

UNIVERSITY OF LATVIA  
FACULTY OF HUMANITIES  
DEPARTMENT OF ENGLISH STUDIES

**OUTSIDE MATTER COMPONENTS IN ENGLISH  
LEARNERS' DICTIONARIES**

**ĀRPUS ŠĶIRKĻU SARAKSTA IEKĻAUTIE PIELIKUMI  
ANĢĻU MĀCĪBU VĀRDNĪCĀS**

BACHELOR THESIS

**Monta Plaude**

Matriculation Card No. mp09050

Adviser: lect. Laura Karpinska

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## ANOTĀCIJA

Tika analizēti un salīdzināti ārpus šķirķļu saraksta iekļautie pielikumi četrās mācību vārdnīcās. Pētījuma mērķis bija noteikt komponentus, kuri parasti tiek iekļauti vārdnīcas sākumdaļā, vidusdaļā un beigu daļā un pētīt, kuras no izvēlētajām vārdnīcām ir vizuāli vispievilcīgākās, kurām ir vislabākā struktūra, kuras ir lietotājdraudzīgas un atšķirīgas iekļautās informācijas ziņā.

Lai iegūtu atbildes uz galvenajiem pētījuma jautājumiem, kvalitatīvā pētījuma metode tika izmantota un tika veikta aprakstoša un salīdzinoša analīze ārpus šķirķļu saraksta iekļautajiem pielikumiem.

Četru vārdnīcu analīze tika veikta balsoties uz iepriekš noteiktiem kritērijiem. Analīze palīdzēja noteikt ārpus šķirķļu saraksta iekļautos pielikumus, kas parasti tiek iekļauti mācību vārdnīcās, kā arī tika analizēts to izkārtojums, funkcijas, struktūra un vizuālais noformējums.

**Atslēgvārdi:** ārpus šķirķļu saraksta iekļautie pielikumi, vārdnīcas sākumdaļa, vidusdaļa un beigu daļa, mācību vārdnīca, vārdnīcas lietotājs.

## **ABSTRACT**

The outside matter components of four contemporary learners' dictionaries were analysed and compared. The purpose of this study was to establish the components that are typically included in the front, middle and back matters and to study which of the dictionaries is the most visually attractive, which has the best structure, which is the most user-friendly and diverse in information.

In order to find answers to the main research questions, qualitative research method was applied and descriptive and comparative analysis of the outside matter components was performed.

The analysis of the four dictionaries was performed according to a set of criteria. With the help of the analysis, it was possible to determine the outside matter components that are typically included in learner's dictionaries, also the layout, function, structure and visual presentation were studied.

**Key words:** the outside matter, the front, middle and back matter, learner's dictionary, the dictionary user.

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## **LIST OF ABBREVIATIONS**

ALD - Advanced Learners' Dictionaries

AmE - American English

CALD - Cambridge Advanced Learner's Dictionary

CIDE- Cambridge International Dictionary of English

COBUILD - Collins COBUILD Advanced Learner's English Dictionary

DV – defining vocabulary

EFL – English as a Foreign Language

ELT – English Language Teaching

IPA - International Phonetic Association

IRET – the Institute for Research in English Teaching

LDOCE – Longman Dictionary of Contemporary English

MLD – Monolingual Learners' Dictionaries

OALD - Oxford Advanced Learners' Dictionary

## INTRODUCTION

Dictionaries are essential and significant aids for every learner. The dictionaries that are specially developed for the learners who wish to acquire English are called English learners' dictionaries. Kern (2007:4) explains why the majority of learners' dictionaries have been English, by saying that because the country's history of colonialism, British English started to be taught all over the world. Also the USA has a market for learners' dictionaries, especially for American English, but Kern (ibid.) is certain that it will take a long time to achieve the same results like Britain has made in learners' dictionary making.

Undeniably Britain has a rich history in dictionary making. More and more dictionaries are published every year that is why Kern (ibid.) has a reason to maintain that special attention has been paid to learners' dictionaries as the market for English-as-a-foreign language has importantly grown.

Cowie (1999:1) stresses that during the past 20 years, the learners' dictionaries have been more and more "user-driven", in other words, they are made so complete that include nearly all the information that the users require. The learners use the dictionary for different reasons, for instance, to check the pronunciation of the word, to read the definition of the word, to check grammatical information, to learn idioms, etc. At first sight the dictionary looks like any other book, but one should know how to use it properly in order to increase one's knowledge correctly.

