Review Article

Current lexicographical tools in EFL: monolingual resources for the advanced learner

Alfonso Rizo-Rodríguez Department of English, University of Jaén, Spain

1. Introduction

A rich variety of lexicographical descriptions is available in English, and there is no doubt that this contributes to its status as a world language. The teaching and learning of English can draw not only on a deep-rooted tradition of varied grammatical studies but also on a large range of dictionaries. For the non-native observer conversant with the nature of this language, its history, its development, its vocabulary and grammar, that huge stock of lexicographical resources is particularly useful.

In TEFL, emphasis is often placed on the exploitation of appropriate grammars and usage books, while dictionaries may receive less attention. This is all the more surprising given the problems that English vocabulary poses for non-native users in areas like false friends, subtle nuances of meaning, verb-particle combinations, or lexical and grammatical collocations. This state of affairs is often a consequence of a lack of knowledge of the most adequate dictionaries, of how to use them and of the benefits they can provide. At university level, for instance, the English lecturer often sees that students only occasionally use a monolingual dictionary and that those who do so on a regular basis are usually aware of one or two specific titles only. On the other hand, the bilingual dictionary is widely used, though for certain reference needs this tool may not be as suitable as the monolingual one (e.g. getting to know the frequency of common headwords and their collocational preferences, using a correct syntactic verb pattern, or choosing a term stylistically appropriate for a given context). Again, knowledge about special-purpose dictionaries or electronic works is usually very superficial.

The field of dictionary instruction, then, closely related to the so-called dictionary-using skills, requires much attention and effort on the part of the conscientious teacher (see Atkins, 1998; Cowie, 1987, 1999; Dolezal and McCreary, 1999; Hartmann, 2001; Humblé, 2001; Ilson, 1985; Nesi, 2000; Rizo-Rodríguez, 1993; Wright, 1998). A syllabus of dictionary-using skills should promote, among other aptitudes, a reasonable degree of familiarisation with essential lexicographical works as well as a capacity to choose the dictionary which best fits the user's level and linguistic needs (receptive and productive). There is thus an urgent need to raise awareness of current lexicographical resources, since the user of English will gain much from being thoroughly familiar with them.

The present paper aims to provide an up-to-date, comprehensive overview of current advanced-level English dictionaries for undergraduate and graduate students of English, as well as EFL/ESL teachers, researchers, and language professionals. The selection and analysis of the dictionaries presented, comprising both classic titles and more recent publications, is user-oriented: these lexicographical resources are treated as reference tools at the disposal of the advanced user of English.

Due to limitations of space and the vast scope of the field, no claim is made for exhaustiveness. However, every effort has been made to offer a review which both reflects the state of the art in this area of lexicography and pinpoints the idiosyncrasies of each title and its adequacy for specific reference purposes.

In fact, in the field of 'dictionary research' (Hartmann, 1992: 151) there are numerous in-depth analyses of single dictionaries available. These usually take the form of review articles: recent ones include those by Klotz (2003) and van der Meer and Sansome (2001), for example. But detailed analyses of individual lexicographical works can also be found in articles and books on pedagogical lexicography – for instance, Cowie (1999), Herbst and Popp (1999), Heuberger (2000), Humblé (2001), Rundell (1998), Stark (1999) –, and also in other monographs: Berg (1993) and Morton (1994). Two excellent sources of bibliographical information on a large variety of both individual and contrastive reviews of dictionaries are Dolezal and McCreary (1999) and Chan and Taylor (2001).

Three different classes of dictionaries are reviewed in this bibliographical survey – monolingual learners', general monolingual and special-purpose – and three formats – printed, CD-ROM and online – are

Dr. Alfonso Rizo-Rodríguez (Ph.D., University of Granada) is senior lecturer in English linguistics at the University of Jaén, Spain, where he was Head of the Department of English (1987–1995). His research interests comprise English grammar and lexicographical theory. His publications include a two-volume monograph on verb complementation in English, Los verbos catenativos ingleses *(Granada University Press), as well as numerous articles on diverse grammatical aspects, and on dictionary use and criticism.*

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

considered. Most of the works are descriptions of British English, though some dictionaries of American English are also included. For reasons of space, the bilingual lexicography of English and the major world languages is not discussed here.

2. State-of-the-art: general overview

In their exemplary accounts of the current state of the art in English pedagogical lexicography, Rundell (1998) and Cowie (1999), themselves the authors of well-known dictionaries, draw our attention to some general features of the field: enormous growth, as shown in the publication of new titles every year; strong competition among publishers, fostered by the increasing demand for teaching materials; and technological advances in the form of both computer tools for the processing of linguistic information and large size corpora or lexical databases held on computers.

Due to these factors, the user of English has available a wealth of reference materials: new editions of traditional masterpieces, innovative dictionaries showing a variety of original elements, and newer formats – electronic and online. This in addition to the well-known classic works. 2003 has been a memorable year for English lexicography. Numerous new titles have appeared and bear witness to growth on a large scale: *Cambridge Advanced Learner's Dictionary* with CD-ROM, *Longman Dictionary of Contemporary English* (4th edition) with CD-ROM, *Cambridge English Pronouncing Dictionary* (16th edition) with CD-ROM, *Oxford Phrasebuilder Genie CD-ROM Dictionary*, *CD-ROM Britannica 2003*, and *Roget's Interactive Thesaurus*, among others. Moreover, new titles, like the *Collins Cobuild Advanced Learner's English Dictionary* (4th edition) with CD-ROM, are announced for early 2004.

One of the major driving forces behind the advances of English lexicography is precisely the use of large-scale corpora supplying the lexicographer with enormous amounts of linguistic evidence which can eventually be used in the elaboration of dictionaries. Interestingly, Cowie (1999: 1) notes that the rapid, ever-increasing development of corpora in the last few years – termed by Rundell (1998: 320) the 'corpus revolution' – has been brought about by this growing market. In consequence, these huge collections of texts are currently at the disposal of the most important publishing houses.

In computer corpus lexicography, 'size is not sufficient, but it is necessary' (Landau, 2001: 332). Random, vast collections of texts may simply fail to provide reliable data for the lexicographer. A corpus, on the contrary, should be representative and well-balanced. The validity and reliability of the linguistic evidence gathered depends on these two cardinal features of corpora (Ooi, 1998: 53). Representativeness results from sampling a broad range of text types, genres and registers, while balance is a kind of internal proportion in the texts forming a corpus.

Current dictionary-making can benefit a lot from corpus support, if both requirements are met. Thus the lexicographer has access to millions of words used in real contexts; moreover, the increasing size of 'monitor corpora' (continually updated) proves indispensable for certain lexicographical tasks requiring abundant evidence, such as the ordering of senses of words according to frequency, the selection of the core vocabulary, the indication of the frequency of specific terms/structures, the identification of collocational patterns, etc.. Genuine texts (oral and written) constitute an excellent source of authentic examples, and the large variety of current available databases (learner text, spoken/written databases, corpora of regional varieties of English, etc.) as well as the diversity of genres and registers represented (e.g. literature, journalistic prose, radio broadcasts, interviews, casual conversation, scientific journals, World English) is a rich source of new and reliable data. This data may inform us about the actual usage of very common words in spoken English, about expressions typical of particular English-speaking countries, about characteristic mistakes made by learners, etc. (See Cowie, 1999: ch. 4; Landau, 2001: ch. 6; Ooi, 1998: ch. 3; Rundell, 1998).

Among the main corpora of English, each of them employed in specific lexicographical projects, we find the following:

— *The Cambridge International Corpus*: a 600 million word database of written and spoken English. It also includes two subcorpora: *CANCODE* (5 million word Cambridge and Nottingham Corpus of Discourse in English, a project of Cambridge University Press and the University of Nottingham), and *The Cambridge Learner Corpus* (15 million words of exam scripts written by learners of English from all over the world), monitored by Cambridge University Press and Cambridge ESOL, the University of Cambridge Local Examinations Syndicate. It is the property of Cambridge University Press, which uses it for the elaboration of its dictionaries. uk.cambridge.org/elt/corpus/ (6 May 2003).
— *The Bank of English*: 450 million word database of spoken and written English mainly British, though 25% of the data are from American English sources and around 5% from other varieties like Australian English. The spoken part is made up of some 20 million words. A joint project of the University of Birmingham and HarperCollins Publishers, it is the source for a variety of materials published by HarperCollins under the general umbrella title 'Collins Cobuild' (dictionaries,

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

grammars, English guides, vocabulary builders, etc.). titania.cobuild.collins.co.uk (6 May 2003).

— *World English Corpus*: 220 million word database of spoken and written English, British, American and World English. The ratio of written and spoken texts is 9:1. It consists of the *Bloomsbury Corpus of World English* and other components – a corpus of learners' text and another of ELT written and spoken materials – and is owned by Macmillan Publishers Ltd. www.macmillandictionary.com/aboutcorpus.htm (6 May 2003).

— *Longman Corpus Network*: consisting of five corpora: *The Longman Learners' Corpus* (10 million words from essays and exam scripts written by students of English of different nationalities), *The Longman Written American Corpus* (100 million words of American newspaper and book text), *The Longman Spoken American Corpus* (5 million words of spoken American English), *The Spoken British Corpus* (10 million words of spoken British English; part of the *British National Corpus*), and *The Longman/Lancaster Corpus* (30 million words of written text from diverse sources). Owned by Longman Group. www.longman-elt.com/dictionaries/corpus/lccont.html (6 May 2003).

— *British National Corpus*: 100 million word corpus of modern British English, both spoken (10%) and written (90%). This project was carried out and is managed by an industrial/academic consortium of public and private institutions: Oxford University Press, Longman Group UK Ltd, Chambers, Oxford University, Lancaster University and The British Library. It is used in the compilation of dictionaries published by Oxford University Press, Pearson Education and Chambers. Single user and network licences of the *BNC* can be purchased. It can also be accessed online. www.hcu.ox.ac.uk/BNC/ (6 May 2003).

— *Collins Wordbanks Online*: online fee-paying service giving access to different corpora owned by HarperCollins: English (56 million words from the *Bank of English*), French (78 million words from *La banque de français moderne*), Spanish (73 million words from *El banco de español*, Spanish and Latin-American varieties, both spoken and written). A fourth database is due to complete this collection shortly: *Die Deutsche Textbörse*, a 100 million word corpus of current German. titania.cobuild.collins.co.uk/wbinfo.asp (19 March 2003). www.collinswordbanks.com (19 March 2003).

Apart from corpus support, the main innovation of lexicography nowadays is, without doubt, the emergence of new formats: dictionaries on CD-ROM, online, and portable electronic hand-held dictionaries. These electronic materials, though still at an early stage of development, provide the user with a variety of novel applications undreamt of by the most demanding dictionary enthusiast only a few years ago. Some recent references on electronic dictionaries include Heuberger (2000), Nesi (1996, 1999), and Tsai (2002).

