 15 percent of the British speakers was shown first in *OALD9*, while the predominant form /ə'plɪkəbl/ (preferred by 85percent of British speakers) was shown as second. Likewise, in **equinox**, the predominant pronunciation with /'ek-/ (preferred by 92 percent) was preceded by the less predominant variant with /'i:k-/ (preferred by 8 percent) in *OALD9*. These situations have been resolved in *OALD10*.

As for the newly added variants, in **ally** (verb), *OALD9* showed only one pronunciation, /ə'laɪ/, while missing out /'ælaɪ/, both of which are preferred by 50 percent of North American speakers according to *LPD3*. *OALD10* included the latter variant as the second pronunciation of this word. A second variant was also added in **envelope**: *OALD9* showed /'envələʊp/ (preferred by 78 percent of British speakers) but *OALD10* shows a variation in the vowel, by including /'vɒn-/ (preferred by 22percent) and /'ɑ:n-/ as the second choice for British and American pronunciation, respectively. Similarly, at the entry **ate**, *OALD9* showed the conservative form /et/ though it also had /et/ under the "Verb forms" of **eat**. *OALD10* now shows the latter variant at the entry **ate** as /et, et/. Note, however, that the conservative form, /et/, is shown as the first variant. In **caramel** and **ogle**, second variants (/ˈkɑ:ɹml/ and /'ɑ:gl/) were added as North American pronunciation besides their first variants, /'kærəml/ and /'əʊgl/.

Although there have been some improvements as discussed above, there still remain several words in which *OALD10* fails to show predominant variants. For example, in **baths** (i.e., the plural form of **bath**), *OALD10* provides /-ðz/ (preferred by 50 percent) but does not show the equally predominant variant, /-θs/ (preferred by 50 percent). In **hurricane** and **luxurious**, although /'hʌrɪkən/ and /lʌg'ʒʊəriəs/ are shown as British pronunciation in *OALD10*, the pronunciations with /-kem/ (preferred by 60 percent) and /lʌk-/ (preferred by 67 percent),

which are the first variant both in *LPD3* and *RDP2*, are not shown in *OALD10*. Similarly, in **almond**, **luxury**, and **youths** (the plural form of **youth**), *OALD10* shows the variants with /'ɑ:/, /'lʌk-/ and /-ðz/ as American pronunciation, respectively. All these are the second variants in *LPD3* and *RDP2*. Meanwhile *OALD10* misses out the dominant forms with /'ɑ:l/ (preferred by 75 percent), /'lʌg-/ (preferred by 52 percent) and /-θs/ (preferred by 61 percent), respectively.

3.5. Summary

The investigation into the pronunciation aspects of *OALD10* revealed some important changes from its previous edition. A major change was found in the phonemic representation of GOAT in American pronunciation (i.e., from *OALD9* /oʊ/ to *OALD10* /əʊ/). It was also pointed out that *OALD10* practices the “one transcription per word” policy more strictly than the past editions. Thus, in addition to the change in the GOAT words, the variation in the American pronunciation of CLOTH is no longer illustrated in *OALD10*. As for words with variations in pronunciation, although some of the variants in *OALD9* were deleted, most of the variants were found to be retained in *OALD10*. In addition, for some words with multiple variations, the order of the variants was changed. Thus, in more entries, the first variants in *OALD10* are in accordance with those in *LPD3* or *RDP2*. However, there still are some words in which *OALD10* misses out on the more prevailing pronunciations.

(Section 3 by Arashiro)

4. Definition

The main purpose in this section is to provide a general description of the Oxford 3000, the Oxford 5000, meanings of entries with reference to CEFR level, and OPAL (Oxford Phrasal Academic Lexicon) in *OALD10-P* (hereafter in this section *OALD10-P* is abbreviated to *OALD10*).

4.1. The difference of the Oxford 3000 between *OALD9* and *OALD10*

In place of the defining vocabulary of 3,500 in the fifth edition (vi) and “just under 3000 words” in the sixth edition (vi), *OALD* introduced the Oxford 3000 in the seventh edition, continuing to utilize it in the eighth edition and the ninth edition.¹ It was selected based on three criteria: “The words which occur most **frequently** in English . . . those words which are frequent across a **range** of different types of text . . . they are very **familiar** to most users of English” (2005 R 99). Frequency, range and familiarity are the selection criteria. The eighth and the ninth editions followed the seventh edition. In the review article of the ninth edition in this journal (Dohi et al. 36) the present writer noted that two entries are added in the Oxford 3000: digital and online.

The tenth edition writes: “The **Oxford 3000** is a list of the 3,000 core words that every learner of English needs to know. The words have been carefully selected based on their frequency in the language and their relevance to learners. Every word has been assigned a level, from A1 to B2 on the CEFR, guiding learners from beginner to upper-intermediate level on the most important words to learn” (x).

Concerning frequency, “The **frequency** of the words was measured in the Oxford English Corpus (OEC) . . . The OEC contains over 2 billion words from different subject areas and contexts, covering British, American and world English. Frequency is the most important criterion for deciding the importance of a word; the most frequent 2,000 words in English make up around 80 per cent of almost any English text” (x).

With regard to relevance, *OALD10* writes: “The **relevance** of the words to English language learners was measured by their frequency in a specially created corpus of Secondary and Adult English courses published by Oxford University Press. This means that the list covers words that learners will come across in class and in their study texts, even if they are less frequent in a general corpus. These include, for example, words for everyday things and places (*banana, café, T-shirt*), words for describing feelings (*amazed, annoyed, unhappy*), and words

connected with studying (*dictionary, exam*)” (x). These quotations indicate that in the latest edition the criterion of frequency remains unchanged, whereas the criteria of range and familiarity are fused into the criterion of relevance (cf. Preface in the fifth edition).

Thus, part of the Oxford 3000 is updated in the latest edition but, like *OALD8* and *OALD9*, the Oxford 3000 in the latest edition is not shown in the reference section. Like those in the previous editions, the entries in the Oxford 3000 in the tenth edition show parts of speech (some of those in the tenth are not the same as those in the ninth) and occasionally meanings: bank (money) n. and bank (river) n., for instance. Our study finds that the Oxford 3000 in *OALD10* includes 258 new entries. The most noticeable are the cardinal and ordinal numbers: four, fourth, five and fifth, for example. Curiously enough, however, the ordinals sixth, seventh, eighth and ninth are supposedly excluded on grounds of frequency, but from the viewpoint of the relevance to learners the dictionary should have been more consistent in their treatment (cf. Longman Communication 9000 mentioned below, and Davis and Gardiner's *FDCAE*).

The Oxford 3000 in *OALD10* is updated, including entries in a variety of fields that have been indispensable in our life or central to communication. The entries are selected based on frequency from ‘a specially created corpus of Secondary and Adult English courses’ mentioned above. Below are given some of the topics and related words.

transport and travel	crew, destination, expedition, helicopter, tourism
TV, movie and fiction	cartoon, detective, <i>genre, narrative</i> , setting
business	<i>consume, corporate, currency</i> , spending, <i>sponsor</i>
sports	athlete, champion, instructor, stadium, trainer
media and technology	app, blog, download, IT, robot, smartphone, update
culture	<i>architecture, celebrity, gallery, historic, portrait</i>
society and life	housing, lifestyle, privacy, recycle, volunteer
health and medicine	fitness, gym, <i>surgery, therapy</i> , vitamin
cooking and food	café, chef, delicious, recipe, sandwich

The entries in italics are in fact found in the seventh in the ‘Specialist lists’ composed of arts words (dealing with literature, painting, music, etc.), science words (dealing with physics, chemistry, biology, etc.), and business and finance words (R 114–17). 100 out of 258 (38.8 per cent) in the tenth correspond with those words in the seventh, which suggests the possibility that the lists may also have been referred to for the new entries in the latest edition.

As is explained in the introduction, the Oxford 3000 includes entries familiar to learners: animals (bear, bee, elephant, frog, lion and monkey), nature (earthquake and hurricane), school life (assignment, campus, graduate, learning, paragraph, subject, submit and summarize), and exclamation (ah, hey and wow) as well as a few past participle forms (connected, convinced and included). Some are related to people: gang, immigrant, poet, policeman (not police officer), race, slave and teenager. There are also found a variety of sports: baseball, basketball, golf, hockey, rugby, skiing, soccer and tennis. Some are basic vocabulary: best (adj., adv. and n.), can (n.), everyday (adj.), last (v.), laughter, lie¹ (v.), light (adj.), parking, and teenage.

The following words are also new in the Oxford 3000 (the entries shown are from A and S excluding the ones given above).

administration, agenda, airline, album, ambitious, announcement, any more, architect, assess, assessment
satellite, scan, scary, script, sculpture, secondly, sequence, seven, seventeen, seventy, similarity, six, sixteen, sixty, ski, solar, species, statistic, symptom

This reminds us of the similarity to Longman Communication 9000 (LC9000) in *Longman Dictionary of Contemporary English*, Sixth edition (LDOCE6). “The *Longman Communication 9000* represents the core of the English language and shows which words are the most important to learn and study in order to communicate effectively in both speech and writing. The *Longman Communication 9000* is not, however, solely based on the raw frequency of words in speech and

writing; it is also based on learner's needs . . . and on an examination of coursebooks from elementary to advanced levels. This means that the *Communication 9000* takes account of, for example, words for food, or words that describe the language (*verb, adjective*) which are sometimes infrequent in written corpuses but commonly learned in classrooms" (2126).

A comparison of the Oxford 3000 and the most frequent 3000 words in LC9000 makes it clear that the former does not necessarily include high frequency entries in communication: a study of 258 entries is conducted whether they are also included in the latter. 90 entries are found in both, which demonstrates that around two-thirds of the entries are not the most frequent in LC9000 either (cf. Davis and Gardiner²). Below are the above-mentioned 20 entries that are not among the most frequent words:

app, athlete, blog, celebrity, consume, destination, fitness, genre, housing, instructor, IT, lifestyle, portrait, recycle, smartphone, spending, sponsor, therapy, vitamin, volunteer

Hence, it is safe to say that part of the new entries in the Oxford 3000 in *OALD10* are selected based on the criterion of relevance to learners, not by the criterion of frequency.

4.2. Meanings of entries

4.2.1. CEFR in sense description

Showing CEFR five levels (excluding C2) is a new feature in *OALD10*. CEFR levels are shown not only in headwords, idioms and phrasal verbs but also in some of the meanings that are regarded as the core sense of the word. CEFR description, however, is not a new feature in learner's dictionaries. The same type of CEFR levels is employed in Cambridge dictionaries: *Cambridge Essential English Dictionary*, Second edition, *Cambridge Learner's Dictionary*, Fourth edition and *Cambridge Advanced Learner's Dictionary*, Fourth edition (*CALD4*)³. The last is used for reference.

OALD10 writes: “The CEFR grades language skills – what students can do in the language, for example, ‘can understand the main ideas of complex text on both concrete and abstract topics’ (at B2). It does not grade specific grammar points or vocabulary items. However, we have aligned the words in the Oxford 3000 to the levels of the CEFR from A1 to B2 in order to guide learners of English on the most important words to learn at each level. These levels are based on the same criteria of frequency and relevance . . . The CEFR level for the core sense of the word is shown after the key. If the word has more than one meaning, a small key symbol will indicate each of the meanings that belong to the Oxford 3000. The CEFR level is shown for each of these meanings: some of the secondary meanings may have a higher level than the core sense. The words of the Oxford 5000 are shown . . . with a ‘key plus’ symbol and the CEFR level – B2 or C1 – for the core sense of the word. Again, if there is more than one meaning, there will be a key plus symbol and a CEFR level at each meaning that belongs to the Oxford 5000” (x).

Five levels (A1 to C1) are shown in the core sense of the word in *OALD10*. In the entry **case**, for example, CEFR levels are shown in seven senses plus an idiom out of eleven. Compare *OALD10* with *CALD4*.

<i>OALD10</i> case	<i>CALD4</i> case
1 A2 [C] a particular situation or a situation of a particular type	1 B1 [C] a particular situation or example of something
2 B1 the case [sing.] the true situation	3 B1 (not) the case not true
3 B1 [C, usually sing.] a situation that relates to a particular person or thing	5 B1 (just) in case because of a possibility of something happening, being needed, etc.
4 B1 [C] a matter that is being officially investigated, especially by the police	10 B2 [C] a problem, a series of events or a person being dealt with by police, doctors, lawyers, etc.
5 B1 [C] a question to be decided in court	11 B2 [C] a matter to be decided by a judge in a law court
6 B2 [C, usually sing.] a set of facts or arguments that support one side in a trial, a discussion, etc.	12 A2 [C] a container or box for storing things in
7 A2 [C] (often in compounds) a con-	

tainer or cover used to protect or store things; a container with its contents or the amount that it contains IDM B1 (just in case (. . .))	13 a case of wine, etc. a box holding twelve bottles of wine or another type of alcoholic drink, or the twelve bottles and their contents 14 C2 [S] arguments, facts, and reasons in support of or against something
--	--

The description of **case** in *OALD10* shows that the core senses are not necessarily arranged in the order of A1 to C1. It is also clear that the CEFR levels in *OALD10* do not necessarily correspond to those in *CALD4*. The CEFR level, however, may be instructive in that it guides learners on which senses are core or indispensable.

<i>OALD10</i>	<i>CALD4</i>
1 A2	1 B1
2 B1	3 B1
3 B1	1 B1
4 B1	10 B2
5 B1	11 B2
6 B2	14 C2
7 A2	12 A2 13 no CEFR
IDM B1	5 B1

For the purpose of clarifying in more detail the difference and the similarity in CEFR description in *OALD10* and *CALD4*, a comparison is made of the four parts between the two: (1) **industrial** to **inscrutable**, (2) **land form** to **layer**, (3) **nappy** to **nervy**, (4) **pleased** to **police department**. It is not always easy to distinguish the senses with CEFR levels shown, due to the fact that the number of senses and the sense description do not necessarily correspond. Therefore, a comparison is made of the equivalent or corresponding senses in 106 headwords. For instance, in the entry **industrial** below the first and the third senses in *OALD10* are regarded as corresponding to the sense in *CALD4*, and the CEFR level in both is considered

the same.

<i>OALD10</i>	<i>CALD4</i>
industrial adj. 1 B2 connected with industry 2 B2 used by industries 3 B2 having many industries	industrial adj. B2 in or related to industry, or having a lot of industry and factories, etc.