Learners' dictionaries differ from general monolingual dictionaries as they take into consideration learners' encoding needs both in writing and speaking and learners' restricted vocabulary knowledge (Kern, 2007: 4). Even though the learners may come from different countries and have different native languages, Kern (ibid.) maintains that in this case the learners' dictionary is the only dictionary that is perfect for all the learners.

To the outside matter of the dictionary belong the front, middle and back part of the dictionary (accordingly: the front matter, middle matter and back matter). Svensén (2009: 380) emphasizes that some elements of the outside matter remain unheeded. This may be explained as follows: the users are rarely interested to read front and back matter (which may contain very valuable information), but they are directly looking up the necessary word.

Normally the front matter includes table of contents, different articles, the guide how to use the dictionary, pronunciation and abbreviation tables and other materials. In the back matter are included additional materials, for instance, the most frequently used words, different geographical maps, training exercises, etc.

The theme of the BA thesis has been chosen due to the strong interest to learn more about the dictionary, its parts and components that it includes. It is important to investigate the outside matter as it sometimes remains unnoticed by users; consequently, the user misses out on very significant information about the dictionary usage and information about it. Therefore, **the goal** of the BA thesis is to explore the outside matter components in four leading English learners' dictionaries.

The following English monolingual learner's dictionaries are analysed in this study:

- *Longman Dictionary of Contemporary English* (LDOCE);
- *Oxford Advanced Learner's Dictionary* (OALD);
- *Collins COBUILD Advanced Learner's English Dictionary* (COBUILD);
- *Cambridge Advanced Learner's Dictionary* (CALD),

to study how the outside matter components differ in these dictionaries, to clarify how the outside matter components help to the dictionary users and to investigate how outside matter section differs in the dictionaries of different publication years.

The main **research questions** of the BA thesis are the following:

1. How English learners' dictionaries have developed?
2. Which components are included in the outside matter of the dictionary?
3. How the outside matter differs in all four dictionaries?
4. What is the content of the outside matter components?
5. In which dictionary the outside matter is the most attractive?

The **enabling objectives** to achieve the research goal are as follows:

1. To gather corresponding theory on learners' dictionaries and structural elements of the dictionary;
2. To explore the components of the outside matter;
3. To study the typical components included in the outside matter of the selected English learners' dictionaries;
4. To compare the components of all four dictionaries;
5. To present the results of analysis and draw conclusions.

The **method of research** is qualitative research with descriptive and comparative analysis of outside matter components in English learners' dictionaries.

The authors that have made a great contribution to lexicography and pedagogical lexicography, in other words, English learners' dictionaries, characteristics of learners' dictionaries, dictionary structure, are, for instance, Atkins and Rundell, Béjoint, Hartmann,

Jackson, Landau, Svensén and others, and therefore their works will be used in the process of research.

**The outline of chapters:**

**The first chapter** deals with the background of learners' dictionaries. The life and professional carrier of Palmer, West and Hornby are discussed. Later, the historical background of learners' dictionaries is inspected and characteristics of OALD, LDOCE, COBUILD and CALD are described.

**The second chapter** is about dictionary structure. In other words, megastructure, macrostructure and microstructure are discussed.

**The third chapter** deals with the framework of analysis (criteria for analysis).

**The fourth chapter** is devoted to empirical research. It presents comparison of the outside matter components in LDOCE (2009), OALD (2010), COBUILD (2008) and CALD (2008). Major attention is devoted to the analysis of user's guide, illustrations and appendices.

# 1.BACKGROUND OF LEARNERS' DICTIONARIES

## 1.1. Promoters of Learners' Dictionary

### 1.1.1. Harold Edward Palmer

According to the *Centre of Applied Linguistics* (Online2) Harold E. Palmer was born in London, in 1877. Palmer has never studied at university, he has only secondary education.

Later he moved to Belgium and started to work at school as an English teacher. He watched how lessons are held by other teachers and learned from them. He mastered German. Later he founded his language school (Institut Palmer). In 1904 he privately printed his first work called *A correspondence course for French-speaking learners of English*. Previously mentioned work and many other demonstrate that Palmer had very well developed his skills in French. During his time in Belgium he studied such languages as German, Esperanto, Spanish and Polish. He took part in the International Phonetic Association (IPA), which roused interest about language teaching. In 1916 was issued his textbook *Colloquial English*. In 1916-17 he delivered a lecture at University College London and wrote his first extensive work *The Scientific Study and Teaching of Languages*. His later publications focused on teaching of spoken English.