3. Advanced-level printed dictionaries

3.1 Monolingual learners' dictionaries

Cambridge Advanced Learner's Dictionary. Eds. Kate Woodford, Guy Jackson and Patrick Gillard. Cambridge: Cambridge University Press, 2003. (xii + 1,550 + C38 pp.). (CD-ROM optionally attached). dictionary.cambridge.org (4 May 2003).

Collins Cobuild English Dictionary for Advanced Learners. Ed. John Sinclair. 3rd ed. Glasgow: HarperCollins Publishers, 2001 (xlvii + 1,824 pp.). (CD-ROM not attached, but available separately). titania.cobuild.collins.co.uk (6 May 2003).

Longman Dictionary of Contemporary English. Ed. Stephen Bullon. 4th ed. Harlow: Pearson Education Limited, 2003. (xvii + 1,949 pp.). (CD-ROM optionally attached). www.longman.com/ldoce/ (13 June 2003).

Macmillan English Dictionary for Advanced Learners. Ed. Michael Rundell. Oxford: Macmillan, 2002. (xiv + 1,692 + C16 + LA22 pp). (CD-ROM optionally attached). www.macmillandictionary.com (6 May 2003).

Oxford Advanced Learner's Dictionary of Current English. Albert Hornby. Ed. Sally Wehmeier. 6th ed. Oxford: Oxford University Press, 2000. (xii + 1,541 + A8 + B16 + C8 pp.). (CD-ROM optionally attached). www.oup.com/elt/global/catalogue/dictionaries (3 March 2003).

In the field of English lexicography the term 'monolingual learners' dictionaries' (MLDs) is taken to refer to a work specially compiled for students of English as a second or foreign language. For a detailed account of the origins, development and applications of this type of dictionary, the reader is referred to Cowie (1999).

Essential features of this type of learner-centred or user-driven dictionary include: text clarity and accessibility (often enhanced by colour printing), simplicity of use, restricted macrostructure (that is, a limited number of entries, often selected according to their frequency), and very detailed microstructure (or content of entries). This is shown in phonetic transcription by means of the International Phonetic Alphabet, clear sense divisions and definitions, use of simple grammar codes associated with each specific meaning, abundant authentic examples, details about collocations and idioms, and clear typographical resources for the indication of the various types of information. The pedagogical orientation is also evident in the use of a controlled defining vocabulary, plentiful notes about usage, grammar, cultural aspects,

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

style and varieties of English, information about the frequency of common words, inclusion of language study pages, varied appendices, and (colour) illustrations.

Given all these characteristics, this kind of dictionary is particularly useful for encoding purposes, but it can also serve receptive needs (Bogaards, 1996; Hartmann, 1992; Rundell, 1999; Scholfield, 1999). The productive mode essentially involves writing and translation into English; both activities require not only wide knowledge of English grammar but also the selection of 'content' words which are grammatically correct, semantically adequate, lexically idiomatic, and stylistically appropriate for a particular context. The specific uses of 'grammatical' words will also be of help for encoding needs. All these types of information can best be obtained in an MLD.

Equally, learners' dictionaries can be an effective aid to reading and comprehending texts; their definitions usually provide a remarkably accurate description of a word meaning, of its subtle nuances and connotations, as well as precise information about its register and usage. Illustrative examples may also facilitate and reinforce comprehension. An extra advantage is that continual contact with the English text of entries may help users increase their vocabulary. For these reasons, MLDs are highly recommended for advanced students and users of English.

The works mentioned above are currently the most representative of this type. All of them are descriptions of British English, though they also provide considerable coverage of American English and other regional varieties. Interestingly, the editorial team of the *Macmillan English Dictionary for Advanced Learners* has created two editions from the same database, one for American English learners and another for learners of British English.

Each of the dictionaries discussed here has its own peculiarities, but, in essence, they all follow a pedagogical tradition originating in Albert Hornby *et al.*'s seminal work *A Learner's Dictionary of Current English* (1948).

One of the most recent titles is the *Cambridge Advanced Learner's Dictionary* (2003) by Kate Woodford, Guy Jackson and Patrick Gillard. It is a fully updated, redesigned edition of *Cambridge International Dictionary of English* (1995) by Paul Procter. In its current form, this new work owes much to its predecessor, since a considerable number of its elements have been preserved: for example, 'guide words' helping the user discriminate between the various senses of a word, description of each of the meanings/uses of lexical units in a separate entry, or a 31-page 'idiom finder' –in the form of an appendix– which gathers together a large number of the idioms included in the dictionary and indicates the page where they can be looked up. This new design is more user-friendly and also more learner-centred than the previous version. However, the pedagogical emphasis has been achieved partly at the cost of simplifying and abridging the text of the preceding dictionary and also of making it less informative and detailed. A number of significant changes bear witness to this fact: drastic reduction in the number of pages (over 200), suppression of enlightening 'language portraits', of sections on grammar and 'false friends', of the list of controlled defining vocabulary, and a considerable shortening of the former comprehensive 64-page 'phrase index'.

The *Longman Dictionary of Contemporary English* in its 4th (2003) edition, contains a number of innovative features: a detailed microstructure evident in its almost 2,000 pages (it is far longer than other works of this type); an abundance of examples and collocational information; the inclusion of new types of usage boxes on vocabulary building, on the collocations of very common words, on common learner's errors, and on the use of certain expressions in the spoken language. Further, we find the addition of language notes, and plentiful synonyms and antonyms; a totally updated macrostructure incorporating most of the newly coined terms and meanings collected in the 64-page New Words Supplement which was included in the 2001 edition. As regards presentation, of particular use are the full-colour printing of every headword (the 3,000 most common ones are highlighted in red), idiomatic expressions, phrasal verbs, 'signposts' (semantic indications in capitals that help the user to find meanings), usage notes, frequency graphs, appendices, language notes, drawings and pictures. Finally, other elements typical of former editions have been kept: word choice boxes, use of the 2,000-word Longman Defining Vocabulary, extremely simple grammar codes, signposts, graphs showing the frequency of very common words in spoken and written English, and information about the overall frequency in spoken and written English of the 3,000 most recurrent words.

Another new title is the *Macmillan English Dictionary for Advanced Learners* (2002), by Michael Rundell. Features of note in this clearly learner-centred dictionary are its excellent use of typography; a very clear page and entry layout; copious usage notes on differences between British and American English, related words, grammatical aspects, common errors, and pragmatic issues; original notes on metaphor, sensitive language, academic writing, and the origin of certain words; many collocational details (marked in bold type and also shown in a box at the end of some entries); use of a star code and red colouring for the 7,500 most common English words; red shaded boxes for sense menus, usage notes and collocational information; extensive coverage of present-day language, scientific and computer-related terms, newly coined words, and spoken language; and a central appendix entitled

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

'language awareness' consisting of a collection of short insightful articles written by specialists on selected language aspects. Finally, mention must be made of the 'dual-track approach' (*op. cit.*: x) adopted to the treatment of vocabulary: the 'productive' core of English (its 7,500 most common words) is described in great detail, while less frequent words, typically 'receptive', are treated more briefly. This enables compilers to expand the macrostructure in order to include many entries on geography, culture, science, trademarks, proper names of famous public figures, etc.

The 3rd edition of the *Collins Cobuild English Dictionary for Advanced Learners* (2001) retains many of the characteristics of the 2nd, entitled *Collins Cobuild English Dictionary* (1995). Apart from a slight increase in the number of references and examples, the changes effected in the 3rd edition are not significant: a slight reduction in the number of pages thanks to slightly larger book size, the inclusion of a menu at the top of very long entries, more specific pragmatic labels, new style and usage terms, incorporation of recent uses of certain words and of new words connected with science, the Internet and related fields, an appendix of irregular verbs, and some new typographical resources. In the meantime, typical features of the *Collins Cobuild* have been preserved: strong corpus support, especially evident in the numerous example sentences (pieces of text from *The Bank of English*), the inclusion of an extra column providing grammatical details next to each use of a word, information by means of 'frequency bands' about approximately the 14,000 most common words in spoken and written English, and super headwords (long entries assigned to very common words having multiple uses). There are no appendices and no illustrations.

The *Oxford Advanced Learner's Dictionary of Current English* is now in its 6th edition (2000) and has been considerably expanded. The number of pages surpasses that of the previous edition by over one hundred; the number of references is also greater (80,000 versus 63,000 in the 5th edition). The content of entries has been entirely revised and extended (many definitions have been rewritten, new examples have been added, grammar codes have been slightly modified); new usage notes have been interspersed and appropriately classified into five groups ('Which word?', 'Vocabulary building', 'Grammar point', 'British/American', and 'More about'); there is more lexical information on collocations, antonyms, synonyms and word families. More morphological details (e.g. forms of verbs subject to morphological change) are given; there are more semantic indications (frequently used short cuts show the general meaning or context of usage of the different senses of many words); and new appendices (topic pages, colour illustrations, and some new language study pages), though, regrettably, those including cultural information have been suppressed.

3.2 General monolingual dictionaries (Native speaker dictionaries)

Collins English Dictionary. Ed. Diana Treffry. 5th ed. (21st century edition). Glasgow: HarperCollins, 2000. (xxxvii + 1,785 pp.). www.collinseducation.com (19 March 2003). www.collinsdictionaries.com (19 March 2003).

Concise Oxford English Dictionary. Ed. Judy Pearsall. Rev. 10th ed. Oxford: Oxford University Press, 2002. (xx + 1,708 pp.).

New Oxford Dictionary of English. Ed. Judy Pearsall. Corrected 1st ed. Oxford: Oxford University Press, 2001. (xxi + 2,152 pp.).

Shorter Oxford English Dictionary on Historical Principles. Eds. William Trumble and Angus Stevenson. 5th ed. 2 vols. Oxford: Oxford University Press, 2002. (xxviii + ix + 3,751 pp.).

The American Heritage Dictionary of the English Language. Editors of The American Heritage Dictionaries. 4th ed. Boston: Houghton Mifflin, 2000. (2,076 pp.).

The Chambers Dictionary. Ed. Ian Brookes. 9th ed. Edinburgh: Chambers Harrap Publishers Ltd., 2003. (xxix + 1,825 pp.). www.chambers.co.uk (6 November 2003).

The Compact Oxford English Dictionary. Eds. John Simpson and Edmund Weiner. 2nd ed. Full text reproduced micrographically. 1 vol. Oxford: Clarendon Press, 1991. (xvi + 2,386 pp.). www.oed.com (6 June 2003).