The study finds that a number of senses show the same CEFR level in both:

- A1 **language, late** (adj.) (adv.), **near** (adv.) (1) (adj.) (1) (prep.) (1), **need** (v.) (1) (2), **neighbor** (n.) (1)
- A2 **laptop, national** (adj.), **nature** (1) (2), **nearly, neck**, (n.) (1), **pocket** (n.) (1) (2)
- B1 **ingredient** (1) (2), **injure** (1), **neighborhood, pleasure, plenty** (pron.), **poem, poet, poetry** (1), **point** (v.) (1) (2) (3)
- B2 **infection, inflation** (1), **inhabitant, initial** (adj.), **inner, innocent** (adj.) (2) (3), **input**, (n.) (1) (2), **landing** (1), **largely, launch** (v.) (1) (2) (3) (4), **lay** (v.) (3) (4), **nerve** (n.) (1) (2), **plus** (n.) (1) (adj.) (1) (2) (3)
- C1 **infect** (1) (2), **influential, injustice, landmark** (1) (2), **lawn** (1), **neglect** (v.) (1) (2) (n.), **plunge** (n.) (1) (2)

It should be pointed out, however, that far more senses surveyed show (slightly) different levels. Below are given some examples (the left CEFR shows *OALD*'s and the right *CALD*'s).

informal A2 B2	information A1 A2	injured B1 B2
innovative B2 C1	large A1 A2	last (v.) (1) A2 B1
later (adj.) (1) A2 B2	nation (1) B1 B2	necessary (1) A2 B1
need (n.) A2 B2	negative (adj.) (1) A1 B2	neither (det.) (pron.) A2 B2
point (n.) (1) A1 B1	poisonous (1) (2) B1 B2	police (n.) A1 A2

The study also finds that in far more senses as well as headwords, idioms and phrasal verbs are shown CEFR levels in *CALD4*: **inexpensive** B1, **last but not least** B2, and **needless to say** C1, for example. *CALD4* also gives a large number of C2 level senses, for example, **influx**, **lavish** (adj.) (1), **negligence**, and **plethora**. It would be safe to infer that there are shown far more C1 or C2 levels in *CALD4* because of the different number of CEFR levels (the CEFR level on the left below shows the level in *OALD10* and the right is found in *CALD4*).

A2	C1	last (v.) (2)
A2	C2	later (adj.) (2)
B1	C1	lay (v.) (1), natural (1), naturally (2)
B1	C2	narrative (n.) (1), naturally (4), near (prep.) (5), needle (n.) (3)
B2	C1	inevitable (1), infrastructure , initiative (n.) (1) (2) (3), innovation , launch (n.) (1) (v.) (3) (4), necessity (1) (2)
B2	C2	infer (1), inherit (1) (2), law (6), narrow (adj.) (2) (4) (v.) (2), nerve (n.) (1)
C1	C2	inequality , infant (n.) (1), infect (2), inherent , initiate (v.) (1), injection (1), lawsuit , plunge (v.) (1)

But this does not necessarily mean that *CALD4* indicates more advanced CEFR levels. The converse is also found in some entries: the second and the fourth cases below have not been found in the four parts surveyed. The left CEFR levels are in *OALD10*, and the right are found in *CALD4*.

A2	A1	last (det.)
B1	A1	NONE
B1	A2	plus (prep.), point (v.) (1)
B2	A2	NONE
B2	B1	inform (1), ink , landscape (1), lately , nasty (adj.) (1) (2), nearby , neat (1), plus (conj.)

C1	B1	plug (n.) (1) (5)
C1	B2	landlord (1), lane (1) (3) (4), lap (n.) (1), laser , latter (adj.) (2) (n.), nationwide (adj.) (adv.), neighboring

These facts suggest that *OALD10* gives more entries elementary or intermediate CEFR levels. The reasons for this are that different corpora are utilized and that *OALD10* takes no account of learners' corpus.⁴ *OALD10* writes: "These levels are based on the same criteria of frequency and relevance: the corpus of Secondary and Adult English courses enabled us to track the frequency of vocabulary items at each level of a course" (x). The quotation implies that five CEFR levels in *OALD10* are regarded as what learners should know rather than what they do know or can do. Therefore, it is plausible to argue that CEFR description in *OALD10* should not be regarded as a definitive version of sense description.

4.2.2. Meanings

OALD10 writes with regard to meanings: "In order to make the definitions in this dictionary easy to understand, we have written them using the keywords of the Oxford 3000. Numbers and proper names are also used in definitions, as are a few language study terms, such as *alphabet*, *noun* and *tense*. When it has been necessary to use a specialist term that is not in the Oxford 3000, the word is shown in SMALL CAPITALS. Where appropriate, a GLOSS (= a short explanation of the meaning) of the specialist term is included in brackets" (x). But the dictionary fails to mention that "words which are very closely related (including adverbs ending in *-ly* and opposites starting with *un-*⁵)" (2005 R 99) are also used in the definition. Affixes are crucial in vocabulary building, and it should have been mentioned explicitly which affixes are used in the definition (cf. R 72–75 Prefixes and suffixes in the seventh edition and Appendix 7 Defining vocabulary in the sixth edition). It should also be noted that all the entries in the Oxford 3000 are not necessarily used in the definition when the above quotation is seriously taken into account: "we have written them using the

keywords of the Oxford 3000.” For example, exclamations, such as *ah*, *hey* and *wow*, are not considered to be useful in the definition and no explicit mention is made of which words belong to the ‘keywords.’ Moreover, it should be mentioned that, unlike *LDOCE6*, *OALD10* makes no explicit reference as to whether the meanings in the entries are ordered in accordance with their frequency shown by the corpus.

A comparison of meaning description is made of the same four parts and a few other parts between *OALD9* and *OALD10*. The description of huge numbers of entries has been slightly changed, modified or deleted in accordance with the new launch of the Oxford 3000. Below are shown a few examples.

<i>OALD9</i>	<i>OALD10</i>
inhuman 1 lacking the qualities of kindness and pity; very cruel	inhuman 1 not showing sympathy or kind feelings for people who are suffering; very cruel
inoperative 1 (of a rule, system, etc.) not valid or able to be used	inoperative 1 (of a rule, system, etc.) that cannot be used because it is not legally or officially acceptable
laughable silly or ridiculous, and not worth taking seriously	laughable silly and not worth taking seriously
pleasing that gives you pleasure or satisfaction	pleasing that gives you pleasure or makes you feel satisfied
bury 1 to place a dead body in a grave	bury 1 to place a dead body in the ground
[IDM] part and parcel of sth an essen- tial part of sth	[IDM] part and parcel of sth a normal part of sth

In **inhuman**, for instance, the three words *lack* (v.), *quality* and *kind* (adj.) are in the Oxford 3000 whereas the word *pity* belongs to the Oxford 5000, and therefore the definition is modified using the keywords in the Oxford 3000. In **inoperative**, the word *valid* in the Oxford 5000 is also changed utilizing the definition of **valid**. The

methods appear to be quite often employed in modification of meaning description. In **laughable**, the word ridiculous in the Oxford 5000 is deleted. It goes without saying that deletion is acceptable as long as learners clearly understand the definition. (See the discussion below.) In **pleasing**, the word satisfaction has been modified using the (Oxford 3000) adjective satisfied. In **bury** the word grave excluded from the Oxford 3000 is simply changed to the word ground, unlike the entry **in memoriam** with a gloss for grave referred to below. In the idiom **part and parcel of sth (something)** the word essential is changed to normal, although the word essential is in the Oxford 3000. They may have been considered to be synonymous, but the description in *OALD10* makes it challenging for learners to grasp the exact meaning. There seems to be no need for the change.

There is a case where the entry in the Oxford 3000 remains unchanged in small capitals. The word native now in the Oxford 3000 should have been changed to lower-case letters.

<i>OALD9</i>	<i>OALD10</i>
naturalize 3 (of a plant or an animal) to start growing or living naturally in a country where it is not NATIVE	naturalize 3 (of a plant or an animal) to start growing or living naturally in a country where it is not NATIVE

Deletion sometimes makes a subtle difference of meaning less comprehensible. The writer wonders whether the definitions are improved, admitting that the words hook is in the Oxford 5000.

<i>OALD9</i>	<i>OALD10</i>
narrative 1 a description of events, especially in a novel	narrative 1 a description of events
lane (n.) 2 (especially in place names) a street, often a narrow one with buildings on both sides	lane (n.) 2 (often in place names) a city street
burr 3 the seed container of some plants which is covered in very small hooks that stick to other clothes or fur	burr 3 the seed container of some plants that sticks to other clothes or fur

One thing also seems to be certain: it is not always necessary to show the word outside the Oxford 3000 in small capitals only if the definition includes the same entry word in a different part of speech. The front matter writes: “When it has been necessary to use a specialist term that is not in the Oxford 3000, the word is shown in SMALL CAPITALS.” Both *pledge* and *plough* are outside the Oxford 3000. It might not be always easy to make a decision whether or not the defining word is a specialist term. (See the compound word washing machine below.)

<i>OALD9</i>	<i>OALD10</i>
pledge (v.) 3 to leave sth with sb as a pledge	pledge (v.) 3 to leave sth with sb as a pledge
plough (v.) to dig and turn over a field or other area of land with a plough	plough (v.) to dig and turn over a field or other area of land with a plough

There is found a case in which the reason is not apparent for providing a detailed explanation like a gloss in the definition. The two meanings of **PM** are new in *OALD10*.

- PM** (n.) 2 a private message (= one that only the person who wrote it and the person who they sent it to can read) on SOCIAL MEDIA or an online FORUM
- (v.) to send sb a private message (= one that only the person who wrote it and the person who they sent it to can read) on SOCIAL MEDIA or an online FORUM

The definition of **PM** also makes us realize that the entries *social* and *media* are in the Oxford 3000, but the fact that the compound entry *social media* regarded as a specialist term that is excluded from the Oxford 3000 compelled the entry to be shown in small capitals in the definition. Another example is found in the phrasal verb **plumb sth** ⇔ **in** in the ninth and the tenth editions, although the editorial policy is applied to the entry *washing machine* that is regarded as a

specialist term but not to the entry water supply that is not considered as such. Is washing machine a specialist term?

plumb sth ↔ **in** (*especially BrE*) to connect a WASHING MACHINE, toilet, etc. to the water supply in a building

The dictionary is not entirely consistent in the modification of meaning. The words swallow and absorb below, for instance, that now belong to the Oxford 5000 should be modified because they have to write the definitions using the keywords of the Oxford 3000. **Ingest** has a gloss on swallow. In **poison** and **poisoning** ‘swallow or absorb’ is modified to use the expression ‘get (into the body),’ while in **poisonous** swallow in a past participle remains unchanged and is shown in small capitals without a gloss.

<i>OALD9</i>	<i>OALD10</i>
ingest to take food, drugs, etc. into your body, usually by swallowing	ingest to take food, drugs, etc. into your body, usually by SWALLOWING (= making them go down your throat)
poison 1 a substance that causes death or harm if it is swallowed or absorbed into the body	poison 1 a substance that causes death or harm if it gets into the body
poisoning 1 the fact or state of having swallowed or absorbed poison	poisoning 1 the fact or state of poison having got into the body
poisonous 1 causing death or illness if swallowed or absorbed into the body	poisonous 1 causing death or illness if SWALLOWED or taken into the body

The use of a gloss is considered arbitrary. It is found, for instance, in the entry **in memoriam** but not utilized in the entry **bury** referred to above. The entry **grave** in the dictionary text is defined as “a place in the ground where a dead person is buried.”

<i>OALD9</i>	<i>OALD10</i>
in memoriam used to mean ‘in memory of’, for example on the stone over a grave	in memoriam used to mean ‘in memory of’, for example on the stone over a GRAVE (= where a dead person is buried)

The last case is related to the deletion and the use of the defining word. In the case below infection is still found in the Oxford 3000 whereas infect, infected, infectious and infective are not. There seems to be no reason the defining word should be changed, admitting that the new and explanatory definition is given in *OALD10* (cf. *COBUILD9* and *CALD4*).

<i>OALD9</i>	<i>OALD10</i>
laryngitis an infection of the larynx that makes speaking painful	laryngitis a medical condition in which the larynx becomes SWOLLEN and painful, making speaking difficult

In addition, the defining word infectious used for medical necessity in the ninth edition is deleted in the words below in the revised edition because it is neither in the Oxford 3000 nor in the Oxford 5000. Does the use of the defining word serious clearly explain the precise meaning of the words defined? In the changed definition below, the word fever is in the Oxford 5000, whereas the word symptom is in the Oxford 3000.

<i>OALD9</i>	<i>OALD10</i>
flu an infectious disease like a very bad cold, that causes fever, pains and weakness	flu a serious disease caused by a virus, that causes a high temperature, severe pains and weakness
diphtheria a serious infectious disease of the throat that causes difficulty in breathing	diphtheria a serious disease of the throat that causes difficulty in breathing
measles an infectious disease, especially of children, that causes fever and small red spots that cover the whole body	measles a disease, especially of children, that causes a high temperature and small red spots that cover the whole body
incubate 3 be incubating sth to have an infectious disease developing inside you before SYMPTOMS (= signs of illness) appear	incubate 3 be incubating sth to have a disease developing inside you before symptoms appear
bug (n.) 2 an infectious illness that is usually fairly mild	bug (n.) 2 an illness that is usually fairly mild but spreads easily from person to person

It may be the case that even advanced learners fail to understand the subtle nuance of meaning. Therefore, deleting part of the definition may in some cases cause learners' incomplete understanding of the meaning. The possible solution seems to be that a gloss utilizing the sense of **infectious** is given, such as the one of INFECTIOUS (= easily passed from one person to another [through the air]), or that an additional and accurate description is provided, such as the one in **bug** above. The deletion of the word infectious in the definition is also found in the following words:

athlete's foot, German measles, leprosy, myxomatosis, norovirus, small pox, virus (1), whooping cough

It is also intriguing to find a good example in the entry **infectious**: *Flu is highly infectious*⁶. Also compare the definition of **virus** in the learner's dictionaries issued in the 2010s. Note that in *OALD* the definition with the word infectious used before the word disease is found in the sixth edition through the ninth edition but deleted in the tenth edition because it is outside the Oxford 3000.

OALD9 a living thing, too small to be seen without a MICROSCOPE, that causes *infectious* disease in people, animals and plants (emphasis added)

OALD10 a living thing, too small to be seen without a MICROSCOPE, that causes disease in people, animals and plants

LDOCE6 a very small living thing that causes *infectious* illnesses (emphasis added)

CALD4 an extremely small piece of ORGANIC material which causes disease in humans, animals, and plants

MWALED2 an extremely small particle that causes a disease and *that spreads from one person or animal to another* (emphasis added)

COBUILD9 A virus is a kind of germ that can cause disease

Admitting that an improved definition is provided in the revised edition (**narrative** (2), **natural language**, **negotiator**, and **nervous system**, for instance), it is hoped that an accurate and consistent as well as user-friendly description will be provided in the future edition whether it will be in book form or online. Advanced learners should be careful of the new definition in some cases in *OALD10*.