In 1922 Palmer moved to Japan and instructed English as a foreign language. After some years Palmer collaborated with Albert Sidney Hornby at the Institute for Research in English Teaching (IRET). During Palmer's stay in Japan he visited schools and lectured on the ideas from his previously published works. In Japan Palmer worked very hard and published a lot of different materials with various approaches. Palmer encouraged teachers to use his suggested approaches in language teaching. In 1927 Palmer started to pay attention to grammar and lexicology. Palmer quit his director position in the Institute in 1936 and returned to London. He continued his active work and wrote different materials for publishers, such as "Longmans", "Green" and others. Palmer died in 1949.

### 1.1.2 Michael Philip West

According to the *Centre of Applied linguistics* (Online3) West was born in Hampshire, in 1888. He studied at Marlborough College, later went to Oxford. At the age of 24 he joined the Indian Education Service and went to Bengal.

In 1914 he published his textbook on educational psychology. West taught different subjects in English. He stated that students' skills are insufficient for academic purposes. West wanted to improve English for all pupils not only the favoured ones who would definitely choose to continue studies. He acquired position as a Principal of the Teachers' Training College. The college became very well known. West focused on his teaching to

develop both writing and speaking skills to his students. An accent was put on the development of reading skills. In 1925 he returned back to the UK to write about experienced teaching in his PhD thesis. His books *Bilingualism* and *Learning to Read a Foreign Language* got major attention not only in the UK but also in USA. At the same time West's interest in other parts of education had not diminished. In 1929 he published the book for "Longmans" and "Green" called *Language in Education*, which was partly based on his doctoral thesis.

West turned to the aspect of speaking in teaching about what he did not write before. One more notable West's achievement is the publication of *The New Method English Dictionary* in 1935. This was the first monolingual learner's dictionary. By 1936 also Harold Palmer had returned back in London. Palmer and West started their collaboration. They co-wrote a *New English Course*. At that time West was already the main figure in British English Language Teaching (ELT). He continued to work for journal *English Language Teaching* and died in 1973.

### **1.1.3 Albert Sidney Hornby**

According to the *Centre of Applied linguistics* (Online1) Albert Sidney Hornby was born in 1898, in Chester. He studied at the University College London. In 1922 he got the degree in English Language and Literature. In the following year he had a possibility to teach English language in a small college in Japan. His initial task was to teach English literature.

An interest of teaching of language gave him possibility to become acquainted with Palmer who was the director of Tokyo Institute for Research into English Teaching (IRET). Hornby received an invitation from Palmer to enter the programme of vocabulary research at IRET. Hornby's primary task was to collect lists of collocations, he co-operated with Palmer in research that dealt with verb syntax and the selection of vocabulary. All the work what he did at that time was successful and Palmer is always remembered for the *Oxford Advanced Learner's Dictionary of Current English*.

Palmer left Japan in 1936 and Hornby continued to conduct research at the Institute. He worked on the projects which were already commenced. Hornby had a special knowledge of language learners' needs. For that reason, in 1942 in Tokyo the *Idiomatic and Syntactic English Dictionary* was published. This dictionary was very successful because it was focussed on the learners of foreign language. The dictionary has several editions and reprintings. All this made Hornby's name recognizable in connection to English as a second or foreign language. Hornby's all life was not spent in Japan, in 1942 he returned back to England. He had decided to join the British Council. After some time he was dispatched to Iran where he was a lecturer and teacher trainer.

When he returned in London, he became a Linguistic Adviser to the Council. In 1946 he established a journal called *English Language Teaching*. Hornby continued to publish and in 1954 he offered to the market *A Guide to Patterns and Usage in English*. This guide introduced a practical grammar and displayed the same methods that were used in the *Advanced Learner's Dictionary*. He published also three-volume *Oxford Progressive English Course*, *Sentence Patterns* and *The Teaching of Structural Words*, which was meant for teachers. Hornby's influence on ELT was powerful. He died in 1978.

## **1.2 Historical Background of Learners' Dictionaries**

The monolingual learner's dictionary emerged in the middle of 1930s' (Cowie, 1999: 3). By 1940 the learners' dictionary already had recognizable characteristics. In general, the learner's dictionary appeared in a propitious moment with the help of the founding fathers – Palmer, West and Hornby (ibid.). At that time Palmer and Hornby worked in Japan, but West settled down in India (Jackson, 2002: 129).