The Oxford English Dictionary. Eds. John Simpson and Edmund Weiner. 2nd ed. 20 vols. Oxford: Clarendon Press, 1989. (21,728 pp.). www.oed.com (6 May 2003).

Webster's Third New International Dictionary of the English Language, Unabridged. Ed. Philip Babcock Gove. Rev. 3rd ed. Springfield, Massachusetts: Merriam-Webster Inc., 2002. (120a + 2,663 pp.). www.m-w.com/netdict.htm (6 May 2003).

This section presents a selection of the most representative general monolingual dictionaries of English. In the specialized metalexicographical literature (cf., for example, Béjoint, 2000; Hartmann and James, 1998) they are usually referred to as 'native speaker dictionaries' (NSDs) in order to distinguish them from those compiled for EFL/ESL learners (cf. section 3.1 above).

Basically, this type of large-size work is a 'dictionary of record' (Rundell, 1998: 337). It aims to offer comprehensive coverage of words from the most diverse disciplines, varieties, and sources, as documented both in former records of the language and in current ones (most NSDs are corpus-based). This is manifest in their huge macrostructure (often of an encyclopedic nature, i.e. technical, geographical,

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

biographical, etc.), particularly adequate for receptive needs. Their entry format is not specially designed for learners, hence the unrestricted defining vocabulary, the reduced number of syntactic codes and illustrative examples, and the scarce lexical information about synonyms, collocates, and related words. On the contrary, special emphasis is laid on the inclusion of a huge stock of words (particularly, the most recent terms that have entered the language) and on the description of their meanings, basic grammar, spelling, etymology, and pronunciation.

Thus, with very few exceptions, general monolingual dictionaries are not learner-centred. However, advanced users of English, EFL teachers, and language professionals may find them of great help, especially for decoding purposes and also for linguistic research. Such users will learn much about the specialized vocabulary of specific disciplines, foreign words, rare terms, expressions typical of regional varieties of English, figurative or special senses of individual words, their variant forms, history, etc. It is evident that the restricted number of entries of MLDs, whose macrostructure usually gathers only the core vocabulary of English, cannot meet these requirements and is thus a serious drawback to certain receptive needs.

The titles presented above might be tentatively grouped into three types according to their characteristics. Let us begin with historical dictionaries, whose paradigm is *The Oxford English Dictionary*, 'the most complete historical record of the English language ever assembled' (Berg, 1993: vii). The *OED* gives a detailed account of the history of English words, based on a careful selection of quotations from authoritative works from 1150 on. This dictionary is usually regarded as an authoritative reference for the description of English, as confirmed by its 290,500 entries, its treatment of 616,500 word forms, its documentary evidence (2.5 million quotations from a variety of sources), its coverage of regionalisms, and its account of the meanings of words and their semantic development, etymology, spelling variants, and pronunciation (using the International Phonetic Alphabet). A particularly striking feature of this *magnum opus* is the international 'Reading Programme', established by founder James Murray in 1879, which has granted the editors of the *OED* full access to vast numbers of dictionary slips on which collaborators from both America and Europe record quotations and uses of words. Nowadays the directed programme benefits not only from the joint contributions by voluntary readers and by paid ones, but also, as expected, from the constant search for linguistic evidence in machine-readable databases (Berg, 1993: 165).

Two works derive from *The Oxford English Dictionary*. *The Compact Oxford English Dictionary* reproduces the whole text of the *OED* micrographically in one single volume whose most characteristic visual element is its minute print, an obvious obstacle to reading. The *Shorter Oxford English Dictionary* (1st edition 1933) is 'an official abridgement of the *OED*' (Berg, 1993: 201) and offers one-third of the coverage of the *OED* in one-tenth of its size (two volumes). The entry layout of the 5th edition (2002) immediately attracts attention because of its great clarity and accessibility: the rich variety of information provided is extremely well presented by means of appropriate typography; particularly outstanding are its illustrative quotations from authorities, made prominent in tinted boxes. The *Shorter* definitely proves more user-friendly than its parent, but it is at the same time a historical dictionary explaining the development of the forms and meanings of words. Its updated macrostructure also includes many recent terms and phrases.

The titles listed above (section 3.2) include a second type of works that could be regarded as classic native-speaker dictionaries. For example, *The Chambers Dictionary* is a traditional reference – 1st edition 1901, by Thomas Davidson. Subsequent editions have maintained its policy of offering a very comprehensive coverage of English in a single volume, while recording the latest words to enter the language and interspersing both unusual words and witty, idiosyncratic definitions. The 9th edition (2003) is fully updated with around 10,000 new words and meanings (both 'Chambers Wordtrack', a programme that monitors new coinages, and the *British National Corpus* back this project). Outstanding features of this dictionary include: the emphasis on the description not only of 'the familiar language of our times' but also of 'the unfamiliar' (Preface, p. vii), hence the profusion of rare words, technical terms, historical expressions, etc.; the coverage of the language of classic authors; the inclusion of etymological information; three kinds of 'subheads' nested within main entries –'direct derivatives', 'compounds', and 'phrases'– in order to show 'family links' and save space; and a large variety of appendices. Regretfully, pronunciation ('necessarily approximate', p. xxvii) is indicated by means of a 'respelling system', not by standard phonetic symbols.

The *Collins English Dictionary* (1st edition 1979, by Patrick Hanks), based on *The Bank of English*, is also clearly geared to receptive needs. Its 5th edition (2000) provides wide coverage of World English, and includes over 18,500 encyclopedic terms from the most diverse disciplines and topical subjects, many biographical and geographical entries, plentiful newly coined expressions and compound nouns, etymological information, pronunciation transcribed in the International Phonetic Alphabet, usage notes about lexis, grammar and pragmatics, and some appendices. An original feature of its macrostructure is the inclusion in certain entries of terms semantically, but not morphologically, related to a headword (e.g. *lapidary* is shown next to *gemstone*). Its

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

microstructure is quite similar to that in *The Chambers Dictionary*: clear, detailed definitions are the most prominent element, and, in general, we find not many example sentences, while grammatical information is succinct.

Webster's Third New International Dictionary of the English Language, Unabridged is the largest and most comprehensive American dictionary of the English language. The current edition, according to its Preface (p. 4a), is 'the eighth in a series which has its beginning in Noah Webster's *American Dictionary of the English Language*, 1828.' *Webster's* has always been a point of reference for dictionaries of English published in the United States with its treatment of over 450,000 words. Its targeted readership includes 'the high school and college student, the technician, and the periodical reader, as well as [. . .] the scholar and professional.' (Preface, p. 4a). It aims to cover 'the current vocabulary of standard written and spoken English' (Preface, p. 4a). Its definitions are original (i.e. not borrowed from any other dictionary), the earliest meaning being given first. Entries often contain illustrative examples of words and uses by different authors, mainly from the mid-twentieth century. It also includes 140,000 etymologies, 3,000 illustrations and 14,000 new lexical items in a Special Updated Addenda section of new words and meanings. Its pioneer editor, Noah Webster, is also known for his work on spelling in *The American Spelling Book* (1783). McArthur (1992: 1102) notes that this title and his dictionary 'greatly contributed to lessening US dependence on British models of the standard language'. According to a brief biography inserted in the dictionary, Webster was always inspired in his work by a total commitment to American culture, forms of life, language and education. Thus, his writings are motivated by his strong wish to defend the singularity of American language and culture and promote its understanding.

A work which draws on the *Webster's* tradition is *The American Heritage Dictionary of the English Language*, a general dictionary for native speakers which provides a comprehensive treatment of the English language, as well as biographical and geographical entries, colour photos, illustrations, maps, etymologies, two appendices (one of Indo-European roots and another of Semitic roots), 450 usage notes, 100 regional notes, and a special section entitled 'Our Living Language'.

Finally, a third type of reference might be distinguished in the titles listed in section 3.2: a kind of hybrid work incorporating features of both learners' dictionaries and native speaker dictionaries. This is the case of the *New Oxford Dictionary of English*. *NODE*, which appeared in 1998, also follows the *OED* tradition, but is an innovative project aiming to describe current English. Its comprehensive coverage is based on the *British National Corpus* and also on the collection of citations of the Oxford Reading Programme. An original feature of *NODE* is its approach to meaning: 'core senses' (representing 'typical, central uses of the word in question, as established by research on and analysis of the *British National Corpus*' (*op. cit.*: p. ix)) are presented first, followed by 'subsenses' logically related to the 'core sense'. This delicate exercise of semantic analysis cannot be properly assessed in this review (on the 'atomization' of meaning in lexicographical entries, see Rundell, 1999: 40), but, from the user's perspective, it contributes to the accessibility of the text. Entries in the corrected 1st edition (2001) are extremely clear and accessible: the different types of information supplied are clearly separated (the labels 'derivatives', 'origin', and 'phrases', for example, explicitly introduce details about derived forms, etymology, and idiomatic phrases respectively), and typography is appropriately used. Various features of this work are clearly learner-centred: abundant usage notes, very precise syntactic information closely associated with meanings, higher number of illustrative examples than in other native speaker dictionaries (like *The Chambers Dictionary* or the *Collins English Dictionary*), and indication of verb and noun inflections. In addition, *NODE* has features typical of NSDs: a wide macrostructure including 12,000 encyclopedic entries, proper names, biographical entries, specialist terms, and additional encyclopedic information in tinted boxes. It has no appendices. Its treatment of pronunciation is arguably not adequate for learners' needs, since common, everyday words are not accompanied by phonetic transcription.

The revised 10th edition of the *Concise Oxford English Dictionary* (2002) is a description of current English clearly derived from the larger, more comprehensive *NODE*. Its macrostructure includes many new words from topical areas and subjects, while its microstructure proves more succinct than that in *NODE*. The *Concise* also includes etymologies and fewer and shorter usage notes; as explained above, pronunciations are given only for specialist terms, foreign or rare words, etc. Original features are its user-oriented appendices, in particular a 'guide to good English', and the inclusion of 'word-formation panels' exemplifying the use of common affixes (e.g. *-itis*, *-graphy*).

3.3 Special-purpose dictionaries and encyclopedic works

A Dictionary of False Friends. Robert Hill. London: Macmillan, 1982. (viii + 319 pp.).

A New Dictionary of Eponyms. Morton Freeman. Oxford: Oxford University Press. 1997. (300 pp.).

Cambridge English Pronouncing Dictionary. Daniel Jones. Eds. Peter Roach, James Hartman and Jane Setter. 16th ed. Cambridge: Cambridge University Press, 2003. (632 pp.). (CD-ROM attached).