Utilizing the OEC containing over two billion words, *OALD10* shows learners not only new headwords but also a large number of new meanings of words. Some examples below suggest that *OALD10* focuses on not only meanings of new words related to the life in the present century but also updated or extended meanings of words.

inflation (2), **informal** (4), **information** (3) (4), **inland** (adj.) (2), **innocent** (n.) (2), **inorganic** (2), **laser gun** (2), **lax** (2), **native** (adj.) (6) (7), **navigable** (2), **nectar** (2), **needful** (adj.) (2), **negative** (adj.) (8), (n.) (2) (4), **PM** (n.) (2), (v.), **point** (n.) (11), (v.) (4) (7), **pole position** (2)

A meaning is deleted in **inflammable** (2). Full-sentence definition is no longer used in **inscrutable** and **needless**. The order of meanings is slightly changed: **landing**, **late** (adj.) and **law**. Some take on a new meaning, which means that in the ninth edition only examples are shown without any particular meaning given: **industrial** (4), **informed** (2), **insane** (2), **landscape** (n.) (3) and **natural** (adj.) (2). Some meanings are now split into or promoted to independent ones: **infanticide** (3), **launch** (n.) (2), (v.) (5) and **narrow** (v.) (2), which will likely help learners to understand meanings more clearly. **Lateral** (n.) is completely changed: a phonetics-related meaning is deleted, and a botanical meaning and an American football-related meaning are given. These facts demonstrate that a constant effort has been made to show learners more updated meanings of words in a more user-friendly way. Therefore, *OALD* even in a paperback edition is worth detailed study in the revision.

Moreover, it should be noted that the revision of the Oxford 3000 compelled the description of notes for vocabulary building to be modified or changed. See section 6.

4.3. The Oxford 5000⁷

“The **Oxford 5000** is an expanded core word list for advanced learners of English. It includes an additional 2,000 words at B2 - C1 level on the CEFR, guiding advanced learners on the most useful high-level words to learn to expand their vocabulary” (x).

A study is done of the number of entries in the Oxford 5000 that belonged to the Oxford 3000 in the ninth edition. 312 (15.6 percent) out of 2000 in the Oxford 5000 are found in the Oxford 3000 in the ninth edition. This figure clearly demonstrates that the Oxford 3000 in the previous editions includes over 3000 entries, compared with the figure of the new 258 entries mentioned in 4.1. B2 level entries amount to 207 (66.3 percent), whereas 98 entries (31.4 percent) belong to C1 level. 7 show B2 & C1. This clarifies the situation in which the strict limit on the number of entries excluded part of the entries from the Oxford 3000.

Below are given B2 level entries in the Oxford 5000 that belonged to the Oxford 3000 in the ninth edition. (The entries from A and S are shown. The different CEFR levels in parentheses are in *CALD4*.)

absorb, accent, accidentally (B1), accurately (B1), acid (n.), adequate, adequately, adjust, alongside (C1), altogether, ambulance (A2), amusing (B1), annually, anticipate (C1), anxiety, appropriately, arrow, aside, assure, automatic, automatically, awkward satisfaction, scare (C1), scratch, severely, shaped (no level shown), shocking (B1), shortly, signature (B1), skilled, somehow, spare (adj.) (B1), spite (B1), spoil (B1), steadily, steam, strictly, striking, stroke (C1), suffering, sufficient, sufficiently (C1), swallow, sympathetic

Below are also given C1 level entries that belonged to the Oxford 3000. (The entries from A and S are shown. The different CEFR lev-

els in parentheses are in *CALD4*.)

absence (B2), absent (B1), abuse, acid (adj.), affection (B2), ally, attorney
 sack (B2), screw (no level shown), seal (B2), senator (no level shown), separation (B2), smash (B2), spare (v.), spin, squeeze (B2), steer (B2), stir (B1), strain (B2), strip (n), strip (v.) (no level shown), substantial (B2), substantially, substitute (B2), suck (C2), superior, suspicion (B2), suspicious (B2), swing (B2)

The study makes us realize the practical difficulty of drawing a sharp distinction between the Oxford 3000 and the Oxford 5000 as well as between B level and C level even if the words are based on corpus evidence.

What are the 2000 words in the Oxford 5000 composed of? Our study indicates that 685 (34.3 percent) are B2 level, whereas 1302 (65.1 percent) belong to C1. The remaining 12 belong to B2 & C1 depending on their parts of speech. Nearly half (45.5 percent) of the B2 level words (312 out of 685) are originally in the Oxford 3000 in the ninth edition.

In order to confirm that the additional 2000 in the Oxford 5000 is less frequent, a comparison is made of the entries in the Oxford 5000 with Davis & Gardner's *FDCAE*, the front cover of which says: "the top 5,000 most frequently-used words in American English." Our study focused on D and R, excluding the entries that are found in the Oxford 3000 in the ninth edition. There are 124 entries in D and 106 in R. 68 out of 124 (54.8 percent) in D and 68 out of 106 (64.2 percent) are included in the 5000 words (some are even among the most frequent 3000).

A comparison is also made of the same entries in the Oxford 5000 and *CALD4* in order to examine which level they belong to. 91 out of 124 (73.4 percent) in D are in the levels B2 to C2, while 29 show no CEFR level (and 3 entries in A2 or B1 and one entry found only in *OALD10*). In the case of R, 78 out of 106 (73.6 percent) are in B2 to C2, and 22 are without any CEFR level (and 5 entries in A2 or B1

and one entry found only in *OALD10*).

It seems justifiable to infer that, notwithstanding the corpus difference, the 2000 entries are regarded as fairly reasonable when the above facts are taken into account: firstly, over half (in D) or over 60 percent (in R) of the entries are also found in the 5000 words in the corpora of American English, and, secondly, over 70 percent are in B2 to C1 (or C2, if there is any in the Oxford CEFR level category). Below are shown some of the entries in C1 level both in *OALD10* and *CALD4*.

- D deputy, deteriorate, differentiate (1), diminish, diplomatic (1), disastrous, discrimination (1), dismissal (1) (2), distinctive, domain (1)
- R rational, realization (1), rebellion (1), reconstruction (1) (2), relevance (1), reliability (1), reluctant, reminder, republic, resemble

Therefore, it could be acknowledged that the 2000 entries that are less frequent in the corpus play a crucial role in expanding vocabulary for advanced learners.

4.4. Oxford Phrasal Academic Lexicon (OPAL)⁸

Academic vocabulary has received considerable attention in recent years for over two decades. *OALD* started to acknowledge the interest in the eighth edition⁹. **AW** in the eighth and **AWL** in the ninth editions show that the words are from the Academic Word List. Given that no information on the Academic Word List is provided in *OALD10*, the dictionary has introduced the Oxford Phrasal Academic Lexicon (OPAL), which makes advanced learners realize that *OALD* maintains a strong interest in academic vocabulary.

The first publication focused on academic English by Oxford University Press is *Oxford Learner's Dictionary of Academic English (OLDAE)* in 2014¹⁰. *OLDAE* writes: "Academic vocabulary can be divided into three broad categories. First, there is ordinary general English vocabulary. This includes all the function words . . . as well as common verbs and adjectives and nouns for everyday things. At the other extreme,

there is specialist subject vocabulary. This differs between different academic disciplines and can be highly technical . . . In between these two extremes, there is so-called 'subtechnical' or 'general academic' vocabulary. These are words that tend to be used across most or all academic disciplines; most are also used in general English . . . It is these 'general academic' words that are the main focus of this dictionary" (v). *OLDAE*, therefore, mainly deals with the last category of general academic English, whereas *OALD* deals with ordinary general English. Learners should be aware that huge numbers of words in *OALD10* could also be used as general academic words. With the aim of encouraging advanced learners to recognize this fact, *OALD10* seems to have introduced the *OPAL* in the dictionary text.

OALD10 with a particular emphasis on general academic vocabulary is in accord with what Granger writes: "Academic vocabulary is commonly divided into discipline-specific academic words . . . and general academic words that occur across content areas and are used to refer to activities typical of academic work and to structure discourse . . . Both types of words are challenging for L2 [i.e. non-native] learners, but it is the cross-disciplinary ones that pose the greatest difficulties. One of the reasons is that these words 'are supportive of but not central to the topics of the texts in which they occur' . . . As a result, they are not particularly salient and tend to pass unnoticed" (9).

OALD10 writes: "The **Oxford Phrasal Academic Lexicon**, or **OPAL** for short, is a collection of four word lists that together provide an essential guide to the most important words to know in the field of EAP. The four lists cover both written and spoken academic English, with lists of written words, spoken words, written phrases, and spoken phrases" (xi).

"The words and phrases in *OPAL* are based on two main corpora, to give learners a true picture of academic English. The written words and phrases are based on the 71-million-word Oxford Corpus of Academic English (OCAE)¹¹, a corpus composed of academic texts published by Oxford University Press across these four subject areas: physical sciences, life sciences, social sciences, and arts and humani-

ties. The spoken words and phrases are based on the British Academic Spoken English (BASE) corpus. This corpus was developed at the Universities of Warwick and Reading and contains nearly 1.2 million words of spoken academic English, recorded and transcribed from lectures and seminars across the same four subject areas” (xi).

“OPAL was developed using a method called ‘keyword analysis.’ By comparing the list of the most frequent words and phrases in each corpus with the list of the most frequent words and phrases in a contrasting reference corpus, we identified the words and phrases that are most important in academic setting. For the written lists, we compared the OCAE with the fiction subcorpus of the Oxford English Corpus. For the spoken lists, we compared the BASE corpus with the spoken subcorpus of the British National Corpus, containing recordings of meetings and everyday conversation” (xi).

“Words that belong to the OPAL written and spoken word lists are indicated in the dictionary by symbols next to the headword: **W** indicates a word on the OPAL written word lists; **S** indicates a word on the OPAL spoken word list; and **O** indicates a word on both the written and spoken word lists” (xi).

In short, the OPAL is regarded as a checklist of essential vocabulary for advanced learners to understand lectures, contribute to academic discussion and to write essays and reports. Our study of the same four parts reveals that part of the entries show the symbols **W**, **S** or **O**. It makes us realize that there are likely far more entries with the symbol **O** or **W** than those with the symbol **S**¹².

- O** influence, information, initial, input, language, large, largely, law, national, natural, nature, necessarily, need, negative, point
- W** inequality, infer, inference, inform, informed, inherent, initially, initiate, initiation, initiative, latter, naturally, necessary, necessity
- S** later

In fact, the lists of the OPAL online show that there are twice as

many written single words as the spoken single words. 1200 written words are divided into twelve sublists and 600 spoken words into six sublists. Sublist 1 shows more important words in academic speaking or writing. Our detailed study makes it clear that 138 out of 600 spoken words are marked with **S**. The lists illustrate that the words in the OPAL do not always belong to the same level of importance: **classic** (adj.), for instance, is in Sublist 3 in the spoken single word list, whereas it belongs to Sublist 12 in the written single word list. The OPAL three symbols, which are nowhere to be found in *OLDAE*, will be instructive for advanced learners to recognize the most important academic words in the field of EAP. It is quite probable that *OALD*, like *OLDAE*, takes a special interest in academic vocabulary owing to the following fact: "Our research with teachers and students of EAP indicated that it is academic writing, above all, that students find most challenging" (*OLDAE* vi). The description of core academic vocabulary will encourage learners to raise the awareness of the importance of and to increase the knowledge of the academic vocabulary. The OPAL symbols **W** is given to the words neither in the Oxford 3000 nor in the Oxford 5000, for example, **inference** (in Sublist 10), **informed** (in Sublist 11), and **initiation** (in Sublist 12).

A comparison is made between the spoken single word list and the written single word list of the OPAL with the intention of seeing how they differ. Our study reveals that 462 words are commonly used in both: they constitute 77 percent in the spoken single word list while 38.5 percent in the written single word list. As mentioned above, 138 out of 600 spoken single words are mainly used in speech. Sublist 6 in the spoken single list shows words that are used in both speech and writing. These randomly selected twenty words are in the Oxford 3000.

acquire, adapt, affect, arise, benefit, circumstance, combine, decline, description, essential, identify, imply, maintain, majority, organization, relevant, stable, strength, traditional, vary

Only four words in Sublist 6 belong to the Oxford 5000.

differ, motivation, precisely, recognition

It seems reasonable to infer that the words in Sublist 6 in the spoken single list will pose no special problems for advanced learners when they have mastered the Oxford 3000, the most fundamental words in English. Sublist 6 also includes those words below that are mainly used in speech, which cause no problem to advanced learners who are supposed to be quite familiar with them. (Note that in *LDOCE6* they are the 1,000 most frequent words in spoken English).

add, already, answer, end, exactly, exam, find, grow, hopefully, moment, perhaps, reach, sign, teacher, trust

In contrast, the written single word list including twice the number of the spoken single word list is considered more instructive or informative. 738 out of 1200 words (61.5 percent) are mainly used in writing. The list has twelve sublists, and it is easy to imagine that Sublist 1 includes a large number of words commonly used in both speech and writing, while Sublist 12 shows few words that could be used in both. In fact, our study finds that half or over half of the single written words in Sublist 1 through Sublist 5 are commonly used in both corpora, as the figures below show.

Sublist 1	91	Sublist 2	76	Sublist 3	66
Sublist 4	58	Sublist 5	50	Sublist 6	39
Sublist 7	25	Sublist 8	25	Sublist 9	15
Sublist 10	3	Sublist 11	6	Sublist 12	4

This means that advanced learners are advised to know the single written words in Sublists 1 through 5, and furthermore are required to know the words in Sublists 6 through 12 for the purpose of being productive in English, especially in academic writing. Therefore, it seems reasonable to argue that the single written list of the OPAL is more informative and useful.

In terms of the sublists being informative, shown below are 44 words in Sublist 12 that are not included in the Academic Word List in the ninth edition. Note that 14 words in italics are neither in the Oxford 3000 nor in the Oxford 5000 and that all are the headwords in *OLDAE*.

administer, assertion, *causation, centralize, certainty, conservative, conserve, correction, correctly, critically, criticize, cumulative, desirable, empower, excessive, exemplify, favourable, frequent, harmful, ideally, inability, intend, naturally, partially, partly, progression, progressive, quantify, randomize, rating, reasonably, replacement, resistant, satisfaction, sensory, separately, simultaneous, stimulation, strength, strengthen, substantive, successfully, unclear, unrelated*

The symbol **W** helps advanced learners to be well aware of the written single words used in academic contexts, especially the ones that are neither in the Oxford 3000 nor in the Oxford 5000. It could help them to know which words are indispensable or crucial to expanding vocabulary for academic study.

It is worth noting that, when the extensive research on phraseology with special reference to EAP is taken into account, the two lists of single words (written and spoken) are insufficient. Aiming to raise awareness of academic phrases, the OPAL also focuses our attention on hundreds of written phrases as well as spoken phrases. *OALD10* writes: "It is often not the word itself that is 'academic,' but the way it is used and combined with other words in an academic context. Therefore, besides the lists of single words, the OPAL also includes a list of written phrases and a list of spoken phrases, which you can find online. The written phrase list covers 15 different functions, including 'Explaining and defining' and 'Giving examples and presenting evidence.' The spoken phrase list covers 16 functions, including 'Signposting and focusing in lectures/ lessons' and 'Using vague language' (xi).

The OPAL includes two lists: written phrases and spoken phrases. The former includes 'around 370 important phrases' for academic

writing grouped into 15 functional areas,” and the latter illustrates “around 250 important phrases for academic speaking grouped into 16 functional areas.” Nine functions are found in both: ‘Drawing attention to something or focusing on it’ and ‘Hedging and expressing degrees of certainty,’ for instance. The plausible explanation for this is that Language Bank is found in Oxford Writing Tutor in *OALD8* and Express Yourself in Oxford Speaking Tutor in *OALD9* respectively. *OLDAE* likewise includes Language Bank in 39 entries, such as ‘Cause and Effect’ in **effect**, ‘Hedging language’ in **hedge**, and ‘Giving opinions using impersonal language’ in **impersonal**, where the typical phrases and examples are illustrated. Utilizing OCAE and BASE, the OPAL describes a number of typical written and spoken phrases without examples, requiring advanced learners to refer to the related entries when necessary.