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

Cambridge International Dictionary of Phrasal Verbs. Cambridge: Cambridge University Press, 1997. (395 pp.).
Cambridge International Dictionary of Idioms. Cambridge: Cambridge University Press, 1998. (608 pp.).
Collins Cobuild Dictionary of Idioms. Ed. John Sinclair. London: HarperCollins Publishers, 2002, 2nd ed. (410 pp.).
Collins Cobuild Dictionary of Phrasal Verbs. Ed. John Sinclair. London: HarperCollins Publishers, 1996. (xx + 492 pp.).
Collins English Dictionary and Thesaurus. 2nd ed. London: HarperCollins Publishers, 2000. (1,408 pp.). www.collinseducation.com (19 March 2003).
Encyclopaedia Britannica 2002 Print Set. 32 vols. London: Encyclopaedia Britannica, Ltd., 2002. www.britannica.co.uk (17 May 2003).
Homophones and Homographs. James Hobbs. 3rd ed. Jefferson, NC: McFarland and Company, Inc. 1999. (404 pp.).
Longman Dictionary of English Language and Culture. Ed. Della Summers. 2nd ed. Harlow: Longman, 1998. (xxiii + 1,568 pp.).
Longman Language Activator. Ed. Stephen Bullon. 2nd ed. Harlow: Pearson Education Limited, 2002. (1,530 pp.).
Longman Lexicon of Contemporary English. Tom McArthur. Harlow: Longman, 1981. (xv + 910 pp.).
Longman Pronunciation Dictionary. John Wells. 2nd ed. Harlow: Longman, 2000. (880 pp.).
Longman Synonym Dictionary. Laurence Urdang. London: Longman, 1986. (1,356 pp.).
Oxford Advanced Learner's Dictionary of Current English, Encyclopedic Edition. Ed. Jonathan Crowther. Oxford: Oxford University Press, 1992. (xxxviii + 1,081 pp.).
Oxford Collocations Dictionary for Students of English. Eds. Jonathan Crowther, Sheila Dignen and Diana Lea. Oxford: Oxford University Press, 2002. (xiii + 897 pp.).
Oxford Guide to British and American Culture. Eds. Jonathan Crowther, Kathryn Kavanagh. Oxford: Oxford University Press, 1999. (607 pp.).
Oxford Dictionary of English Idioms. Eds. Anthony Cowie, Ronald Mackin and Isabel McCaig. Oxford: Oxford University Press, 1993. (lxiii + 685 pp.).
Oxford Dictionary of Phrasal Verbs. Eds. Anthony Cowie and Ronald Mackin. Oxford: Oxford University Press, 1993. (xviii + 517 pp.).
Oxford Learner's Wordfinder Dictionary. Hugh Trappes-Lomax. Oxford: Oxford University Press, 1997. (xix + 519 pp.).
Roget's International Thesaurus. Eds. Barbara Kipfer and Robert Chapman. 6th ed. New York: Harper Resource, 2001. (xxv + 1,141 pp.).
Roget's Thesaurus of English Words and Phrases. Peter Roget. Ed. George Davidson. 150th anniversary ed. London: Penguin Books, 2002. (1,296 pp.).
The BBI Dictionary of English Word Combinations. Morton Benson, Evelyn Benson and Robert Ilson. 2nd ed. Amsterdam: John Benjamins, 1997. (xl + 386 pp.).
The Hutchinson Dictionary of Difficult Words. Ed. John Ayto. Oxford: Helicon, 1998. (304 pp.).
The Merriam-Webster Dictionary of Synonyms and Antonyms. Springfield, Mass.: Merriam-Webster, 1997. (448 pp.).
The New Oxford Thesaurus of English. Ed. Patrick Hanks. Oxford: Oxford University Press, 2000. (x + 1,087 pp.).
The Oxford-Duden Pictorial English Dictionary. 2nd ed. Oxford: Oxford University Press, 1995. (811 pp.).
The Penguin Dictionary of English Synonyms and Antonyms. Ed. Rosalind Fergusson. London: Penguin Books, 1992. (442 pp.).
The Wordsworth Dictionary of Abbreviations and Acronyms. Rodney Dale and Steve Puttick. Herts: Wordsworth Editions, Ltd., 1998. (352 pp.).

This group of lexicographical resources comprises a large variety of so-called 'specialized' or 'special-purpose dictionaries' (Hartmann and James, 1998: 129). They complement the other works presented in previous sections in this article, which could be generically described as 'general dictionaries'.

The above list of 30 titles, by no means exhaustive, simply aims to provide the reader with details of specialized works which may prove to be of help for a number of reference needs not specifically addressed by non-specialized dictionaries. As the regular user knows, the coverage and treatment of vocabulary in these latter is far more comprehensive, but also less detailed and precise than in these special-purpose dictionaries. While the general dictionary is an all-purpose tool intended to supply a full range of information, this type is more specific and thus can afford greater depth in the description of special, restricted areas of language.

In order to keep the list within reasonable limits, two or three characteristic titles have been selected for each of the following spheres. Some dictionaries have been included on account of their special contributions, although their latest (or only) editions may have appeared some time ago. The domains selected are:

(i) False friends
(ii) Pronunciation
(iii) Phrasal verbs
(iv) Idioms
(v) Encyclopedic knowledge
(vi) Synonyms, antonyms and other related words
(vii) Concepts, ideas, meanings
(viii) Collocations

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

(ix) British and American culture and society
(x) Illustrations
(xi) Abbreviations and acronyms
(xii) Troublesome and curious words

In the first area, a classic general reference is *A Dictionary of False Friends* by Robert Hill, which covers 15 different languages. Part 1 is a list of false friends, each of them followed by its false meaning and the language(s) affected; part 2 – 'English meanings' – explains how each of these words is used in English. (Only one of the monolingual learners' dictionaries cited in section 3.1 above, *Cambridge International Dictionary of English*, deals with this area. *CIDE* contains diverse language-specific lists of English false friends).

Within the second domain two standard works on pronunciation are the 2nd edition of *Longman Pronunciation Dictionary* by John Wells, and the 16th edition of *Cambridge English Pronouncing Dictionary* by Daniel Jones, which incorporates a CD-ROM (see section 4.3 below).

The third and fourth spheres (phrasal verbs and idioms) receive full attention from the major publishing houses. Three titles published by Cambridge University Press, HarperCollins, and Oxford University Press have been included for each of these phraseological areas (see above). General dictionaries do not adopt a single, common approach to the description of multi-word expressions (some dictionaries put idioms under their first lexical word, others treat them under the second, etc.). A welcome innovation is introduced by the *Cambridge Advanced Learner's Dictionary* (2003), with its 31-page 'idiom finder' (see section 3.1).

Users of English may sometimes need encyclopedic information. For this kind of reference needs, they will have to resort to general monolingual dictionaries (see section 3.2 above), to encyclopedias proper, like the *Encyclopaedia Britannica 2002 Print Set*, consisting of 32 volumes, also available on compact disk (see section 4.3), or even to a special version of MLDs, known as 'encyclopedic': for example, the *Longman Dictionary of English Language and Culture* by Della Summers, and the *Oxford Advanced Learner's Dictionary of Current English, Encyclopedic Edition* by Jonathan Crowther. Both are expanded versions of their linguistically oriented counterparts (*Longman Dictionary of Contemporary English* and *Oxford Advanced Learner's Dictionary of Current English*) but they are encyclopedic in nature, as can be seen in the inclusion of specialized entries on geography, institutions, biography, etc., and a substantial increase in the number of illustrations. A recent monograph on this type of monolingual dictionary is Stark (1999).

Paradigmatic lexical relations constitute a very important subset of the vocabulary of English. A good command of synonyms, antonyms and other related words adds to the stylistic elegance of a text. Three well-known books in this area are *Longman Synonym Dictionary* (including over 1 million words), *The Merriam-Webster Dictionary of Synonyms and Antonyms*, and *The Penguin Dictionary of English Synonyms and Antonyms*.

This field is closely linked to the next one: the accurate expression of concepts, ideas and meanings. There are outstanding works in English which classify its lexical stock according to concepts. The pioneer lexicographer in this domain was Peter Roget, an English physician and librarian who compiled a ground-breaking *Thesaurus*, first published by Longman in 1852. His formidable description is 'a verbal classification' (as Roget himself calls it in the Preface to the 1st edition) of English words expressing specific meanings and ideas. There have been numerous revisions of this dictionary, the latest of which prepared by George Davidson and published in 2002, is the 150th anniversary edition: *Roget's Thesaurus of English Words and Phrases*. A recent edition published in the United States is *Roget's International Thesaurus* by Barbara Kipfer and Robert Chapman.

Of course, this type of organization and presentation of items is 'onomasiological', that is to say, it proceeds 'from concept to word' (McArthur, 1992: 727) and words are not defined. The opposite, ('normal') type of dictionary, which is 'semasiological', reverses the direction: it proceeds 'from word to concepts' (*op. cit.*: 727), i.e. words are alphabetically arranged in entries and each of them is accompanied by a lexicographical definition. The onomasiological dictionary, prototypically represented by Roget's *Thesaurus*, characteristically shows a thematic, non-alphabetical organization. Curiously enough, *The New Oxford Thesaurus of English*, compiled by Patrick Hanks, shows an A-Z alphabetical format.

Another interesting variation on the classic type is the *Collins English Dictionary and Thesaurus*, a general monolingual dictionary and thesaurus, including corresponding dictionary and thesaurus entries on the same page. It also gives synonyms and antonyms.

Over the years, the influence of Roget's *Thesaurus* has been widely felt. A good example of a dictionary inspired by this tradition is the *Longman Lexicon of Contemporary English*, composed by Tom McArthur. Features of this book include: the organization of English vocabulary into fourteen semantic fields, an A-Z index, the incorporation of synonyms, antonyms and other related words, a definition of every term, and the inclusion of example sentences, style labels, and illustrations.

McArthur's *Lexicon*, published in 1981, is thus decidedly learner-oriented, and set the standards for subsequent reference tools of this class, like the *Longman Language Activator* (2nd edition 2002) by Stephen Bullon, and the *Oxford Learner's Wordfinder Dictionary* by Hugh Trappes-Lomax (1997). The *Activator* (1st edition 1993, by Della Summers and

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

Michael Rundell) was designed as a 'production dictionary' intended to help the non-native advanced student choose precise, idiomatic words for the accurate expression of ideas and, unlike Roget's *Thesaurus*, it also explains how these words are used. Hence, its meaning-into-word approach reverses the characteristic semasiological organisation of monolingual dictionaries: the *Activator* organises vocabulary around nuclear concepts denoted by Key Words (e.g. *modest*). Unlike the *Longman Lexicon*, this work does not include words naming concrete objects of the real world. These core Key Words – 866 in all versus 1,052 in the 1st edition – are divided into more precise sections which include very specific words in order of frequency (e.g. *modest*, *self-effacing*, *unassuming*, *humble*). The Key Words are in alphabetical order, while the A-Z list of individual words is presented as an index at the back. Each of the expressions listed under a Key Word is accompanied by its pronunciation, definition, register indications, grammatical constructions, natural examples from the *Longman Corpus Network*, and typical collocations. Because of its complex system of conceptually organized vocabulary and its wealth of lexical choices, effective use of the *Activator* requires considerable dictionary-using skills and a good command of English. If these conditions are met, this work can be an excellent complement to monolingual learners' dictionaries for productive needs. The electronic version of the *Activator* is included in the *Longman Dictionary of Contemporary English CD-ROM* (2003) – see section 4.3. The *Longman Essential Activator* (1997), compiled for intermediate students, is an offspring of the previous book. Its macrostructure is shorter and key concepts and semantically related words are organized in a simpler way.