The way written phrases are described in the text is briefly mentioned. The function chosen here is ‘Specifying topics and relations between ideas,’ in which 37 written phrases and 19 spoken phrases are found. Just ten phrases are randomly chosen on the condition that they begin with a preposition followed by a noun phrase (with or without an article) plus a preposition.¹³

phrase	w	s	idiom/ set phrase	example	<i>OALD10</i>	<i>CALD4</i>
in terms of	✓	✓	idiom	✓	B1	B2
in/ within the context of	✓		set phrase	✓		(B2)
with respect to	✓	✓	idiom	✓	[C1]	B2
in accordance with	✓		idiom	✓	C1	C1
on the basis of	(✓)	✓	set phrase	✓	[B2]	(C1)
with regard to	✓		idiom	✓	[C1]	B2
in the case of	(✓)	✓	set phrase	✓	[B1]	
from the point of view of	✓	✓		✓		(B2)
in relation to	✓	✓	set phrase	✓	[B2]	B2
beyond the scope of	✓		set phrase	✓		(C1)

The second and the third columns above show which medium or category (written, spoken or both) the phrase belongs to in the OPAL. The fourth shows whether the phrase is shown as an idiom or a set phrase in bold. The next column shows whether or not an example is given. The two right-hand columns show which CEFR level the phrase belongs to in *OALD10* and *CALD4* (the CEFR level in square brackets is not given in *OALD10* but in the Oxford Phrase List whereas the level in round brackets in *CALD4* shows the level of the meaning in which the phrase is given as a set phrase). It is regrettable that the symbol **W**, **S** or **O** is nowhere to be found next to the academic phrases in the dictionary text. **O** will be shown in the phrase, for example, 'in terms of' or 'with respect to,' whereas **W** will be shown in the phrase such as 'in accordance with' or 'beyond the scope of.' The OPAL is a new feature in *OALD10*, and it is desirable to explicitly show in as many phrases as possible which category they belong to in the dictionary text, admitting that all of them are not considered to be absolutely necessary, such as 'Phrases with (the) (noun) of,' for instance. Nevertheless, advanced learners will appreciate that *OALD10* has provided a bridge between general English and general academic English. They will likely go on to *OLDAE* when they have to learn more in detail about general academic English.¹⁴ More information on academic phrases will increase their awareness of multiword expressions typical of academic language. It is hoped, in the edition of *OALD* which is expected to be issued in 2025, more information on the CEFR levels as well as the three OPAL symbols are given in the dictionary text not only in headwords but also in set phrases and idioms to make users well aware of the academic phrases.

4.5. Summary

OALD has been issued every five years since 2000. The tenth edition is a welcome addition in the *OALD* range. With respect to meaning-related description of the Oxford 3000 and the Oxford 5000 as well as CEFR and the OPAL, the latest edition includes a large number of new meanings and shows five CEFR levels are given to the core

sense of the word despite the fact that the meaning description is not necessarily consistent and the levels in *OALD10* and *CALD4* often differ due to their different number of levels and the different corpora. The Oxford 3000 shows advanced learners the most frequent and essential vocabulary, whereas the Oxford 5000 shows the vocabulary with mid frequency but still indispensable to vocabulary enlargement. The OPAL, notwithstanding its partial description in phrases, is considered a useful guide to academic English. *OALD10* is keenly aware of not only academic words but also academic phrases selected based on the spoken and the written corpora. Hence, the dictionary could be regarded as playing an important role as a bridge between general English and general academic English.

(Section 4 by Dohi)

5. Examples

We compared example sentences and phrases in *OALD10* with those in *OALD9* to determine if there were any major differences between the two. We examined examples in the print dictionary primarily; however, we will also refer to the smartphone application and online version whenever necessary.

Every 100th and 101st pages of *OALD10-P* were chosen as samples, and examples that were added, modified, replaced, or deleted were identified. The body of the *OALD10-P* consists of 1,820 pages. Therefore, the sample pages accounted for approximately two percent of the dictionary.

According to an analysis of *OALD9*, there was only slight revision to its examples (Dohi et al. 44). In contrast, example phrases and sentences in *OALD10* appear to have been revised extensively. How they were revised will be detailed below.

5.1. New examples

New examples have been added to *OALD10*, along with newly included entry words. The following are some new examples:

Examples of newly entered headwords

1. *Around 20% of the teachers are from BAME backgrounds.* (**BAME**)
2. *In primaries, the moderate candidate for POTUS generally wins.* (**POTUS**)
3. *Christmas has been grossly commodified over the years.* (**com-modify**)
4. *The US far outspends its peer nations when it comes to health-care costs by capita.* (**outspend**)
5. *The postseason games, leading up to the finals, should be very exciting.* (**postseason** adj.)
6. *The team is expected to do well in the postseason.* (**postseason** n.)
7. **the ~ between A and B** *the changing balance of power between the working and middle class* (**balance of power**)
8. *The candidate has sent mixed messages about his views on worker visas.* (**mixed message**)

Example of a new idiom

throw, etc. sth in/into the mix *When you throw into the mix the passion and energy of a young artist, you have a recipe for success.* (**mix** n.)

It is noteworthy that *OALD10* places a particular emphasis on the illustration of typical collocations and sentence patterns of its entry words. Examination of our sample page examples suggested that the number of example phrases and sentences has increased considerably in *OALD10*. For instance, there are eight types of example phrases and sentences in the entry for **committee** in *OALD10*, whereas there were only four in *OALD9*.

OALD9

1. *She's on the management committee.*
2. *The committee has|have decided to close the restaurant.*
3. *a committee member|a member of the committee*
4. *a committee meeting*

OALD10

1. an **executive/advisory/organizing** committee
2. The committee has/have decided to close the restaurant.
3. to **appoint/establish/form a committee**
4. to **chair/head a committee**
5. **on a** ~ She's on the **planning committee**.
6. **in** ~ The bill was still in committee (=being considered by a committee) in early December.
7. ~ **on sth** the US House of Representatives' committee on foreign affairs
8. a **committee member/chairman**

In fact, the examples in *OALD9* had been listed in the entry for **committee** in *OALD6*, and they remained as they were through the following editions up to *OALD9*. The total number of examples doubled in *OALD10* due to the addition of new example phrases and sentences that show the verbs and prepositions that typically occur with the word **committee**. The use of new corpora may have helped editors detect more typical collocations for the word.

5.2. Updated examples

It is interesting that some examples in *OALD10* have been updated to match current trends and situations in our society. Compare the following two examples of the entry for **include** in *OALD9* and *OALD10*.

OALD9

Your duties include typing letters and answering the telephone (emphasis added).

OALD10

Your duties will include greeting visitors and directing them to the appropriate department (emphasis added).

The example sentence in *OALD9* first appeared in *OALD6* and

remained through *OALD9*. The duties described in the example sentence in *OALD9* may have been replaced in *OALD10* to match the changes in our society. Incidentally, the example sentence in *OALD5*, which was published in 1995, was as follows: *Your duties include checking the post and distributing it*. Even in the days of *OALD5*, the duties in this sentence may have been a little old-fashioned for a secretary.

It is also noted that names of persons, types of digital media, years, and other miscellaneous information in example sentences have been updated in *OALD10*. In the example sentence for the second sense of **confer** in *OALD10*, the year in which an honorary degree was conferred is updated to *2019*, which is the year before the publication of *OALD10*. Incidentally, this example sentence first appeared in *OALD6*, published in 2000. Since then, the year in the sentence has been updated in the seventh, eighth and tenth edition. Compare the following example sentences cited from *OALD6* to *OALD10*.

OALD6

An honorary degree was conferred on him by Oxford University in 1995 (emphasis added).

OALD7

An honorary degree was conferred on him by Oxford University in 2001 (emphasis added).

OALD8 and *OALD9*

An honorary degree was conferred on him by Oxford University in 2009 (emphasis added).

OALD10

An honorary degree was conferred on him by Oxford University in 2019 (emphasis added).

People's names are also updated in *OALD10*. For example, in the entry for **HRH**, the example "*HRH Prince Harry*" is replaced by "*HRH*

the Duke of Sussex” in *OALD10*. Another example is the second sense of the entry for **industry** in *OALD9*: *the Madonna industry* (the large number of people involved in making Madonna successful). This example is modified in *OALD10* to *the Kardashian family* (the large number of people involved in making the Kardashian family successful). Madonna is replaced by a family that is currently more popular.

Similarly, the example for **audio** was “*audio and video cassettes*” in *OALD9*; “*video cassettes*” was replaced by “*video recordings/files/clips*” in *OALD10*.¹ This revision reflects advancements in technology in the field of digital media in the past few decades. In fact, the *OALD9* example first appeared in *OALD6*, published in 2000. Video cassettes were then widely used in our daily lives, but they are no longer used today.

It is also noted that “*a cigarette*” is replaced by “*a coffee*” in the example sentence for the phrasal verb **cut down (on sth)** in *OALD10*.² This may be because smoking is more often than not disapproved of in current society. Compare the following excerpts.

OALD9

I won't have a cigarette, thanks – I'm trying to cut down (=smoke fewer) (emphasis added).

OALD10

I won't have a coffee, thanks – I'm trying to cut down (drink less coffee) (emphasis added).

Furthermore, examples in *OALD9* that could be regarded as stereotypical or old-fashioned were either replaced by less stereotypical examples or eliminated in *OALD10*. Compare the following examples.³

OALD9

commit *verb* 1. [T] ~ **a crime, etc.** to do sth wrong or illegal: to **commit murder/adultery** ◇ *Most crimes are committed by young men*. ◇ *appalling crimes committed against innocent children*

(emphasis added)

commitment *noun* [C] **3.** a thing that you have promised or agreed to do, or that you have to do: *He's busy for the next month with filming commitments.* ◇ *Women very often have to juggle work with their family commitments* (emphasis added).

OALD10

commit *verb* **1.** [T] ~ **a crime, etc.** to do sth wrong or illegal: *to commit a crime/an offence* ◇ *to commit murder/fraud/adultery* ◇ *to commit an act of violence/terrorism* ◇ *appalling crimes committed against innocent children*

commitment *noun* [C] **3.** a thing that you have promised or agreed to do, or that you have to do: *He's busy for the next month with filming commitments.* ◇ *work/family commitments*

For the first sense of **commit**, the second example in *OALD9* is replaced by a more neutral example phrase (to **commit murder/fraud/adultery**) in *OALD10*. It may have been regarded as inappropriate and without evidence to claim that most crimes are committed by young men. Similarly, it is no longer believed that only women are responsible for family commitments. This may be why the second example sentence for **commitment** in *OALD9* cited above was replaced by a simple example phrase (*work/family commitments*) in *OALD10*.

5.3. A notation of a sentence pattern before an example sentence

There are verbs that are typically used in the passive voice in English. In the case of **commercialize**, this is indicated by the grammar notation [often passive] in *OALD9*.⁴ In addition to this notation, a sentence pattern “**be/become commercialized**” is added to an example sentence in *OALD10*, as shown below:

commercialize *verb* [often passive] (*often disapproving*) to use sth to try to make a profit, especially in a way that other people do not approve of: **be/become commercialized** *Their music has become commercialized in recent years.*

There is a similar notation of a sentence pattern for the example of the fourth sense of **decorate** in *OALD10*. The grammar notation [T, usually passive] indicates that this verb is usually used in the passive voice. This is even more explicitly shown by the notation “**be decorated (for sth)**” placed before the example:

decorate *verb* 4 [T, usually passive] to give sb an award or MEDAL as a sign of respect for sth they have done: **be decorated (for sth)**. *She was decorated for her efforts during the war.*

This example was newly added to *OALD10*; there were no examples for this sense of **decorate** in *OALD9*.⁵

These notations of sentence patterns are likely more helpful for dictionary users who are not familiar with the technical terms and abbreviations used in grammar notations.

5.4. Examples moved to a different entry

Due to the reconstruction of entries in *OALD10*, there are some examples that were moved from where they were placed in *OALD9* to different entries in *OALD10*. For example, “*fossilized bones*” was an example within the entry for **fossilize** in *OALD9*. However, **fossilized** (*adj.*) was entered as a new entry word in *OALD10*, and thus “*fossilized bones*” was moved into the entry for **fossilized** in *OALD10*.

The example “an **away match/game**” was moved from the entry for **away** (*adv.*) in *OALD9* to the entry for **away** (*adj.*) in *OALD10*. This move is an example of a correction.

5.5. Deleted examples

Some *OALD9* examples were omitted in *OALD10*, alongside entry words that were also deleted in *OALD10*. For instance, the acronym

ABD was a main entry word in *OALD9*, but it was deleted in *OALD10*. Consequently, the example (*ABD students may apply*) also disappeared in *OALD10*. The main entry word **outworn** (*adj.*) was also deleted in *OALD10*. Therefore, the example for **outworn** (*outworn institutions*) was deleted in *OALD10*.

5.6. Summary

OALD10 presents typical collocations and sentence patterns of its entry words in example phrases and sentences. A typical collocation is highlighted in bold, while a typical sentence pattern is placed before an example sentence as a gloss. Previous editions of the *OALD* also adopted the same format. However, *OALD10* places more emphasis on including typical collocations and sentence patterns than its predecessors did. It appears that more examples were added in order to illustrate typical collocations or sentence patterns that were newly identified in this edition. We also noticed that some of the examples were modified in part to update information contained in them. In addition, there were some examples that were moved from one entry to another. This shift resulted in part from the reconstruction of entries in *OALD10*. Overall, our examination revealed that example phrases and sentences were extensively revised in *OALD10*.

(Section 5 by Takahashi)

6. Notes for vocabulary building

The trend of increasing types of notes for vocabulary building, which began in *OALD6* (for a brief history of *OALD* usage notes, see Yamada et al. 36), is still in progress in *OALD10*, although the number of new types is smaller than in *OALD8* or *OALD9*. In this section, (1) the differences between the notes in *OALD9* and *OALD10* are described; (2) new types of notes introduced in *OALD10* are illustrated; and (3) a desirable classification of notes is proposed.

6.1. Comparison between *OALD9* and *OALD10*

The revisions of the notes for vocabulary building were carried out

mainly for the purpose of the improvement of phraseology and correction of typographical errors. Some notes, or some parts of notes, have been deleted from the printed edition, but the contents of those notes are retained in the online edition. Therefore, we can conclude that the editors have made only minor revisions, rather than drastic or structural ones. In the following subsections, we discuss the changes that occurred in *OALD10*.

6.1.1. Updating of the explanatory examples

The “Synonyms” notes have been revised in some examples. New words or expressions introduced in this decade have been provided, and some example sentences have been changed so that they are more appropriate in today’s context.

advertisement

OALD9

Put an advertisement in the local paper to sell your car.