The *Oxford Learner's Wordfinder Dictionary* is an onomasiological lexicon which arranges English vocabulary into 630 keywords denoting diverse conceptual areas. In each of them the user may find a variety of words (nouns, verbs, adjectives, expressions, etc.) related in meaning and use. It serves encoding purposes mainly through the inclusion of appropriate examples.

A central area in English lexicology is that of collocations, more-or-less fixed word combinations which must be learnt as building blocks or 'prefabs' and cannot always be semantically explained. The English language teems with them but the treatment of collocations in native speaker dictionaries is insufficient, and in learners' dictionaries it is not exhaustive or systematic, though it has improved in the latest works. Admittedly, the *Longman Dictionary of Contemporary English* (4th edition 2003) and the *Macmillan English Dictionary* (2002) are above average in this respect, in terms of both the quantity of information provided and its internal organization (both works, for example, include collocation boxes listing common 'collocates' of a 'head'). But, in general, MLDs have a number of shortcomings and limitations in this area, due to the absence of a consistent methodology: partial coverage (collocates are given for some headwords, but not for others); inconsistent printing (boldface is used sometimes, but collocates may also appear in normal type when they form part of the definition or of examples); insufficient exemplification; indeterminate placement (certain collocates appear in the entry of their head, while in other cases a head appears in the entry of a collocate); scarce associations between each specific sense of a word and its collocates, etc.

For these reasons, collocation dictionaries are most useful and welcome. Two excellent titles are *The BBI Dictionary of English Word Combinations* by Morton Benson, Evelyn Benson and Robert Ilson – 1st edition 1986, 2nd edition 1997 – and the *Oxford Collocations Dictionary for Students of English* by Jonathan Crowther, Sheila Dignen and Diana Lea. This work, published in 2002, represents a significant step forward in general dictionaries of English collocations on various counts: its corpus support (it is based on the *British National Corpus*), its excellent entry layout in which collocates are grammatically organized, illustrated by means of example sentences, and, most importantly, linked to specific senses of their headword, the inclusion of special sections ('usage notes' and 'special pages') which group together words specific to one semantic area followed by their collocates, and the addition of 'study pages' with abundant collocation exercises. A special electronic version of it has just come out: *Oxford Phrasebuilder Genie CD-ROM Dictionary* (see section 4.3 below). There also exist English dictionaries of collocations restricted to specific lexical items: for example, adverbs (Kozlowska, 1991) or intensifiers (Pérez-Fernández, 2003).

Nowadays ELT specialists attach particular importance to cultural aspects as a necessary background against which the language must be learnt, and they almost unanimously advocate the inclusion of this component into the curriculum. A specialized dictionary in this area is the *Oxford Guide to British and American Culture*, available in book form and on CD-ROM.

A special type of encyclopedic work is the so-called 'pictorial' dictionary. Certain kinds of conceptual spheres involve an extensive terminology, often unknown to the lay public; for example, nouns denoting forms of jewels, fencing swords, or heraldry elements. General dictionaries sporadically rely on drawings or illustrations in order to explain terms of this kind which often resist definition, since semantic explanations in these cases frequently prove hard to understand due to the complexity of the concept being described. Lexicographical practice has found a satisfactory solution to this problem by resorting to illustrations. Thus, *The Oxford-Duden Pictorial English Dictionary* has been specially compiled to meet this

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

need. It organizes the vocabulary into subjects and presents corresponding lists of words and illustrative drawings. An alphabetical index to every lexical item permits easy reference to the relevant section of the book.

The last two groups of special-purpose dictionaries are those dealing with abbreviations, acronyms and troublesome and curious words. The following titles have been selected in these areas: *The Wordsworth Dictionary of Abbreviations and Acronyms* contains over 20,000 abbreviations and acronyms conveniently organized by categories. *The Hutchinson Dictionary of Difficult Words* describes troublesome words which may cause difficulty because of their spelling, use, pronunciation, or semantic obscurity. *A New Dictionary of Eponyms* examines the origins of those English words which are also the names of people who have become so closely associated with a product or concept that their own names have been given to them, e.g. *sandwich*, *zeppelin*. This dictionary also includes brief biographies of these people and explains how eponyms were created and became standard words. Finally, *Homophones and Homographs* is a special dictionary describing 7,781 American homophones and 1,552 American homographs. It is of special help in the area of spelling and usage.

4. Advanced-level dictionaries on CD-ROM

In this section I discuss a large variety of lexicographical resources on compact disk, most of which have been released recently. This is a format affording a range of new uses and applications which could not be obtained from the traditional print book. The list below has grouped these tools into the same categories that were considered in section 3: monolingual learners', general monolingual, and special-purpose dictionaries.

From a purely technical perspective this type of electronic device needs certain minimum system requirements, as is well known, but current computer capacity far surpasses these conditions in terms of hard disk space, CD-ROM drive capabilities, RAM memory, microprocessor speed, sound card, speakers, monitor, microphones, etc. A particularly noticeable feature of a large number of dictionaries on compact disk is that they can easily be installed on a personal computer. Thus, they can be run directly from its hard disk without inserting the CD-ROM into the drive, making for easier and quicker use.

Among the main assets of these tools, the following are particularly noteworthy:

a) Extremely quick access and search facilities.
b) Internal link to a word processor or other computer applications –'interfacing' (Nesi, 1999). This feature allows the user to look up an expression in a text or on the Internet simply by clicking on it or highlighting it. An expression in a document can even be replaced by text from a dictionary. Interfacing also makes it possible to insert text from another application into the search box. Some dictionaries even provide a direct link which can be easily installed to the tool bar of a word processor.
c) Advanced search mode. A wide range of searches can be made other than simply looking for a specific word: using filters in order to restrict the solutions to certain parts of speech, to expressions typical of one regional variety of English, to one particular register, to one specific syntactic structure (e.g. verb + 'to' infinitive), to related words, etc.; carrying out thesaurus, wildcard and Boolean operator searches; accessing all the entries that contain a search word, etc.
d) The result of a query can be cut and pasted to a word processor, for example, or it can be printed.
e) Any term employed in the definition of a word in the dictionary or in one example sentence can be instantly looked up by clicking on it – 'chaining' or 'hyperlinking' (Nesi, 1999).
f) With some dictionaries a personal note (including comments, translations, etc.) can be added to a dictionary entry and saved with it so that it may be viewed later.
g) The recorded pronunciation of headwords can be heard and some dictionaries even permit the user to practise it and compare it with the correct one.
h) The results of previous searches can be looked up again by means of the 'history' function.
i) Pedagogical extras such as games, illustrations, lexical and grammatical exercises, even videos, often accompany the full text of the dictionary and promote vocabulary acquisition. The dictionary thus becomes even a more active teaching/learning aid.

Dictionaries on compact disk are clearly superior to printed versions for certain kinds of uses and applications. However, they also have certain limitations precisely due to their being computer-based. Thus, Nesi (1996: 541) notes that this tool, being computer-dependent and directly linked to other computer applications, can be ideally exploited for writing purposes, rather than for decoding tasks.

4.1 Monolingual learners' dictionaries

Cambridge Advanced Learner's Dictionary CD-ROM. Version 1.0. Cambridge: Cambridge University Press, 2003.

Cambridge International Dictionary of English on CD-ROM. Version 1.03A. Cambridge: Cambridge University Press, 2001.

Collins Cobuild on CD-ROM. Version 1.0. Glasgow: HarperCollins Publishers, 2001.

Longman Dictionary of Contemporary English CD-ROM. Harlow: Pearson Education Limited, 2003.

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

Longman Interactive English Dictionary. 2nd ed. Harlow: Longman, 2000.
Macmillan English Dictionary for Advanced Learners. Version 1.1. Oxford: Macmillan Publishers Limited, 2002.
Oxford Advanced Genie. Oxford: Oxford University Press, 2002.
Oxford Advanced Learner's CD-ROM Dictionary. Version 3.1. Oxford: Oxford University Press, 2000.

Of all the types of English dictionaries on CD-ROM, the foregoing titles show the widest range of properties and functions outlined above, since they have been conceived of specially for EFL/ESL learners. In fact, a common property of MLDs on compact disk is that they contain the full text of their paper counterparts, which constitutes a solid basis leading both to normal A-Z searches and also to more advanced ones. But, in addition, these works feature extras not provided by the printed book: language practice, interactive pronunciation exercises and videos, whole sets of drawings and maps, photographs, and study sections, among others. All these qualities make them unique learning tools. Moreover, they are supported by extremely powerful searching software.

As to presentation and availability, it is quite normal nowadays for the print dictionary to include a CD-ROM, though publishing houses also market paperback and hardback editions without compact disk at a lower price. These alternative presentations are made available, for example, by Cambridge University Press – *Cambridge Advanced Learner's Dictionary CD-ROM* –, Oxford University Press – *Oxford Advanced Genie* –, Longman – *Longman Dictionary of Contemporary English CD-ROM* –, or Macmillan – *Macmillan English Dictionary for Advanced Learners*. However, other reference works on CD-ROM included in the list above are sold only as a separate product: *Collins Cobuild on CD-ROM* (by HarperCollins), *Longman Interactive English Dictionary* (by Longman), and *Oxford Advanced Learner's CD-ROM Dictionary*, version 3.1 (by Oxford University Press).

The *Longman Interactive English Dictionary* is probably the first monolingual learners' dictionary published on compact disk – 1st edition 1993. The second one (2000) has been fully updated. It contains the full text of the third edition of the *Longman Dictionary of Contemporary English,* the interactive *Longman English Grammar* and the *Longman Dictionary of Common Errors*. Alongside normal headwords, accompanied by spoken pronunciations, the user will find numerous cultural and encyclopedic entries taken from the *Longman Dictionary of English Language and Culture*, over 1,000 intermediate and advanced practice tests (of the type included in FCE, CAE and Proficiency exams), 8 real-life video clips featuring different communicative situations (e.g. video 4: ordering a meal in a restaurant), maps, illustrations and photographs. This dictionary can be updated on the Internet.