OALD10

They ran advertisements on TV and on social media.

ad, advert

OALD9

We put an ad in the local paper.

OALD10

We put an ad on that website.

PATTERNS

- an **online/internet** advertisement/ad/commercial/promotion

Similar examples can be found in the “Language Bank” note at **consequently**, and the “Synonyms” note at **payment (subscription)**. Some examples are added for a better understanding.

colour (*noun*)

SYNONYMS

OALD9

shade a particular form of a colour, especially when describing how light or dark it is. Sky blue is a shade of blue.

OALD10

shade . . . Sky blue is a shade of blue: *Her eyes were a delicate shade of green.*

6.1.2. Rewriting the explanatory texts in the Oxford 3000

There are also some revisions in the explanatory texts, which the editors have rewritten using the Oxford 3000 to make the explanations easier for the learners to understand. See the following examples from the “Synonyms” notes:

beautiful

lovely (of a person) beautiful; very attractive: *She looked particularly lovely that night.*

OALD9

[NOTE] When you describe somebody as lovely, you are usually showing that you also have a strong feeling of affection for them. (emphasis added).

OALD10

. . . showing that you also like them very much. (emphasis added).

bitter

OALD9

sour (of a taste) bitter like the taste of a lemon or of fruit that is not ripe (emphasis added).

OALD10

. . . fruit that is not ready to eat (emphasis added).

A similar example can be found in the “Which Word?” note at **ashamed** (the change from *awkward* to *uncomfortable*).

This type of revision causes inconsistencies with the application of labels. The “Synonyms” note at **complain** in *OALD9* includes the word *disapprove*, which has been replaced by the phrase “think it is bad” in *OALD10*¹:

*OALD9***complain****protest** · **object** · **grumble** · **moan** · **whine**

protest to say or do sth to show that you disagree with or disapprove of sth, especially publicly . . .

object to say that you disagree with or disapprove of sth; to give sth as a reason for objecting . . .

grumble (*rather informal, disapproving*) to complain about sb/sth in a bad-tempered way . . .

moan (*BrE, rather informal, disapproving*) to complain about sb/sth in an annoying way . . .

whine (*rather informal, disapproving*) to complain in an annoying, crying voice . . .

OALD10

protest to say or do sth to show that you disagree with sth or think it is bad, especially publicly . . .

object to say that you disagree with sth or think it is bad; to give sth as a reason for objecting . . .

grumble (*rather informal, disapproving*) to complain about sb/sth, especially sth that is not really very serious² . . .

moan (*BrE, rather informal, disapproving*) to complain about sb/sth in an annoying way . . .

whine (*rather informal, disapproving*) to complain in an annoying, crying voice . . .

The explanatory texts at **grumble**, **moan**, and **whine** in the same note include the label *disapproving*. Although a definition for this label is given in the inside cover as “expressions show that you feel disapproval or contempt,” this definition cannot be easily understood by the target learners. The introduction of the Oxford 3000 requires a more thorough revision of the dictionary.

6.1.3. Grammatical and typographical corrections

As stated at the beginning of this section, minor corrections can be seen in several types of notes in *OALD10*. These corrections contrib-

ute to the clarity of the explanations.

The “Synonyms” notes have been revised in some instances, with the aim of achieving grammatical precision.

mad (the note at **angry**)

OALD9

In British English, the phrase ‘go mad’ means ‘very angry’ (emphasis added).

OALD10

In British English, the phrase ‘go mad’ means ‘become very angry’ (emphasis added).

While the verb phrase “go mad” is paraphrased into an adjective phrase “very angry” in *OALD9*, the same phrase is paraphrased into a verb phrase “become very angry” in *OALD10*. This may seem to be a small problem, but it will be of assistance to learners whose native language only uses a verb to express “become angry.”

A similar example of a revision of grammatical equivalence can be seen in the “Synonyms” note at **care**:

OALD9

prudence (*rather formal*) being sensible and careful when you make judgements and decisions; avoiding unnecessary risks: . . . (emphasis added).

OALD10

prudence (*rather formal*) a sensible and careful attitude when you make judgements and decisions; behaviour that avoids unnecessary risks . . . (emphasis added).

Although the grammatical category of the words in the list is self-evident, an appropriate paraphrase would be of great help for the learners, because even advanced learners would have trouble distinguishing the grammatical category of V-ing forms.

In the specific note mentioned above, however, there exists a para-

phrase that is problematic for learners:

caution care that you take in order to avoid danger or mistakes; not taking any risks: . . . (*OALD9*, which has not been changed in *OALD10*) (emphasis added).

The editors of *OALD9* seem to have used a V-ing form as an equivalent of a noun phrase in this case (cf. the definition of **caution noun 1** in *OALD9*), but the revision that the editors of *OALD10* have conducted at **prudence** would be desirable here too (cf. the definition of **caution noun 1** in *OALD10*: “the fact of not taking any risks.”)

Another kind of revision that indicates the editors’ intention to avoid the ambiguity of the V-ing form can be seen in a “Which Word?” at **care**:

OALD9

You can **take care of**, or especially in *BrE*, **look after** someone who is very young, very old, or sick, or something that needs keeping in good condition (emphasis added).

OALD10

. . . or something that needs to be kept in good condition (emphasis added).

This kind of expression (“need keeping”) would not cause much trouble for native speakers, but would cause trouble for learners. The editors’ attempts are thus desirable, but they need to be thoroughly completed.

There are more examples of corrections that editors have made to expressions that are problematic for learners. Consider the “Language Bank” note at **conclusion**:

OALD9

Based on this study, **it can be concluded that** the introduction of new street lighting did not reduce reported crime (emphasis added).

OALD10

On the basis of this study, **it can be concluded that** the introduction of . . . (emphasis added).

The learners tend to misuse the phrase “based on” and create an inappropriate sentence like “*We have conducted an experiment based on the following hypotheses” The sentence from *OALD9* cited above would cause some confusion regarding the appropriateness of the subject of “be based on.” The editors of *OALD10* seem to have avoided such an expression.

The “Grammar Point” note at **need** provides another example:

OALD9

Need as a modal verb has **need** for all forms of the present tense, . . . The past is **need have, needn't have** (emphasis added).

OALD10

. . . To talk about the past, use the perfect forms **need have** and **needn't have** with the past participle (emphasis added).

Here the explanation has become more grammatically appropriate.

Typographical corrections are mainly conducted on the italicizations of example sentences. Several “Word Family” notes in *OALD10* have inserted the ending brackets which, curiously, were left out in *OALD9* (see **rely**, **repeat**, **satisfaction**, **separate**, and **stable**).

Another type of minor correction concerns boldfacing. The “Wordfinder” notes, which have been criticized in the analysis of *OALD9* as not being useful due to a lack of definitions (Dohi et al. 27–29), remain in *OALD10* with a small change. The editors’ definition of “Wordfinder” notes in *OALD10* has not changed from that in *OALD9* but the use of bold face has changed. As stated in the front matter (viii), some words in a “Wordfinder” list which have “Wordfinder” or “Collocations” notes in their own entries are printed in bold face at the relevant “Wordfinder” notes in *OALD9*, but they are printed in the

same way as other words in *OALD10*.

6.1.4. Movement of the notes

A “Wordfinder” note has been transferred from one entry to another, which indicates the characteristics of the “Wordfinder” notes somewhat more clearly. Consider the set of “capitalism, communism, **democracy**, dictatorship, fascism, imperialism, liberal, radical, socialism” which was placed under the entry of **system** in *OALD9*. These words are hyponyms of *system*, and only a few users would try to find their target word using its superordinate word; for instance, only a few users would look up the word *animal* to find the word *hedgehog*. However, *OALD10* includes this list of words under the entry of **capitalism**, which is a typical example of a social system. In this sense, the “Wordfinder” notes are different from “the ‘Synonyms’ notes without explanatory texts” (in fact, the two kinds of notes coexist at **luck**).

6.1.5. Deletion from the printed edition

“Collocations” are deleted from the list of the notes which “will help you increase your vocabulary and use the language productively” in the front matter of *OALD10* (compare *OALD9* (ix) with *OALD10* (ix)), and in fact all the “Collocations” notes (there are 43 in *OALD9*) are deleted from *OALD10-P*, but they are all included in the application and online versions.

If the editors concerned themselves primarily with space, their decision might be reasonable, since the space a “Collocations” note occupies is quite large on a dictionary page. In addition, *OALD10-OL* offers links to the notes as for some of the words in the lists, for example, the note “**Fine Arts**” can easily be reached from entries such as **paint, sketch, draw**, etc., which is the specific advantage of the digital edition. However, the information which the “Collocations” notes provide for the learners is indispensable and the description of collocations plays an important role in the learners’ dictionary (cf. R12). The division of the contents between printed and online editions should be more seriously questioned.

Another type of note that needs special attention here is “Word Family.” The editors have deleted the last word of the list at **able** (i.e., **disability**) and **accuse** (**accused**) without providing a clear reason:

WORD FAMILY

able *adj.* (≠unable)
 ably *adv.*
 ability *noun* (≠inability)
 disabled *adj.*
 disability *noun*
 (OALD9-P)

WORD FAMILY

able *adj.* (≠unable)
 ably *adv.*
 ability *noun* (≠inability)
 disabled *adj.*
 (OALD10-P)

However, these two words were included in the online edition. The selection criteria are not obvious, but the editors seem to have deleted the last word of the individual list automatically without regard for frequency or importance. This tendency, however, is not observed in the rest of the dictionary and the note at **inhabit** even adds **inhabitable**.

WORD FAMILY

inhabit *verb*
 habitable *adj.*
 (≠uninhabitable)
 inhabited *adj.*
 (≠uninhabited)
 inhabitant *noun*
 habitation *noun*
 (OALD9-P)

WORD FAMILY

inhabit *verb*
 habitable *adj.*
 (≠uninhabitable)
 inhabitable *adj.*
 (≠uninhabitable)
 inhabited *adj.*
 (≠uninhabited)
 inhabitant *noun*
 habitation *noun*
 (OALD10-P)

This kind of relatively minor deletion can also be seen in some of the “Wordfinder” notes. At some entries, a few words in the “Wordfinder” notes have been deleted in *OALD10*, seemingly due to their high frequency in everyday speech. In this regard, see the list at **baby**.

OALD9 has the list of “**birth, child**, dummy, feed, incubator, nappy, pram, premature, teethe,” and *OALD10* deletes **child**. See also the notes on **car, city**.

There is a note within which the editors have made a large deletion. The “Synonyms” note at **consist** (“**consist of sb/sth**”) in *OALD9* included the words which “mean to be formed from the things or people mentioned, or to be the parts that form sth.” The former type of words or phrases include **consist of sb/sth, comprise, and be composed of sb/sth**, and the latter type of words or phrases include **make up sth** and **constitute**. In *OALD10*, however, only those which “mean to be formed from the things or people mentioned” (i.e., **consist of sb/sth, comprise, and be composed of sb/sth**) are explained.

The crucial point here is that the verbs or verb phrases of the “**consist**” type only take “the whole as the subject and the parts as the object (*OALD9*),” while those of the “**constitute**” type take “the parts as the subject and the whole as the object (*OALD9*).” The editors of *OALD10* seem to regard structural replaceability as well as semantic equivalency as the necessary condition of synonymy. This is another example of the editors aiming for clarity in the dictionary’s descriptions and explanations.

6.1.6. Updating contents and explanations

A few notes have updated their explanations by introducing new information about usage: such as **altogether** (“Which Word?”), **baggage** (“Which Word?”), and **factory** (“Synonyms”).³ The most striking aspect of such notes is that of **mental health**. *OALD9* had a “Synonyms” note with the title “mentally ill” at **mentally**, and this explained synonyms, such as *insane, neurotic, psychotic, disturbed, and unstable*, without information about the problem of discrimination. However, the editors of *OALD10* revised this thoroughly to treat this problem with **mental health**. Additionally, they changed the category of the note to “Which Word?,” but it should be changed to “More About,” considering its content.

The list of the “Wordfinder” note at **charity** has been completely revised:

OALD9

appeal, benefit, collection, donation, fundraiser, handout, telethon, volunteer, welfare

OALD10

beg, benefit, homeless, hostel, the poor, poverty, shanty town, sweatshop, unemployment

It is interesting to see that the list of the words which are associated with the “givers” of charity has been deleted and the list of the words which are associated with the “receivers” of charity has been selected.

6.2. A newly introduced note: “Homophones”

“Homophones” are newly introduced usage notes in *OALD10*. What is innovative about this kind of note is that phonetic approximation was first used in the history of *OALD*⁴ as a way of building vocabulary. As the name “Homophones” indicates, this kind of note deals with words or phrases with the same pronunciation (for example, *heal*/*heel*/*he'll*), but they do not deal with *homonyms*.

The notes are placed under the entry of one of the homophones, and they show the parts of speech of each of the homophones and provide illustrative examples. *OALD10-OL* also provides users with the sound of homophones. Consider two examples:

aloud

HOMOPHONES: **allowed** · **aloud** /ə'laʊd/

- **allowed** *verb* (*past tense, past participle* of ALLOW): *We aren't allowed out after 10 p.m.*
- **aloud** *adv.*: *The film made me laugh aloud.*

bare

HOMOPHONES: **bare** · **bear** /beə(r); *NAmE* ber/

- **bare** *adj.*: *The room looked strangely bare without the furniture.*
- **bear** *noun*: *Staff reported finding polar bear tracks in the snow.*
- **bear** *verb*: *How can you bear this awful noise?*

See Table 6.1. for the list of “Homophones.”

Table 6.1. The “Homophones” notes in *OALD10*

	Entry	Homophones
1	aloud	allowed/aloud
2	bare	bare/bear
3	bass	base/bass
4	berry	berry/bury
5	blue	blew/blue
6	board	board/bored
7	brake	brake/break
8	bye	buy/by/bye
9	cell	cell/sell
10	choose	chews/choose
11	chute	chute/shoot
12	coarse	coarse/course
13	coward	coward/cowered
14	cruise	crews/cruise
15	cue	cue/queue
16	cymbal	cymbal/symbol
17	daze	days/daze
18	deer	dear/deer
19	desert	desert/dessert
20	dew	dew/dué
21	feat	feat/feet
22	flour	flour/flower
23	flu	flew/flu
24	forth	forth/fourth
25	grate	grate/great
26	groan	groan/grown
27	hear	hear/here
28	heel	heal/heel/he'll
29	heir	air/heir
30	hire	higher/hire
31	hole	hole/whole
32	idle	idle/idol
33	kernel	colonel/kernel

34	knight	knight/night
35	lead	lead/led
36	lessen	lessen/lesson
37	mail	mail/male
38	meat	meat/meet
39	minor	miner/minor
40	mist	missed/mist
41	mussel	muscle/mussel
42	new	knew/new
43	nose	knows/nose
44	oar	oar/or/ore
45	one	one/won
46	pane	pain/pane
47	past	passed/past
48	peace	peace/piece
49	pear	pair/pare/pear
50	peek	peak/peek/pique
51	plain	plain/plane
52	praise	praise/prays/preys
53	principal	principal/principle
54	prophet	profit/prophet
55	quay	key/quay
56	rap	rap/wrap
57	raze	raise/rays/raze
58	red	read/red
59	reed	read/reed
60	reign	rain/reign/rein
61	road	road/rode/rowed
62	role	role/roll
63	rose	rose/rows
64	rouse	rouse/rows
65	sail	sail/sale
66	scene	scene/seen
67	scent	cent/scent/sent
68	seize	seas/sees/seize
69	serial	cereal/serial
70	sight	sight/site
71	soar	soar/sore
72	sole	sole/soul
73	sow	sew/so/sow
74	stationery	stationary/stationery
75	steel	steal/steel
76	storey	storey/story

77	suite	suite/sweet
78	sun	son/sun
79	tale	tail/tale
80	through	threw/through
81	tide	tide/tied
82	tow	toe/tow
83	vain	vain/vein
84	wail	wail/whale
85	waist	waist/waste
86	war	war/wore
87	weak	weak/week
88	wear	ware/wear/where
89	weight	wait/weight
90	whether	weather/whether
91	whine	whine/wine
92	witch	which/witch
93	worn	warn/worn

This kind of information is valuable for learners with little experience in spoken (as a guide for pronunciation) and written (as a guide for orthography) English.