The 6th edition of the *Oxford Advanced Learner's Dictionary* in book form contains a compact disk, the *Oxford Advanced Genie* (2002), whose single objective is to serve look-up needs. It pops up in the top right-hand corner of the screen as a small window. And by pointing at a word in a document or on a Web page, the user can instantly look up its corresponding entry in the dictionary. This CD-ROM contains only the entries of the printed work: there are no appendices, drawings, etc. The phonetic transcription is not given; instead the recorded pronunciation can be heard by clicking on the appropriate symbol. Its use proves very effective for decoding purposes, but its software is rather simple: it has only very basic menu options – back, forward, minimize, close and print – and no edit function; so copying and pasting text to a document is not possible.

The *Oxford Advanced Learner's CD-ROM Dictionary* (version 3.1, 2000) includes the whole A-Z text of the printed dictionary enriched with a large number of new example sentences, and important additions: an annotation facility, audio pronunciation and practice, three-dimensional search, 680 pictures, video clips explaining difficult verbs, colour maps including audio pronunciation of place names, many proficiency-level vocabulary exercises, word games, as well as different extras also included in the book version, such as topic pages, language study pages, and appendices. Interestingly, all the pictures are interactive: they include 'hot spots' –when the cursor is moved over these areas, it activates vocabulary denoting items in a picture; this vocabulary can be instantly looked up by clicking on the hot spot. Particularly original is the so-called three-dimension search, a kind of interactive vocabulary builder which shows the lexical connections between a search word and related dictionary entries including that word. This is graphically depicted in a kind of web of words spreading out from the central item. By double-clicking on one of the expressions forming a web, further lexical items are displayed. At any time the meaning of one word can be looked up by clicking on it. The searching capabilities of this tool are excellent. The software locates every occurrence of a word in the entire text of the dictionary: in headwords, idioms, phrasal verbs, collocates, definitions, examples and usage notes. Moreover, by means of the advanced option a search can be confined to a specific part of an entry (e.g. examples, definitions), or restricted through filters to a particular part of speech, register, regional variety, illustration or video clip. Finally, a particularly helpful utility is provided by BOOKcase 3.1, software which lets users open the lookup window of the *Oxford Guide to British and American Culture CD-ROM* in order to consult a

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

term from *OALD on CD-ROM*. The *Oxford Guide* is equipped with the same software and thus the reverse kind of search can also be conducted (see section 4.3).

The *Collins Cobuild on CD-ROM* (2001) is a distinctly different sort of electronic reference (first version 1995). Version 1.0 incorporates various books –*Collins Cobuild English Dictionary for Advanced Learners*, 3rd ed. (2001), *Collins Cobuild English Usage* (1992), *Collins Cobuild English Grammar* (1990), *Collins Thesaurus* (2001)– and also the 5-million-Wordbank from *The Bank of English*, a sample of both the written and spoken language of British and American English (UK written: 3 million words; UK spoken: 0.5 million; US written: 1 million; US spoken: 0.5 million). A striking feature of this electronic reference is its plain, rather old-fashioned interface, exclusively equipped with a few essential functions and menus. However, the software is fast and easy to use, and the effective integration of these four reference books supplemented with a corpus partly compensates for these limitations. Thus, search terms can be instantly looked up in the dictionary, in the grammar, in the usage guide, in the thesaurus and in the corpus. This provides a particularly rich variety of perspectives on a lexical unit. The *Collins Cobuild on CD-ROM* provides three search options: phonetic (it searches for homophones), morphological (it returns the base form corresponding to any inflected form inserted as a search term), and full text (it locates a word in headings, definitions and explanations, examples, sample lists, synonyms and antonyms, and remarks). Other original features include: supplementary dictionary (allowing users to create their own entries), and audio pronunciation of all the forms of a word (e.g. plural, simple past, etc.). Some limitations have also been observed: entries do not include the phonetic transcription, just the recorded British English pronunciation; 'interfacing' (internal linking with other computer applications) proves slightly cumbersome (looking up words from a document is not instantaneous but requires highlighting and copying them into the clipboard); a whole entry can be copied to a word processor, but not a single section of it.

The *Cambridge International Dictionary of English on CD-ROM*, version 1.03A, issued in 2001, is based on the *Cambridge International Dictionary of English* (1995) but it was independently designed. *CIDE on CD-ROM* shows very similar attributes to those of the *Oxford Advanced Learner's CD-ROM Dictionary*, apart from the normal A-Z text: annotation facility, audio pronunciation and practice, 38 study sections, 122 sets of drawings incorporating the 'hot spots' facility mentioned above, and a great variety of advanced-level exercises on pictures and on some of the study sections. The full text search is even more powerful than its counterpart in *OALD*: it returns all entries that contain a given word in the headwords, in the derived words, in the compounds, in the idioms, in the definitions, in the examples and in the usage notes, and facilitates the exact number of matches that contain the search word. The results obtained constitute a lexical network and, needless to say, promote vocabulary expansion in much the same way as a thesaurus or lexicon does. Another remarkable contribution of this tool is its 'properties' option whereby the user can display or hide various kinds of entry information: phonetics, UK/US sound icons, grammar codes, irregular inflections and related words. The 'related words' function is one of the most attractive features of *CIDE on CD-ROM*. It is a link present in many entries which opens up a wealth of lexical information about items related in meaning to a headword, based on a fairly comprehensive conceptual classification also available in one of the filter groups. In this respect, this dictionary is a genuine pioneer with its impressive filter system, which allows a vast number of refined searches, both lexical and grammatical. It comprises six different groups: part of speech, label, grammar, category, frequency, and related words.

The *Cambridge Advanced Learner's Dictionary on CD-ROM* (2003) is the electronic version of the *Cambridge Advanced Learner's Dictionary*. This CD-ROM has a more modern interface than *CIDE on CD-ROM* but has many similar elements and functions: its full text search (with the same capabilities), its 'smart thesaurus' (equivalent to the 'related words' link in the entries in *CIDE on CD-ROM*, and based on the same conceptual classification), its filter system (very similar to that in *CIDE on CD-ROM* and comprising category, part of speech, grammar, usage, region and topic), its 'display' option (formerly labelled 'properties' option), its exercise section (a revised and reduced version of that in *CIDE*), and its picture sets (updated but also considerably reduced in number). The study pages reproduce the text of those in the printed edition. Original components of this software include a 'quickfind' function, intended for look-up purposes exclusively, which enables quick access to the entries in a small window, and 'superwrite', a small pop-up window designed as an aid to writing which shows the uses of words. One of the main innovations of this electronic dictionary is the inclusion in certain entries of 'buttons' or links to extra information: verb endings, collocations, word building, 'smart thesaurus', common learner error and usage notes.

The *Macmillan English Dictionary for Advanced Learners* (2002) is a highly original tool based on its printed counterpart. Its interface exhibits a modern design and has two display modes: 'quicksearch', identical to the 'quickfind' function in the *Cambridge Advanced Learner's Dictionary on CD-ROM*, and full display, including all the components and functions of this electronic tool: word and text search (finds

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

a term in simple headwords, derived words, compounds, phrasal verbs, phrases, collocations, definitions, examples and editorial notes), illustrations (including 'hot spots'), study pages (introduction to the dictionary, language awareness and atlas; all of them, except atlas, included in the printed version), wordlists (a pedagogical aid to learning and revising vocabulary), flashcards (vocabulary tests), annotations, audio pronunciation and practice, spelling checker, sound search (finds words with the same pronunciation and searches for words by the way they are pronounced), and 'smart search' (advanced searching through an exhaustive filter system comparable to that in the *Cambridge International Dictionary of English on CD-ROM*). This electronic dictionary also allows instantaneous look-up from screen and automatic pronunciation replay of every word pointed at. Interestingly, it also contains recorded sound of onomatopoeic verbs (e.g. *buzz*, *roar*) as a definition aid, and also of musical instruments in many of their entries. Finally, its guided tour is an excellent explanatory addendum.

The *Longman Dictionary of Contemporary English CD-ROM* (2003) includes the full A-Z text of the 4th edition of the printed dictionary, a further 80,000 example sentences, the *Longman Language Activator* (2nd edition), and also around 7,000 encyclopedic entries from the *Longman Dictionary of English Language and Culture*. It has highly up to date software capabilities and a very modern, attractive interface. The *LDOCE CD-ROM* shares most of the typical functions of the latest electronic dictionaries: recorded UK/US pronunciation, pronunciation practice, pop-up mode in the form of a small window enabling instant look-up of a term, dictionary search in the full text of entries, in headwords, in definitions and in examples, spelling checker, exercises on grammar and vocabulary, English language practice tests, pictures, recorded sound effects of a large variety of onomatopoeic words and musical instruments, related words (named 'word set'), and filter system with only three options: word frequency (an original filter returning the most frequent 1,000, 2,000, or 3,000 words in written and in spoken English), part of speech, and style. But where this tool stands out is in the successful integration of entry content with supplementary information on phraseology, examples of usage and corpus support, and vocabulary expansion. These three areas, captured in small windows on the right side of the screen, and named 'phrase bank', 'examples bank', and 'activate your language' respectively, prove most valuable. As explained in greater detail in section 4.3, the phrase bank is full of collocational information. The examples bank greatly enriches the description, since it contains over 1 million sentences taken from the *Longman Corpus Network* without previous editing. The third extra is a direct link to the text of the *Longman Language Activator* (see section 3.3). Other original elements and functions are: full conjugation of every verb, 15,000 word origins and etymologies, tests on cultural aspects, dictation exercises, subject search for diverse topics, word origin search, and pronunciation search.

4.2 General monolingual dictionaries (Native speaker dictionaries)

Concise Oxford Dictionary (10th edition) on CD-ROM. Version 1.1. Oxford: Oxford University Press, 2002.

Merriam Webster's Collegiate Dictionary and Thesaurus, Deluxe Audio Edition 2.5. Springfield, Massachusetts: Merriam-Webster Inc., 2000.

Oxford English Dictionary Second Edition on CD-ROM. Version 3.0. Oxford: Oxford University Press, 2002.

Shorter Oxford English Dictionary on CD-ROM. Version 2.0. Oxford: Oxford University Press, 2002.

The American Heritage Dictionary of the English Language with CD-ROM. 4th ed. Boston: Houghton Mifflin, 2000.

The Oxford World English Dictionary Shelf on CD-ROM. Oxford: Oxford University Press, 2002.

Webster's Third New International Dictionary, Unabridged, on CD-ROM. Version 2.5. Springfield, Massachusetts: Merriam-Webster Incorporated, 2000.

Practically all these titles are electronic counterparts of printed works (see section 3.2 above). As occurs with monolingual learners' dictionaries, it is frequently the case that publishers of 'native speaker dictionaries' also bring out versions on compact disk of these dictionaries, most often as a separate product.

The list given above includes several titles by Oxford University Press which derive in one way or another from *The Oxford English Dictionary: Concise Oxford Dictionary on CD-ROM, Shorter Oxford English Dictionary on CD-ROM, and Oxford English Dictionary Second Edition on CD-ROM*. This last work deserves particular attention. Its two disks include the full text of the 20 volumes and of the 3 *Additions Series* of the *OED*. Now in version 3.0., the OED on CD-ROM (2002) stands out not only in terms of its modern and attractive interface, and the dimensions of its text, but also thanks to its powerful, flexible software, which enables searches of main dictionary entries and of the full text (to find a word wherever it occurs in the dictionary, to obtain words related to a particular subject, to search for quotations from a specific author, work, date, etc.). Searching can be confined to particular areas (e.g. definitions, etymologies, examples, etc.), it can be carried out in order to look for words occurring together ('proximity search'), for phrases, etc. Equally important is the advanced searching mode, which enables the user to employ Boolean operators, to search for pronunciations, for

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

words belonging to a particular part of speech, etc. Other facilities include: automatic look-up of a word in a document or in the text of the dictionary by double-clicking it, saving and printing entries, viewing a map of a whole entry structure, showing or hiding the pronunciation, spellings, etymology and supplementary information, displaying quotation dates by means of a chronological chart, bookmarking an entry for subsequent consultation, and tutorial searches (explanations on diverse searching modes). The dictionary can be installed on the hard disk.

A particularly attractive product is *The Oxford World English Dictionary Shelf on CD-ROM*, a suite of four different dictionaries reflecting some significant regional varieties of English: *The New Oxford Dictionary of English* (1998), *The New Oxford American Dictionary* (2001), *The Canadian Oxford Dictionary* (1998), and *The Australian Oxford Dictionary* (2000).

The *Webster's Third New International Dictionary, Unabridged, on CD-ROM (2000) reproduces the text of Webster's Third New International Dictionary of the English Language, Unabridged* electronically. Its interface looks slightly old-fashioned, if compared with more recent works; similarly, the typographical resources of the text in the entry display area (where the content of an entry can be read) are rather meagre. Fortunately, that does not at all affect the enormous searching power of the software, which proves highly effective at all times. Three search modes are available: basic, advanced and browse. In the first (the most common), a total of 13 different search options can be chosen: main entry, crosswords, jumbles and cryptograms (word game and puzzle-solving options), rhyme and homophones (pronunciation options), function label (words belonging to a specific part of speech), usage note (words characteristic of a particular type of register), etymology (all words coming from a particular language), definitions (all the definitions that contain a word), verbal illustrations (uses of a word in examples), synonym paragraphs (occurrence of a word in paragraphs explaining differences between synonyms), and quotations (all entries including quotes from one author or from one newspaper). By means of the advanced mode, searches can be conducted using wildcards and Boolean operators. Finally, the browse search utility scans the list of headwords and lets browsers gain access to all those beginning with a combination of letters (e.g. *syner-*) or ending with the same group of letters (e.g. *-ment*). Other remarkable features of this tool are its spelling help (an aid to find words whose spelling may be uncertain for the user), access from word processors (by installing the appropriate macros), bookmarking entries into various categories (vocabulary, favourites and language research), and going online, which provides links to various linguistic resources on the Web. Like the *Oxford English Dictionary on CD-ROM, the Webster's Third New International Dictionary* does not include recorded pronunciations.

Finally, the *Merriam Webster's Collegiate Dictionary and Thesaurus* integrates the potential of a general monolingual dictionary with that of a thesaurus. The *Collegiate Dictionary* (10th edition, 2000) incorporates the 13 search types of *Webster's on CD-ROM*, and also audio pronunciations. The *Thesaurus* supplies a semantic explanation on the meaning of the synonyms, a part-of-speech label, and a list of synonyms, antonyms, related words, contrasted words, and idiomatic equivalents.

4.3 Special-purpose dictionaries and encyclopedic works

Cambridge English Pronouncing Dictionary CD-ROM. Daniel Jones. Eds. Peter Roach, James Hartman and Jane Setter. 16th ed. Cambridge: Cambridge University Press, 2003.

CD-ROM Britannica 2003 Ultimate Reference Suite. 4 CD-ROM set. London: Encyclopaedia Britannica, Ltd., 2003. www.britannica.co.uk (17 May 2003).

Merriam Webster's Collegiate Dictionary and Thesaurus, Deluxe Audio Edition 2.5. Springfield, Massachusetts: Merriam-Webster Inc., 2000.

Oxford Guide to British and American Culture CD-ROM. Oxford: Oxford University Press, 2000.

Oxford Phrasebuilder Genie CD-ROM Dictionary. Oxford: Oxford University Press, 2003.

The Oxford Pop-up English Language Reference Shelf on CD-ROM. Oxford: Oxford University Press, 2000.

Wordnet 1,6 CD-ROM. A Lexical Database for the English Language. Christiane Fellbaum. Cambridge, Mass.: MIT Press, 1998. www.cogsci.princeton.edu/~wn/ (23 April 2003).

These titles, which complement the other electronic tools presented in sections 4.1 and 4.2 above, may satisfactorily meet particular reference needs concerning aspects like pronunciation, encyclopedic knowledge, paradigmatic lexical relations, cultural aspects, collocations, and quotations.

The *Cambridge English Pronouncing Dictionary CD-ROM* gives recordings of each word as well as pronunciation exercises. It also enables users to record and check their own pronunciation.

Encyclopedic information is provided by *CD-ROM Britannica 2003 Ultimate Reference Suite.* It comprises: *Encyclopaedia Britannica, Britannica Student Encyclopedia, Britannica Elementary Encyclopedia, Merriam-Webster's Collegiate Dictionary and Thesaurus, World Atlas, Timelines, Knowledge Navigator, Research Organizer*. With this electronic reference the reader can search more than 80,000 articles, hundreds of media presentations, and also navigate the Internet

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

(links to sites related to a given topic can be conveniently retrieved with a click of the mouse).

Paradigmatic lexical relations (synonymy, hyponymy, antonymy, related words, etc.) are described in *Wordnet 1.6 CD-ROM. A Lexical Database for the English Language*, a compact disk version of a lexical database which can also be accessed online (Fellbaum, 1998). Its features are described in section 5.3 below. Other titles including thesauri are the *Merriam Webster's Collegiate Dictionary and Thesaurus* (see section 4.2 above) and *The Oxford Pop-up English Language Reference Shelf on CD-ROM*, a suite of electronic dictionaries comprising *The New Oxford Dictionary of English, The New Oxford Thesaurus of English, The Oxford Dictionary of Quotations*, and *The Oxford World Encyclopedia*.

Aspects of culture are described in the *Oxford Guide to British and American Culture CD-ROM*, an electronic version of the printed book (see section 3.3 above). It can be consulted by category (e.g. cultural notions/entities relating to arts, geography, history) and also alphabetically. The compact disk also includes over 50 classic poems recorded by American and British speakers. This software enables users to conduct full text searches for every occurrence of a word (if necessary, by means of wildcards, Boolean operators, and date and illustration filters), look up the meaning of an expression from the *Oxford Guide to British and American Culture CD-ROM* in the *Oxford Advanced Learner's Dictionary CD-ROM* (directly linked to this software), hear the pronunciation of a term or the recording of a piece of poetry, record their own pronunciation or version of it and compare it with the original, and write annotations on single terms.

An excellent electronic resource on collocations is the *Oxford Phrasebuilder Genie CD-ROM Dictionary* (2003), a type of educational software which gives instant access to the *Oxford Collocations Dictionary for Students of English*, and to the *Oxford Advanced Learner's Dictionary*. By means of it, the user can see the collocates of a term in a browser or in a document simply by pointing at the word, and also look up its meanings and uses. For ease of reference, as in the *Oxford Collocations Dictionary*, the collocates of a word are conveniently organized in entries in two dimensions: the specific senses of the headword (or 'base' of the collocation) and the grammatical structure of the collocation (e.g. noun + verb, adjective + noun, verb + adverb). Illustrative examples have also been added. In addition, the compact disk contains over 4,000 collocation exercises, extensive practice on synonyms, as well as the 'study pages' and 'special pages' included in the *Oxford Collocations Dictionary for Students of English* (see section 3.3 above).

Finally, an electronic monolingual learners' dictionary should be added to these references – the *Longman Dictionary of Contemporary English CD-ROM* –, since its contents include the *Longman Language Activator* (2nd edition), an onomasiological dictionary (see section 3.3). This CD-ROM also supplies an enormous amount of collocational information in its 'phrase bank' working in conjunction with its 'examples bank'. Both lexical and grammatical collocations are explicitly highlighted and supported by illustrative examples, as well as phrases and compounds in which a headword occurs. According to the data provided in the printed version of this dictionary, this CD-ROM includes 150,000 collocates used with common headwords.

5. Advanced-level online dictionaries

This section contains a representative selection of dictionaries which can be consulted on the Internet. These are mainly useful for decoding purposes when the user is browsing a web page or some other kind of text on the computer. In most cases the look-up operation simply requires highlighting a word or expression in a passage and clicking on the right icon or button. They can thus provide exceptionally quick and easy help. Of course, online dictionaries can be employed for encoding purposes as well. As in the case of electronic dictionaries on CD-ROM, their main constraint is precisely that they are computer dependent: a standard print dictionary may prove easier to reach on some occasions, though sometimes the user may not be able to consult it so quickly.

An original facility of some online dictionaries is that they can be added to a personal website created by the user; thus browsers of that page will be able to search an online dictionary while visiting it. Similarly, some of these electronic resources provide a direct link in the form of a toolbar button which can be easily installed to a browser program (e.g. Netscape Navigator or Internet Explorer), and thus the user need not worry about locating an online dictionary on the web.

As in previous sections, the titles included here have been classified into three groups: monolingual learners', general monolingual, and special-purpose dictionaries.

5.1 Monolingual learners' dictionaries

Cambridge Dictionaries Online. dictionary.cambridge.org/default.asp?dict=a (28 April 2003).

This allows searches in various monolingual learners' dictionaries: *Cambridge Advanced Learner's Dictionary, Cambridge Learner's Dictionary and Cambridge Dictionary of American English*.

Longman Web Dictionary. www.longmanwebdict.com (15 May 2003).