6.3. A desirable classification of notes

The introduction of “Homophones” reminds us of the existence of the subcategories of linguistics: phonetics and phonology, syntax, semantics, and pragmatics. One of the problems that was highlighted regarding usage notes in the analyses of *OALD8*, which increased the number of types of usage notes from seven to twelve, is the overlap of the contents of several types of usage notes. A few changes in the category (for example, from “Synonyms” to “Which Word?”) have been made in *OALD9*. One of the reasons for this overlap might be a lack of awareness about which kinds of clues the editors utilize to organize a note. Here, we classify the notes by relating them to the subcategories of linguistics:

- (1) The notes that focus on semantic proximity
“Synonyms,” “Vocabulary Building,” a few notes of “Grammar Point” (cf. **half**), “Language Bank,” and “Which Word?”

- (2) The notes that focus on morphological proximity
“Word Family,” “Which Word?” (cf. **compliment/complement**), and a few notes of “Grammar Point” (cf. **avenge/revenge**)
- (3) The notes that focus on pragmatic proximity
“Which Word?,” “Wordfinder,” “More About,” “Express Yourself,” and “Language Bank”
- (4) The notes that focus on phonetic proximity
“Homophones”

From the list above, it can be said that the “Grammar Point” notes can be revised to include only syntactical problems that are not strictly related to vocabulary building, and the “Which Word?” notes can be reclassified into appropriate categories, such as “Synonyms,” “Morphologically Similar Words,” and “Pragmatic Differences.”

6.4. Summary

The revisions reflected in *OALD10* are rather minor, but we can see that the editors’ intention was to clarify the explanations and improve the consistency of description. The introduction of “Homophones” might change the overall view of the notes for vocabulary building, which includes raising questions about what kind of information learners require for vocabulary building.

(Section 6 by Ryu)

7. *OALD10-OL* and *OALD10-APP*

In this section, we will look at the online version of *OALD10* (*OALD10-OL*) and the smartphone application of *OALD10* (*OALD10-APP*). With regard to *OALD10-OL*, because references have already been made in preceding sections, this section will overview *OALD10*’s extra features – features presented in addition to the information given in the main dictionary part. Specifically, we will examine the usability of Oxford iWriter and Oxford iSpeaker on *OALD10-OL*, along with information provided in Oxford Writing Tutor and Oxford Speaking Tutor on *OALD10-P*. In addition, extra

features on the *OALD10*-APP will be evaluated from the viewpoint of effective learning of the English language.

7.1. Oxford iWriter and Oxford Writing Tutor

7.1.1. Oxford iWriter

The Oxford iWriter was first introduced as a writing assistance tool in *OALD8*. It helps learners write more effectively in English using the frameworks provided within. Although there were no significant changes between iWriter in *OALD8* and *OALD9*, iWriter in *OALD10* is quite different in appearance from its former versions.

First, the first page of iWriter has been completely revised and the change makes it much easier to find necessary information. With the older version the users had to choose either **Models** or **My Writing** before finding detailed information (See Fig. 7.1.). Now with the current version, it is possible to immediately choose any type of writing the users need assistance with.

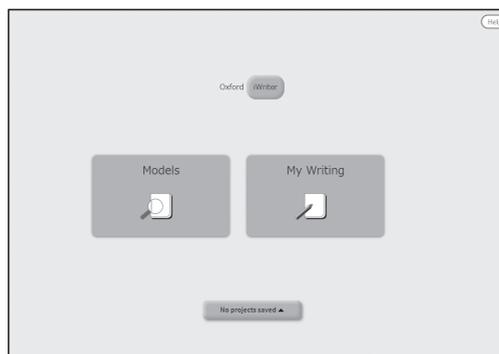


Fig. 7.1. The first page of iWriter in *OALD9*

The number of writing-style choices has increased on the new iWriter—or to be more precise, are now better classified than on the older versions. As is shown in Fig. 7.2., the current version provides 19 types of writing grouped into 6 categories—**Applying for a job**,

Essays, Letters and emails, Reporting on data, Reports and Other types of writing—while the former version only lists 14 types of writing with no categorization of them at all. This new classification in *OALD10-OL* is very efficient in that the users can easily find the suitable type of writing model needed depending on their purposes.

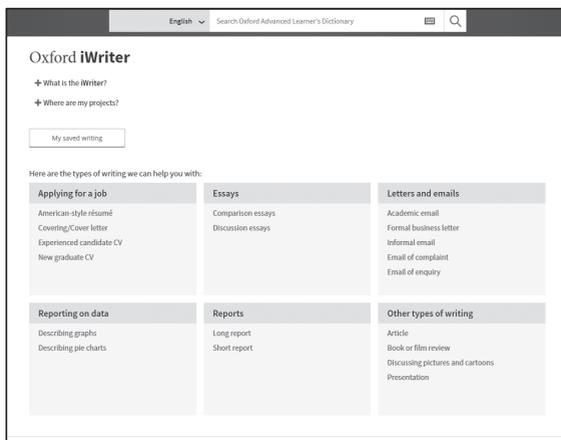


Fig. 7.2. The first page of iWriter in *OALD10-OL*

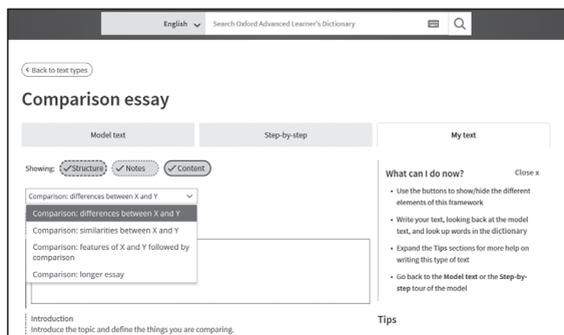


Fig. 7.3. My text page of Comparison essay type of iWriter on *OALD10-OL*

Another improvement in the current version of iWriter is that it offers a 3-step procedure (3 tabs) for each of the six writing categories:

Model text, Step-by-step and **My text**. This change has made it much easier for learners to follow the writing process in (1) reading the model text, (2) understanding important points of the model and (3) writing their own text. The arrangement of the 3 tabs from left to right smoothly directs the learner's attention to each of the writing stages (See Fig. 7.3).

The most noticeable advantage of the revision on *OALD10-OL* is the introduction of an independent **Step-by-Step** page for each type of writing. The **Step-by-Step** page provides useful pieces of information about various features of the model text. In *OALD9*, these guidelines were presented to the left of the model writing example and were often overlooked because users were unaware that they were in fact scroll-down buttons (See Fig. 7.4.).

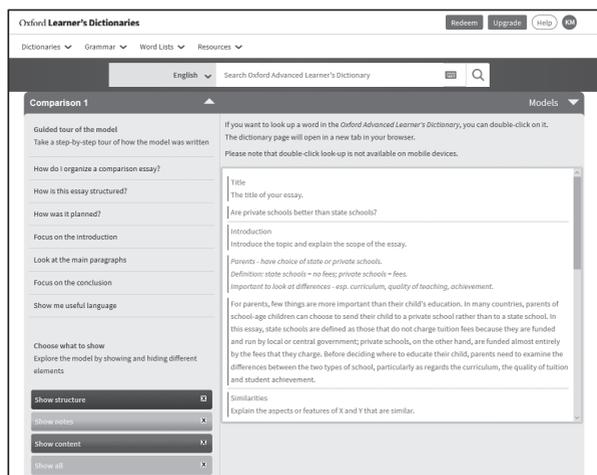


Fig. 7.4. Comparison 1 model writing in *OALD9-OL*

Although the information given in iWriter on *OALD10-OL* is almost the same as in *OALD9-OL*, the most welcome improvement of the current version is that the file created on iWriter is now downloadable in Microsoft Word® format. Users are finally free from the trou-

ble of converting files every time they write using this valuable writing assistance tool.

However, this is not to say that the current iWriter does not have any problems. First, although the window titled **What can I do now?** appears on every tab and can be closed by clicking “Close x” on the upper right side of it, it is impossible to open the window again unless the user goes back to the first page to select a text type again. Secondly, with regard to the **Step-by-step** tab, two or more steps cannot be displayed at the same time. So the user cannot compare the explanations presented in different steps. The same is true of **Tips** on the **My text** tab. Although four groups of advice are listed in the **Tips** folder, the user cannot open more than 1 folder at the same time. Furthermore, once the user clicks on a **Tell me More** folder shown below a piece of advice, all other pieces of advice are automatically hidden. The user has to click the headline of the group to close the **Tell me More** folder and click it again to open the folder in order to see other pieces of advice. These drawbacks cannot be solved by using the going-backward function on the browser because using it can only take the user to the main page of the **Resources** section of *OALD10-OL*.

7.1.2. Oxford Writing Tutor

Oxford Writing Tutor is a paper-based writing assistance tool presented after the main dictionary part of *OALD10-P*. Although the first section (WT1) of Oxford Writing Tutor appears to be the same in both *OALD9-P* and *OALD10-P*, a closer look reveals that subtle changes have been made in the new edition. For example, in the description of the boxed article under the subsection title “**Choose your words carefully**,” the phrase “and **topic notes**” in the former edition has been deleted from the second sentence and changed to “Also look at any **synonym notes**, and **vocabulary notes** to help you choose the most appropriate word” in the new edition. In addition, the following sentence “If you need academic vocabulary, look for the **AWL** symbol” in *OALD9* changed to “If you need academic vocabu-

lary, look for the **O S** and **W** symbols” in *OALD10*. This adjustment is a result of the introduction of *OPAL* in the new edition instead of the Academic Word List in the previous edition. There are also a few other minor changes between the editions, including deleted parentheses and the use of letters in regular fonts rather than the gothic bold font.

The contents of the Writing Tutors show significant differences between the previous edition and the latest edition. Although 6 of the 14 sections remained the same, 8 sections are titled differently (See Table 7.1.). Let us take a closer look at the descriptions in the sections that have had their titles changed.

The first point to be noted is that the section **What makes writing formal** (WT3) listed in the contents shown on the first page of Writing Tutor in *OALD9* has disappeared in *OALD10*. This is an appropriate correction because **What makes writing formal** was actually not an independent section but a subsection in the section **The Writing process** in *OALD9*. Also corrected were other discrepancies in the former edition between the section titles listed in the contents and those presented on actual pages of Writing Tutor. For example, the section title **Writing a book or film/movie review** should have been described as **Writing a review of a book or film/movie** in *OALD9*. This error has been corrected in *OALD10*, which uses the phrase **Writing a book or film review** for both the contents and the corresponding section title. Likewise, although the title of the section WT28 in *OALD9* was **Writing a CV or résumé**, the one listed in the contents was **Writing a CV/résumé and covering letter**, giving no section status to “covering letter.” This problem has been solved in *OALD10*, which has an independent section titled **Writing a covering letter** (WT30). However, a similar inconsistency still remains in *OALD10* between the section title **Writing a CV or résumé** in the contents and **Writing CVs and résumés** in the corresponding section. It is true that this difference is trivial but the same section title should be presented.

Table 7.1. Comparison of the Contents of Writing Tutors

<i>OALD9</i>		<i>OALD10</i>	
Contents	Section	Contents	Section
The writing process	WT2	The writing process	WT2
What makes writing formal?	WT3	Answering exam questions	WT4
Answering the question	WT4	Writing a comparison essay	WT6
Writing a comparison essay	WT6	Writing a discussion essay	WT8
Writing an argument essay	WT8	Writing a summary	WT10
Writing a longer essay or dissertation	WT10	Describing graphs and charts	WT12
Writing a summary	WT12	Writing a report	WT14
Reporting on data	WT14	Writing a book or film review	WT16
Writing a report	WT16	Discussing pictures and cartoons	WT18
Writing a book or film/movie review	WT18	Writing an article	WT20
Discussing pictures and cartoons	WT20	Writing letters and emails	WT22
Writing a formal letter	WT22	Writing a longer essay or dissertation	WT27
Writing emails (business and academic)	WT24	Writing a CV or résumé	WT28
Writing a CV/résumé and covering letter	WT28	Writing a covering letter	WT30

In the section **The writing process**, the same steps—**1. Preliminary phase**, **2. Pre-writing phase**, **3. Writing phase** and **4. Presentation phase**—are included in both *OALD9* and *OALD10*. However, some phrases, sentences or subsections have been rewritten or deleted in the newer edition. For example, in the **Writing phase**, the sentence “In early drafts, concentrate on structure rather than spelling and punctuation,” has disappeared. Moreover, in the **Review/Edit** subsection of the **Writing Phase**, some explanations have been made more concise. See the differences below:

<i>OALD9</i>	<i>OALD10</i>
Are the relationships between ideas clear and clearly signaled to the reader?	Are the relationships between ideas clear?
Is each part the right length for the demands of the topic—with no part too long?	Is each part the right length for the demands of the topic?

(emphasis added)

In addition, the checkpoint “Have you avoided repeating the same words or phrases too often (except technical terms)?” has been deleted. The most noticeable difference in **The Writing Process** is the introduction of a subsection titled **Effective Writing**, which is actually a total revision of the subsection **What makes writing formal?** in the previous edition. The **Effective writing** subsection has three parts: **Word choice**, **Efficiency**, and **Organizing ideas**. With regard to the part **Word choice**, the advice “Avoid anything marked *informal*, *slang*, *offensive*, etc.” in *OALD9* is now shown in *OALD10* as “Don’t use language marked *slang* or *offensive*,” with a preceding note “However, in some contexts, it may be appropriate to choose *formal* or *informal* words or phrases.”

In the next part **Efficiency**, avoiding tautology or using relative clauses is recommended. Although the Writing Tutor in *OALD9* also recommends in its subsection called **Sentence structure** the use of relative clauses and subordinating conjunctions in order to express complex ideas, it is regrettable that *OALD10* has chosen to delete *OALD9*’s advice “Very long sentences with many clauses can be difficult to understand. Aim for clarity,” in consideration of the tendency of learners to try to make a sentence as long as possible.