This enables the user to look up words in the *Longman Dictionary of Contemporary English* and in the *Longman Advanced American English Dictionary*. It also contains 15,000 encyclopedic entries.

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

Oxford Advanced Learner's Dictionary. www.oup.com/elt/global/products/oald/ (9 May 2003).
Home site of this monolingual learners' dictionary. It provides various facilities: the user can consult any word in it, discover new expressions that are entering the English language, read recent news extracts, look at the word of the month, and do crossword puzzles.

5.2 General monolingual dictionaries (Native speaker dictionaries)

Chambers Reference Online. www.chambersharrap.co.uk/chambers/chref/chref.py/main (16 May 2003).
Site created by Chambers Harrap Publishers Ltd., a British company based in Edinburgh, devoted mainly to the production of dictionaries and reference books. The *Chambers 21st Century Dictionary* and *The Chambers Thesaurus* can be accessed on this site.

Dictionary.com. dictionary.reference.com (2 May 2003).
This is a search engine that enables both dictionary and thesaurus searches by extracting information from well-known general monolingual English dictionaries like the *Webster's Unabridged Dictionary* or *The American Heritage Dictionary of the English Language*, and thesauri like *Wordnet* and *Roget's Interactive Thesaurus*.

Merriam-Webster's Collegiate Dictionary. www.m-w.com/ (27 April 2003).
Merrian-Webster Unabridged. www.m-w.com/ (27 April 2003).
These resources are electronic versions of their printed counterparts. The first can be consulted for free, while the second requires a subscription. Subscribers can access a reverse dictionary, a rhyming dictionary and an atlas as well.

Newbury House Online Dictionary. Heinle and Heinle Publishers. nhd.heinle.com (2 May 2003).
This contains over 40,000 entries and is based on the *Newbury House Dictionary of American English*. Single entries can be consulted as well as all entries including a specific term.

One Look Dictionary Search. www.onelook.com (2 May 2003).
This is an engine that searches a very large number of dictionary web sites. It provides free access to 5,228,156 words in 910 dictionaries indexed.

Oxford English Dictionary Online. dictionary.oed.com/entrance.dtl (6 May 2003)
This dictionary is only accessible through a subscription service. Subscribers have access not only to the 20-volume *OED* and the 3-volume *Additions Series* constituting the 2nd edition, but also to results of the revision programme started in 1993. A total of 1,000 new and revised entries are made available each quarter, and thus a comparison can be made with entries from the 2nd edition.

Ultralingua English Language Dictionary. www.ultralingua.net (23 April 2003).
This incorporates three different facilities: standard search, reverse dictionary (useful for obtaining terms by entering words that form part of their definition), and phonetic dictionary (which lets users find a word by writing an approximate spelling or pronunciation). This dictionary is partially based on *Wordnet*.

Universal Online Dictionary. www.foreignword.com/Tools/dictsrch.htm (10 July 2003).
This enables searches in 275 dictionaries on the Internet, both monolingual and bilingual.

Wordreference.com. Michael Kellogg. Atlanta, Georgia, USA. wordreference.com (6 May 2003).
This site gives access to the *Collins English Dictionary* (2000), which can also be installed for free to a hard disk. Only words on a web page, not in a text written with a word processor, can be consulted.

Wordsmyth Dictionary-Thesaurus. www.wordsmyth.net (10 April 2003).
This tool is markedly learner-oriented. Apart from simple A-Z word searches, it allows other types of advanced consultation: terms semantically related, synonyms and derived forms (a genuine thesaurus), part-of-speech searches, words whose spelling may be uncertain for the user, terms used in the text of definitions or in that of examples, etc.

5.3 Special-purpose dictionaries and encyclopedic works

Cambridge Dictionaries Online. dictionary.cambridge.org/default.asp?dict=a (28 April 2003).
This enables searches in the following special-purpose dictionaries: *Cambridge International Dictionary of Idioms and Cambridge International Dictionary of Phrasal Verbs*.

Chambers Reference Online. www.chambersharrap.co.uk/chambers/chref/chref.py/main (16 May 2003).
This site gives access to *The Chambers Thesaurus*. See section 5.2 above.

Dictionary.com. dictionary.reference.com (2 May 2003).
Enables searches in thesauri like *Wordnet* and *Roget's Interactive Thesaurus*. See section 5.2 above.

Encyclopaedia Britannica. www.britannica.co.uk/BT_Click_Buy.htm (17 May 2003).
Also known as *Britannica Premium Service*, this subscription-based online facility offers unlimited access to the 32-volume *Encyclopaedia Britannica* and other smaller encyclopedias, video and audio clips, magazines and journals.

Merriam-Webster's Collegiate Thesaurus. www.m-w.com/ (27 April 2003).

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press

Provides free access to the printed version of this dictionary.

Roget's Interactive Thesaurus. Ed. Barbara Kipfer. 1st ed., version 1.0.0. Lexico Publishing Group, LLC, 2003. thesaurus.reference.com (2 May 2003).

The thesaurus contains over 17,000 entries. All of them include a brief definition, part-of-speech information, synonyms, antonyms, and a description of the general semantic area.

Wordnet. A Lexical Database for the English Language. George Miller, Princeton University. www.cogsci.princeton.edu/~wn/ (6 May 2003).

This unique database organizes verbs, nouns, adjectives and adverbs into synonym sets and offers a wealth of details about synonyms ordered by estimated frequency, coordinate terms, hyponyms, hypernyms, meronyms and holonyms. It is also available on CD-ROM and for anonymous FTP at ftp.cogsci.princeton.edu. The latest version is 1.7.1.

Wordsmyth Dictionary-Thesaurus. www.wordsmyth.net (10 April 2003). See section 5.2 above.

Acknowledgements

The author is deeply grateful to Dr. Neil McLaren, of the University of Granada, and Dr. Francisco Gonzálvez-García, of the University of Almería, Spain, for their insightful comments and revision of a previous version of this article.

References

Atkins, B. (ed.) (1998). *Using dictionaries: studies of dictionary use by language learners and translators*. Tübingen: Max Niemeyer Verlag.

Béjoint, H. (2000). *Modern lexicography: an introduction*. Oxford: Oxford University Press.

Berg, D. (1993). *A guide to the Oxford English Dictionary*. Oxford: Oxford University Press.

Bogaards, P. (1996). Dictionaries for learners of English. *International Journal of Lexicography*, **9**, 4, 277–320.

Chan, Yin Wa A. & Taylor, A. (2001). Evaluating learner dictionaries: what the reviews say. *International Journal of Lexicography*, **14**, 3, 163–80.

Cowie, A. (ed.) (1987). *The dictionary and the language learner*. Tübingen: Max Niemeyer Verlag.

Cowie, A. (1999). *English dictionaries for foreign learners. A history*. Oxford: Clarendon Press.

Dolezal, F. & McCreary, D. (1999). *Pedagogical lexicography today: a critical bibliography of learners' dictionaries with special emphasis on language learners and dictionary users*. Tübingen: Max Niemeyer Verlag.

Fellbaum, C. (ed.) (1998). Wordnet: an electronic lexical database. Massachusetts: The MIT Press.

Hartmann, R. (1992). Lexicography, with particular reference to English learners' dictionaries. *Language Teaching*, **25**, 3, 151–59.

Hartmann, R. (2001). *Teaching and researching lexicography*. Harlow: Longman.

Hartmann, R. & James, G. (1998). *Dictionary of lexicography*. London: Routledge.

Herbst, T. & Popp, K. (eds.) (1999). *The perfect learners' dictionary (?)*. Tübingen: Max Niemeyer Verlag.

Heuberger, R. (2000). *Monolingual dictionaries for foreign learners of English: a constructive evaluation of the state-of-the-art reference works in book form and on CD-ROM*. Wien: Braumüller.

Hornby, A., Gatenby, E. & Wakefield, H. (1948). A learners dictionary of current English. Oxford: Oxford University Press.

Humblé, P. (2001). *Dictionaries and language learners*. Frankfurt am Main: Haag und Herchen.

Ilson, R. (ed.) (1985). *Dictionaries, lexicography and language learning*. Oxford: Pergamon.

Klotz, M. (2003). Review of Crowther, J., Dignen, S., & Lea, D. (eds.). *Oxford collocations dictionary for students of English*. Oxford: Oxford University Press, 2002. *International Journal of Lexicography*, **16**, 1, 57–61.

Kozlowska, C. (1991). *English adverbial collocations*. Warszawa: Panstwowe Wydawnictwo Naukowe.

Landau, S. (2001). *Dictionaries. The art and craft of lexicography*. 2nd ed. Cambridge: Cambridge University Press.

McArthur, T. (ed.) (1992). *The Oxford companion to the English language*. Oxford: Oxford University Press.

Meer, G. van der & Sansome, R. (2001). OALD6 in a linguistic and a language teaching perspective. *International Journal of Lexicography*, **14**, 4, 283–306.

Morton, H. (1994). *The story of Webster's third: Philip Gove's controversial dictionary and its critics*. New York: Cambridge University Press.

Nesi, H. (1996). Review article: for future reference? Current English learners' dictionaries in electronic form. *System*, **24**, 4, 537–46.

Nesi, H. (1999). A user's guide to electronic dictionaries for language learners. *International Journal of Lexicography*, **12**, 1, 55–66.

Nesi, H. (2000). *The use and abuse of EFL dictionaries: how learners of English as a foreign language read and interpret dictionary entries*. Tübingen: Max Niemeyer.

Ooi, V. (1998). *Computer corpus lexicography*. Edinburgh: Edinburgh University Press.

Pérez-Fernández, A. (2003). *Las colocaciones léxicas de los adverbios intensificadores ingleses. Propuesta de un diccionario*. Tesis Doctoral en CD-ROM. Jaén: Servicio de Publicaciones de la Universidad de Jaén.

Rizo-Rodríguez, A. (1993). Teaching dictionary-using skills: outline of a syllabus. *GRETA: Revista para Profesores de Inglés*, **0**, 10–14.

Rundell, M. (1998). Recent trends in English pedagogical lexicography. *International Journal of Lexicography*, **11**, 4: 315–42.

Rundell, M. (1999). Dictionary use in production. *International Journal of Lexicography*, **12**, 1: 35–53.

Scholfield, P. (1999). Dictionary use in reception. *International Journal of Lexicography*, **12**, 1: 13–34.

Stark, M. (1999). *Encyclopedic learners' dictionaries: a study of their design features from the user perspective*. Tübingen: Max Niemeyer Verlag.

Tsai, C.-Y. (2002). *CIDE* on CD. *International Journal of Lexicography*, **15**, 4, 307–22.

Wright, J. (1998). *Dictionaries*. Oxford: Oxford University Press.

https://doi.org/10.1017/S0261444804002125 Published online by Cambridge University Press