The third section **Answering exam questions** is a revision of the section **Answering the question** from *OALD9*. As the new section title including the word “exam” suggests, the descriptions in this section are more exam-oriented and include more detailed descriptions than those in *OALD9*. For example, instead of the table showing question types in *OALD9*, the new edition provides a longer explanation

of each question type. The main question types *OALD10* lists are: **Comparing and contrasting**, **Discussing and giving opinions**, **Summarizing**, **Describing**, **Outlining problems and identifying solutions** and **Explaining**. These classifications are quite different from those given in *OALD9*: **Knowledge questions**, **Comprehension questions**, **Application questions**, **Analysis questions**, **Synthesis questions** and **Evaluation questions**. The new classification of exam questions in *OALD10* is reflected in some of the following sections of Writing Tutor. This revision can be said to be an effective re-organization of the information provided in Writing Tutor in *OALD9*.

A couple of sections in Writing Tutor in *OALD10* include almost the same explanations as in *OALD9* even if they are titled differently. For example, the section **Writing a discussion essay** in *OALD10* addresses the same theme as **Writing an argument essay** in *OALD9*. Similarly, the section **Describing graphs and charts** in *OALD10* explains how to write a report effectively using diagrams as does the section **Reporting on data** in *OALD9*. Although these two sections offer a different sample chart and model article, the essential information given in each is identical.

7.1.3. Comparison between Writing Tutor and iWriter

Needless to say, the online writing assistance is much more useful than the paper version, as the former provides far greater resources for the users. For example, iWriter offers checklists at the bottom of the **Tips** and **My text** sections which enable the users to make sure they have successfully followed the appropriate writing procedure for each text type. These checklists are not available on Writing Tutor, probably due to space limitations. See, for example, the checklist on iWriter in **Tips** for the **Discussion essay** text type:

- Have I answered the question?
- Have I introduced the subject, developed it logically and come to a conclusion?

- Have I given evidence, examples, details and reasons for each point I make?
- Does my conclusion follow from my arguments?
- Have I used paragraphs appropriately?
- Is it the right length?
- Have I checked vocabulary, grammar, spelling and punctuation?

It is true that a similar checklist is offered in the section of **The Writing process** (WT2) of Writing Tutor in *OALD10-P*, but the points to be checked presented in it are limited to those used when writing an essay, a report, or a research paper. On the other hand, iWriter offers a wider range of checklists not only for writing these types of articles but also for writing résumés and emails as well as for preparing presentations.

Although it is apparent that *OALD10-OL* tries to make iWriter as interactive as possible, there still remains room for improvement. In addition to the problems pointed out above, the most expected improvement would have been a function of grammar checking. iWriter cannot tell the users whether the article they have written has any grammatical errors or not, but non-native speakers of English are always worried about making grammatical errors. In this sense, an introduction of a grammar checker like *Grammarly* would be very helpful.

7.2. Oxford iSpeaker and Speaking Tutor

In this subsection, we will take only a brief look at Oxford Speaking Tutor in *OALD10-P* and iSpeaker in *OALD10-OL*, as there seems to be no significant difference between the previous edition and the current one.

7.2.1. iSpeaker

The first page of the Oxford iSpeaker remained the same as that of the DVD version (and the online version) of *OALD9*. From the first page, the users can choose one of four panels, all of which lead to contents that are helpful in improving English speaking skills (See Fig. 7.5.).

As the contents of the 4 categories **Sounds**, **Exercises**, **Conversations** and **Exam Speaking** remain basically the same in both versions, we will only point out improvements that were to be expected.



Fig. 7.5. The first page of Oxford iSpeaker in *OALD10*

First of all, on the **Sounds** page, users can listen to pronunciations of individual phonemes by clicking on **GO** found to the right of the phoneme selected from the list **Choose a sound to practice**. The list distinguishes British and American sounds for consonants, vowels and diphthongs. Although this page is very useful in that each recorded pronunciation is accompanied by a movie showing a speaker pronouncing the particular sound, the movie does not give any explanation on how to articulate each sound. Users cannot be certain that their pronunciations are correct or not even if they use the **Practice** section, which can record the users' own pronunciation. Consequently, the **Review** section does not make much sense as it only offers the users a self-evaluation. It is quite doubtful whether the users can recognize the subtle difference of sounds such as /t/ and /t̚/ or /ɜ:/ and /ɜ:r/ only by watching movies of these phonemes.

The **Exercise** page offers the users a variety of exercises for practicing English pronunciation. It contains 8 types of exercises: **Dictation**, **Match-up**, **Reordering**, **Sounds and Spelling**, **Sorting**, **Odd One Out**, **Snap!** and **Memory Match**. Each type has several subtypes of exercises and the users can choose either British or American pronunciation. These exercises are no doubt interesting and entertaining because the users can practice their pronunciations as if they were playing an online game. However, this does not mean that the exer-

cises on this page are flawless. For example, **Sounds and Spelling** does not show the whole sentence, so when the users fail to choose the correct answer, it is impossible to know the correct spelling of the target word. The same is true of **Comprehension** exercises in **Match-up**, where the users are asked to select the word contained in a sentence aurally presented. Even though the users can see if their answer is correct, they cannot be certain that they understand the meaning of the sentence because the whole sentence is not visually shown. Also, with regard to **Snap!**, the section which offers questions about phonetic transcriptions and homophones, the sound of the target word is not aurally presented.

7.2.2. Speaking Tutor

At first glance, the layout of Speaking Tutor in *OALD10-P* seems to be different from that of *OALD9-P*, but it is only the result of a rearranging of the same information with a different format. The actual contents of Speaking Tutor in the current edition are almost the same as those in the previous edition. There are no significant differences between the two editions of Speaking Tutor to discuss.

7.2.3. Advantages of iSpeaker

Like the differences between iWriter and Writing Tutor, the online version of speaking assistance (iSpeaker) has many more resources than the paper version does. iSpeaker is also more instructive than other online dictionaries. For example, the exercises provided in iSpeaker are more diverse and practical than those found in the Listening and pronunciation section of the English language exercises accessible on *LDOCE-OL*. *LDOCE-OL* only presents simple questions about word stress, syllable counts, sound recognition and the distinction between British and English pronunciation of words.

7.3. OALD10-APP

A smartphone application of *OALD10* (*OALD10-APP*) is also available. Fig. 7.6. shows the main menu of the *OALD10-APP*. You can

see that there are extra features other than the main dictionary look-up function. These extra features include **Favourites**, **History**, **News**, **Quiz**, **Word of the day**, and **Information** about the *OALD10-APP* and **Settings**. In the following subsections, the focus of our analysis is on the functions of **Favourites**, **Quiz**, and **Word of the Day** as these functions are considered especially useful for learners of English. In addition, they seem to offer a significant advantage of an online application.

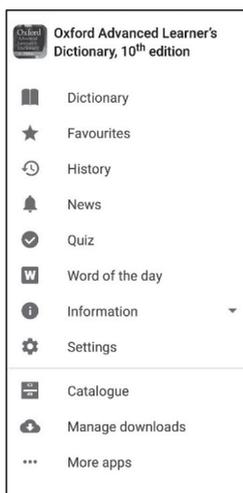


Fig. 7.6. Menu of *OALD10-App*

7.3.1. Favourites

The users can make their own lists of words in **Favourites** by tapping on the star+ icon (**Add to Favourites**) at the top of the toolbar shown on any entry of the *OALD10-APP*. Entries in **Favourites** can be classified into folders and subfolders so that the users can group the entries as they would like. The **Favourites** section has already installed about 1,200 entries into 12 folders, each of which has 2 subfolders (See Table 7.2.). Although the number of entries in each subfolder ranges from 21 to 90 depending on the features of subcategories, the users can learn important or difficult words in each folder.

Although *OALD10-OL* has a similar function called **My Word Lists** in which the users can make their own word lists and add any word of their choice, the number of the words pre-installed in it is as small as 168 and the lists included there are limited to 5 categories such as **Collective nouns**, **Commonly misused words**, **Language study terms**, **New words in the dictionary**, and **Words from other languages**.

Table 7.2. The number of pre-installed words in **Favourites** by category

Category	Subcategory	The number of words pre-installed
Education	Exams and assessment	58
	Teaching and learning	58
Feeling	Excitement	46
	Worry	22
Film and theatre	Elements of a play or film	47
	People in film and theatre	73
Health and fitness	Exercise	60
	Good health	41
Hobbies	Activities and interests	79
	Crafts and skills	41
Jobs	Describing jobs	90
	Job titles	54
Language	Language skills	31
	Linguistic devices	85
Literature and writing	Describing a story	53
	Poetry	36
Politics	International relations	90
	Politicians	36
Scientific research	Experiments	21
	Results	21
Social issues	Immigration	34
	Social justice	58
The environment	Conservation	45
	Waste and pollution	57
Total number of words pre-installed		1236

It is doubtful whether there is any coherent principle in the choices of entries in each (sub)category in **Favourites** because around 50 entries are included under multiple folders or subfolders. For example, *academic* (adjective) appears both in the subfolder **Teaching and learning** in the **Education** folder and in the subfolder **Describing jobs** in the **Jobs** folder. Moreover, the different meanings of a word are not distinguished in **Favourites**. Take the case of the word *alive*. The entry appears both in the **Excitement** subfolder of the **Feelings** folder and in the **Good health** subfolder of the **Health and fitness** folder. The meaning of *alive* in the **Excitement** subfolder is its second meaning in *OALD10*: “*full of emotion, excitement, activity etc.*” On the other hand, the meaning of *alive* in the **Good health** subfolder is the first meaning of the word: “*living; not dead.*” Another interesting fact about **Favourites** is that 84 entries out of the pre-installed 1236 are not included in *OALD10-P*. In particular, 20 entries in the category of **Language** are treated as full headwords in *OALD10-OL*, but not in *OALD10-P*. In addition, 13 out of these 20 entries had a main headword status in *OALD9-P*. These differences are probably related to the large number of deletions in the language-related fields (as noted in 2.1.)

7.3.2. Quiz

In the **Quiz** section of the *OALD10-APP*, the users can consolidate or accumulate their lexical, grammatical and cultural knowledge of English by answering questions about the usage notes, idioms and phrasal verbs in *OALD10*. The **Quiz** has 500 questions in total and is presented in sets of 5 questions each. Every time the users have finished a set, the score of the test is shown and, in some cases, an achievement award is given for quizzes completed or questions correctly answered. The **Quiz** section is highly educational as well as practical for advanced learners in that they doubtlessly need to know the subtle differences of usage of words, idioms, and phrasal verbs. In addition, this section is quite entertaining because the users can enrich their knowledge of English while answering questions as if playing a

game.

7.3.3. Word of the Day

Another feature on *OALD10-APP* is a daily automatic notification of a word called **Word of the Day**. The sources of the words selected for **Word of the Day** are the Oxford 3000, the Oxford 5000, the OPAL Written words, the OPAL Spoken words and *OALD*'s own topic lists. The topic lists seem to cover a wide range of categories such as LIFE STAGES, BODY, CLOTHES AND FASHION, APPEARANCE, DANGER, SUCCESS, etc. Words prompted on **Word of the Day** are listed in the order of date with the latest word at the top. By tapping on a word on the list, a new page containing information about the word appears. The users can check the spelling of the word, its part of speech, the source of the word, and its CEFR level. It is also possible to listen to both British and American pronunciations of the word. Moreover, by tapping the word, the entry's dictionary page opens and the users can get even more detailed information.

Table 7.3. Sources and CEFR levels of words notified on **Word of the Day**

Sources	Number of words	CEFR	Number of words
The Oxford 3000	4	B1	2
The Oxford 5000	5	B2	4
The OPAL Written Words	4	C1	5
The OPAL Spoken Words	4	C2	6
Others	8	N/A	8
Total number of words	25		25

Although there is no explanation about how the word of the day is selected, the word selection system on the *OALD10-APP* seems to be different from the one on *OALD10-OL*. We know this because the words selected on each system do not match. By way of trial, we collected 25 words of the day during a period of as many days and examined them according to their sources and CEFR levels. Table 7.3.

shows the results of our survey. We can deduce that the distribution of the sources of the daily word is well balanced, as almost the same number of words have been selected from all 4 sources, except for *OALD*'s own topic list. With regard to the CEFR, there seems to be a tendency to choose words from the higher CEFR levels. This clearly reflects the target users of this dictionary application.

7.4. Summary

Although there are some shortcomings, both iWriter and iSpeaker are undoubtedly useful to learners of English, especially those who are planning to take some kind of examination. Even for learners of English in general, these tools, including the *OALD10-APP*, are so instructive and entertaining that everyday use of these tools will surely lead to improvement of learners' English proficiency. English teachers should be encouraged to introduce these tools to their students and exhort them to use these tools as often as possible.

(Section 7 by Kozaki)

8. Reference section

There is a reference section in the back matter of *OALD10-P*. The topics discussed in the section are as follows: **Irregular verbs, Verbs, Phrasal verbs, Nouns and adjectives, Collocation, Idioms, English across the world, British and American English, Punctuation, Numbers, Geographical names, Acknowledgements, and Pronunciation and Phonetic symbols**. All but one of these topics and the explanations of each topic are the same as those in *OALD9*. The section for **More like this** was omitted in *OALD10-P*, and a new section titled **English across the world** was added.¹

In the section **English across the world**, the regional diversity of English is explained in detail. English should be considered as “a ‘family’ that includes many different varieties” (R14). This section of *OALD10-P* maintains that the language should be addressed as “Englishes” rather than “English.”

Vocabulary items that are specific to particular varieties of English

are included in *OALD10* along with vocabulary items that are commonly used in all regional varieties in order “to do justice to the richness of the English language across the world” (R14). The differences between British and North American English are explained in detail in individual dictionary entries throughout the *OALD10* and are summarized in the reference section on page R16 in a subsection titled “British and American English.”

In *OALD10*, the following regional labels are used to describe words from different areas where English is spoken: *AustralE* (Australian English), *CanE* (Canadian English), *E AfrE* (East African English), *IndE* (Indian English or the English of South Asia), *SAfrE* (South African English), *SEAsianE* (South-East Asian English), and *WAfrE* (West African English). Entry words from Canadian English, Indian English, South-East Asian English, Australian English, South African English and East African English were collected and included in *OALD10* under the supervision of the consultants whose names are listed on the back of the title page of the dictionary. Although the names of the corresponding consultants are not listed, New Zealand English (*NZE*) and West African English (*WAfrE*) are also included and labeled among the entry words. American English is labeled as *US*, while Irish English is labeled as *IrishE*. The following regional varieties in the UK are labeled as well: English from Northern England (*NEngE*), Scottish English (*ScotE*), and Welsh English (*WelshE*).

(Section 8 by Takahashi)

9. Conclusion

Our analysis shows that *OALD10* is a product of extensive revisions. The number of added and deleted headwords was significantly larger than that in the previous revision. Revising a dictionary is not just about adding new words and meanings but also deleting obsolete ones. In *OALD10*, the headword status of the existing words has changed in some instances. For example, some words have been promoted to full-headword status from a derivative position, while others have been demoted and made subheadwords. There are also head-

words (including idioms) that have been relocated to different entries. Furthermore, there is a widening gap between the content of the print and digital versions, mainly because the latter retain almost all the words and meanings which were deleted from the former and the digital versions are updated frequently, adding new words and meanings to the dictionary.

One of the major features in the transcriptions of pronunciation in *OALD10* is that the model pronunciation has been changed from General British to Received Pronunciation, which is in contrast to the recent trend that favors General British as the most widely used pronunciation in Britain today. We have also noted that *OALD10* provides learners with a single pronunciation for each entry word wherever possible; as a result, the pronunciations in *OALD9* have in some instances been either altered or deleted. Although the recordings of the model pronunciation in *OALD10-APP* or *OALD10-OL* are clearer than those in the *OALD9-DVD*, some inconsistencies persist in *OALD10*'s digital versions, which are expected to be corrected in the future.

The definitions in *OALD10* are written using the keywords of the Oxford 3000, which was also used for *OALD9*. The word list has been partially updated for *OALD10*, leading to modifications in sense description, but the edition is not completely successful because of its inconsistent or insufficient description. The Oxford 5000 was newly introduced in *OALD10* to help learners increase their vocabulary. Another new feature is the labeling of the Oxford 3000 and the Oxford 5000 with the CEFR levels. The headwords in the Oxford 3000 and their word senses are labeled either A1-A2 or B1-B2, and those in the Oxford 5000 and their word senses either B2 or C1. No headwords or word senses are labeled as C2 in *OALD10*, while some are so labeled in *CALD4*. The OPAL is another new feature of *OALD10*, which is likely introduced to increase awareness of academic vocabulary.

It should be noted that example phrases and sentences in the entries have been extensively revised in *OALD10*, which may be mainly due to the identification of more frequently used collocations and sentence

patterns for the headwords. This is in contrast to *OALD9*, whose illustrative examples underwent little revision. The frequently used typical collocations and sentence patterns are highlighted in bold and placed before each corresponding example. It also may be worth mentioning that some of the examples are updated to match the current situation in our society. For instance, dates and people's names have been replaced, and examples that include stereotypical ideas have been rewritten in the current edition.

There are no major revisions to the notes for vocabulary building in *OALD10*. We conclude that the revisions clarified the explanations in the notes and improved the consistency in the description. Another new feature in this edition is the note called "Homophones." This may make us reconsider what kind of information is required for vocabulary building.

Although *OALD10-OL* has some shortcomings, which are expected to be corrected in future versions, iSpeaker and iWriter are undoubtedly useful tools for learners of English. English teachers should introduce these tools to their students to encourage them to learn more effectively.

Finally, there was a minor change in the reference section in *OALD10*'s back matter. It may be worth pointing out that the section "**More like this**" has been replaced by the section "**English across the world.**"

In summary, *OALD10* is a revised version that contains considerable information. It is noteworthy that it places special emphasis on the importance of academic vocabulary—the editors may have tried to merge dictionaries of general English vocabulary and academic English vocabulary for the benefits of advanced learners of the language, who are the main target users of *OALD10*.

NOTES

Section 2

1 This is in accord with some other learners' dictionaries, like the *Longman Dictionary of Contemporary English*, which list words with different parts of speech separately as different entries or

under separate headwords.

OALD (from the sixth edition on) has typically treated homonyms under the same (full) headword. For example, **art** *noun* and **art** *verb* are treated under one headword, and **light** *noun*, **light** *verb* and **light** *adj* ('not heavy' and 'not dark') share the same headword. (There is at least one exception: **ring** has two separate entries **ring**¹ and **ring**², perhaps because of the difference in verb forms (**ringed**; **rang**, **rung**). The *Cambridge Advanced Learner's Dictionary*, Fourth Edition, in which headwords are organized in a similar way, has only one entry for **ring**.)

2 Outside the A–L section of the dictionary, headwords moving up from derivative position include: **mainstream** (C1 ★), **manipulation** (C1 ★), **mathematical** (C1 ★), **motivation** (B2 ★), **narrative** (*adj.*; B1 ★★), **obesity** (B2 ★), **online** (*adj.*; A1 ★★), **opposite** (*adv.*; A1 ★★), **organizational** (C1 ★), **organizer** (B1 ★★), **undoubtedly** (C1 ★)

3 This adjective was integrated into the noun as its adjectival use. This is a similar case to **oceanfront** above.

4 The digital versions duplicate this example sentence, with the same sentence given.

5 *OALD10* treats **hang with** in the newly introduced sense 5 of **hang** as “[I] ~ (with sb) (*especially NAmE, informal*) to spend time relaxing or enjoying yourself”. In *OALD9*, **hang about with/hang with** was doubly listed in the phrasal verb section.

6 There was an exception: **EMU** came before **emu** even in the *OALD9*.

7 Conversely, some words like **net-zero** are listed in the app, but not (yet) in the online version. (Of course, this situation is subject to change.)

Section 4

1 With regard to the number of defining vocabulary, “around 2000 common words” (2140) is used in *Longman Dictionary of Contemporary English*, Sixth edition (2014) (*LDOCE6*). *LDOCE6* also shows thirty affixes that can be used with words in the defining vocabulary, which results in the larger number of defining vocabulary. Another dictionary issued in the 2010s that makes the number clear is *Collins COBUILD Advanced Learner's Dictionary*, Ninth edition (2018) in which the definitions are written using “a natural defining vocabulary with most words . . . being amongst the 2500 commonest words” (xii) although no mention is made of affixes. The 2018 edition includes a list of over 3100 most frequent words, which is not used for reference here (cf. 3000 most frequent words in the eighth edition). It should also be noted that its sixth edition (2009) and the seventh edition (2013) show “Defining Vocabulary” in the back matter.

2 Davis and Gardiner (2010) based on the corpus of contemporary American English includes nearly half of the entries (121 out of 258) among the most frequent 3000 words.

3 *Cambridge Essential English Dictionary* (2011) and *Cambridge Learner's Dictionary* (2012) show the CEFR levels A1-B1, A1-B2 in the back cover respectively while *CALD4* does not. The 2011 dictionary calls the CEFR levels “English Profile levels” while the 2012 dictionary and *CALD4* call them “English Vocabulary Profile levels” in their introduction.

4 *CALD4* writes: “In the dictionary entries you will see the symbols A1, A2, B1, B2, etc. These symbols show you the words, meanings, and phrases that learners know at different levels, based on the Common European Framework of Reference (CEFR) . . . You can use this information to decide which words you need to prioritize in your vocabulary learning . . . Part of the English Profile Programme (a large research programme sponsored by the Council of Europe), the wordlists are based on extensive research using the *Cambridge Learner Corpus*, a collection of over 45 million words of English written by learners from all over the world. Combined with solid evidence of use in other sources, such as examination wordlists and classroom materials, this corpus confirms what learners

can and cannot do at each level” (ix). It also says on *English Vocabulary Profile*: “A1 is the lowest level and C2 is the highest. If no level is shown, this means that it is above C2 level” (xiii). See also Capel 2010 and Capel 2012 on six CEFR levels.

5 The prefix *un-* is also used in a verb in the definition: **landing** (4) and **landing stage**, for example.

6 This example has been used since the fourth edition (1989). It is worth noting that the word **flu** as a headword is found in the first edition (1948) with the definition “short for *influenza*.” **Influenza** is defined as “a disease that spreads quickly and often affects large numbers of people, like a very bad cold but much more severe and dangerous.” The first edition also includes **infectious** as a headword. The entry **virus** in the first edition is defined as “a poison which produces contagious disease and is also capable of carrying the disease to others, as *the virus of rabies*.” It should be noted that the word *infectious* was used in the definition of **virus** in the second edition through the ninth edition. The definition in the second edition writes: “poisonous element causing the spread of infectious disease.”

It is also interesting to mention that the online site (oxfordlearnersdictionaries.com/wordlist/new-words) shows the recent additions of words and meanings added in May 2020 and in October 2020: *corona*, *coronavirus* and *Covid-19* (May 2020) and *C-19* and *Covid* (October 2020). *Coronavirus* is defined as “a type of virus that can cause pneumonia and other diseases in humans and animals” whereas *corona* is defined as “infection with or disease caused by a coronavirus.” *Corona* is the only word among the five new additions in which the word *infection* (but not the word *infectious*) is used in the definition.

7 The study shows there are 1999 words in the Oxford 5000. In the Oxford 5000 the word *specialize* belongs to B1, but the dictionary text shows that it belongs to B2.

8 There are Oxford Learner’s Word Lists, where the Oxford 3000, the Oxford 5000 and the OPAL and the Oxford Phrase List are included. This paper makes a brief reference to the last consisting of 750 common phrases at A1 to C1 level, which includes idioms, phrasal verbs, compounds, collocations, prepositional phrases and other common fixed phrases. The list makes no distinction of S, W and O, unlike the OPAL.

9 *Oxford Student’s Dictionary* (2007) (CEFR levels B1–C1) gives the symbol **AW** for academic words before *OALD8* was issued.

10 Refer to Coffey, for instance, on the evaluation of *OLDAE*.

11 The corpus size of *OLDAE* is larger than that of the OPAL. “A core headword list for this dictionary was drawn up through analysis of the Oxford Corpus of Academic English (OCAE), an 85-million word corpus. . . .” (*OLDAE* v). See also Lea (183).

12 There is often a slight difference of parts of speech between the single spoken words and the single written words in the OPAL. For example, **need** as a noun is used as a written single word (Sublist 3) while **need** as a verb is used as a spoken single word (Sublist 5). *OALD10* gives the symbol O next to the headword **need**. This means that learners should be careful of the difference of meanings as well as the difference of parts of speech (cf. Therova 9).

13 The phrases ‘on the basis of’ and ‘in the case of’ shown below are found in “Expressing aims, causes and effects” and in “Drawing attention to something or focusing on it” respectively in the written phrases in the OPAL.

14 The back cover suggests that *OLDAE* is a dictionary of CEFR level B1 to C2, whereas the back cover of *OALD10* shows CEFR level B2 to C2. (It should be noted that the same CEFR levels have been shown since the eighth edition.) The reason for the CEFR difference is not made explicit when the fact is taken into account that *OALD10* includes no C2 information (cf. section 7.3.3.).

Section 5

1 The example for **audio** in *OALD9* is a shortened version of the example in *OALD5*: *study at home with workbooks, audio and video cassettes*. It was shortened to “*audio and video cassettes*” in *OALD6* and remained through *OALD9*.

2 This example first appeared in *OALD3*.

3 The examples for the words **commit** and **commitment** first appeared in *OALD6* and remained through *OALD9*.

4 There was a grammar notation (esp. passive) in *OALD5*. It was modified to [often passive] in *OALD6* and remained through *OALD9*.

5 The following example was in *OALD5*: *Several soldiers were decorated (for bravery)*. However, it was eliminated in *OALD6*.

Section 6

1 Compare it with the “Thesaurus” note at **complain** in *LDOCE6*.

2 Here the editors have revised the definition of *grumble* and have slightly changed the explanation of its overtones.

3 The “Grammar Point” note was first introduced at **want** in *OALD10*, which describes the recent usage of some stative verbs (*want, like, love, hate, and think*) in the progressive tenses.

4 Some of the learner's dictionaries published from Cambridge University Press (i.e., *CIDE*, *CALD1*, and *CALD2*) had special pages that carry the list of homophones and homographs, but they were deleted from *CALD3*.

Section 8

1 Words that have a certain similarity in character with a headword are listed in the column called **More like this**. This column is omitted from the printed version of *OALD10*. However, the column remains in *OALD10-APP* and *OALD10-OL*. For example, **infomercial** has a cross reference to the column **More like this**. It is found among the words listed under the heading ‘1. **Blended or portmanteau words** in the column. **Informercial** is categorized this way based on its word formation. All the words listed under the heading are formed by blending.

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CALD2 *Cambridge Advanced Learner's Dictionary*. 2nd ed. Ed. Elizabeth Walter. Cambridge: Cambridge UP. 2005. Print.

CALD3 *Cambridge Advanced Learner's Dictionary*. 3rd ed. Ed. Elizabeth Walter. Cambridge: Cambridge UP. 2008. Print.

CALD4 *Cambridge Advanced Learner's Dictionary*. 4th ed. Ed. Colin McIntosh. Cambridge: Cambridge UP. 2013. Print.

CIDE *Cambridge International Dictionary of English*. Ed. Paul Procter. Cambridge: Cambridge UP. 1995. Print.

COBUILD6 *Collins COBUILD Advanced Dictionary*, 6th ed. Ed. Joe Dougherty. Boston: Heinle Cengage Learning. 2009. Print.

COBUILD7 *Collins COBUILD Advanced Dictionary of English*, 7th ed. Ed. Katherine Carroll. Boston: Heinle Cengage Learning. 2013. Print.

- COBUILD8 Collins COBUILD Advanced Learner's Dictionary*, 8th ed. Susie Beattie, Penny Hands, Alison Macaulay, Laura Wedgeworth as contributors. Glasgow: Harper Collins Publishers. 2014. Print.
- COBUILD9 Collins COBUILD Advanced Learner's Dictionary*, 9th ed. Ed. Penny Hands and Alison Macaulay. Glasgow: Harper Collins Publishers. 2018. Print.
- FDCAE A Frequency Dictionary of Contemporary American English*. Ed. Mark Davis and Dee Gardner. Abingdon: Routledge. 2010. Print.
- LDOCE6 Longman Dictionary of Contemporary English*. 6th ed. Ed. Laurence Delacroix. Harlow: Pearson Education. 2014. Print.
- LPD3 Longman Pronunciation Dictionary*. 3rd. ed. Ed. John C. Wells. Harlow: Pearson Education. 2008. Print.
- MWALED2 Meriam-Webster's Advanced Learner's English Dictionary*, 2nd ed. Ed. Stephen J. Perreault. Springfield: Merriam-Webster. 2017. Print.
- OALD1 A Learner's Dictionary of Current English*. [*The Advanced Learner's Dictionary of Current English*] Ed. A.S. Hornby, E.V. Gatenby and H. Wakefield. London: Oxford UP. 1948. Print.
- OALD2 The Advanced Learner's Dictionary of Current English*. New ed. Ed. A.S. Hornby, E.V. Gatenby and H. Wakefield. London: Oxford UP. 1963. Print.
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- OALD9 Oxford Advanced Learner's Dictionary of Current English*, 9th ed. Ed. Margaret Deuter, Jennifer Bradbery, and Joanna Turnbull. Oxford: Oxford UP. 2015. Print.
- OALD10 Oxford Advanced Learner's Dictionary of Current English*, 10th ed. Ed. Diana Lea and Jennifer Bradbery. Oxford: Oxford UP. 2020. Print.
- OLDAE Oxford Learner's Dictionary of Academic English*. Ed. Diana Lea. Oxford: Oxford UP. 2014. Print.
- RDP2 The Routledge Dictionary of Pronunciation for Current English*, 2nd ed. Clive Upton and William. A. Kretzschmar, Jr. London; New York: Routledge. 2017. Print.

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