Very significant campaign was so called 'vocabulary control' movement, which took place in 1920s' and 1930s'. This movement had serious and extensive impact on the history of the learner's dictionary. Cowie (1999: 3) affirms that the limitation of vocabulary was the reason why learner's dictionaries appeared. Palmer, who was one of the leaders in this movement, published a pioneering encoding dictionary called *A Grammar of English Words* in 1938. Also West was one of the leaders in the movement. He developed the first English as a Foreign Language (EFL) dictionary called the *New Method English Dictionary* and it was published in 1935. Hornby was employed in a phraseological research, making words lists and developing '1000-word-list', which helped to develop *A Grammar of English Words*. Hornby's *Idiomatic and Syntactic English Dictionary* was later renamed *Advanced Learner's Dictionary* (ibid.).

Aarts (in Herbst and Popp 1999: 15) comments that since the time when the first edition of Hornby's *Oxford Advanced Learner's Dictionary* was published, many things have been developed, for instance, in coverage and the way how meanings in the dictionary are defined and exemplified. From one dictionary, now four major dictionaries have developed. They are as follows:

- *Oxford Advanced Learner's Dictionary* (OALD),
- *Longman Dictionary of Contemporary English* (LDOCE),
- *Collins COBUILD English Dictionary* (COBUILD),
- and *Cambridge International Dictionary of English* (CIDE).

Even though the previously mentioned dictionaries are the leading advanced learners', none of them may be called "perfect" (Aarts in Herbst and Popp 1999: 15). However, each of them offers to the learners something different, for example, COBUILD 'helps learners with real English', CIDE 'gives today's users of English unrivalled access to the English they need', LDOCE offers 'a complete guide to written and spoken English', but OALD is 'the dictionary that really teaches English' (ibid.). All previously mentioned examples are texts which advertise these dictionaries. It may be concluded, that none of the dictionaries seems "the best", but each has something different to offer and only the learner may choose the right one according to his needs and skills.

Learner's dictionary has two main tasks. First, it should help the learners to decode what they do not understand. Second, it should be as "instrument" that helps the learners to produce texts on their own (Aarts in Herbst and Popp 1999: 16). In other words, the learner's dictionary should help the learner in both reading and writing process. Also Jackson (2002: 84) agrees that both decoding and encoding needs are essential for the learner. Those needs definitely differ from the ones that are important for a native speaker. In other words, in learners' dictionary, there is more explicit, more comprehensive and more systematic information (ibid.).

### **1.3 Characteristics of Learners' Dictionary**

Dictionaries which are meant for foreign students may be called both learners' dictionaries and monolingual learners' dictionaries (MLD). However, Svensén provides still other denomination for these dictionaries. He (2009: 19) describes them as L2 dictionaries, or in other words, foreign learners' dictionaries. Already in 1899 Sweet listed several features of ALD (Béjoint, 2010: 66-67). They were as follows:

1. The indication of synthetic patterns of verbal constructions by means of a code using letters and figures;
2. The systematic indication of other information necessary for encoding;
3. A large number of examples;
4. The indication of pronunciation by means of the IPA;
5. Pictorial illustrations;
6. The presence of a certain number of appendices.

Béjoint (2010 :73) stresses that to the previously mentioned characteristics of ALD there could be added some more, which are as following: the language described is the usual, everyday variety, not the formal or literary, preference is given to the quality of the treatment of words rather than to the quantity of the words and more frequent words are used.

In Svensén's (2009 :19) opinion, for MLDs very important is production aspect. This means that MLDs contain very valuable information about inflection, collocations, constructions, idioms, usage. One more feature that is ascribed to the MLDs is that 'the meaning of words and expressions is of value to the users only in so far as their knowledge of the language is sufficient for them to understand the definitions and other information given' (ibid.: 20-21).

Rundell (1998: 316) explains when the MLDs developed in a distinct genre, they had already a key elements. The first is vocabulary control which lasted from 1920s up to 1930s. The main figures were Palmer, West and Hornby. Very important aspect of vocabulary control was the notion of a restricted defining vocabulary (DV) (ibid.: 317). As a result, exactly Cowie was the one who said that it would not be 'exaggeration to say that vocabulary limitation gave birth to the learner's dictionary' (ibid.). The second is grammatical and syntactic information. Users' encoding needs demanded more detailed description of grammatical categories and syntactic preferences (ibid.). The third is the role of examples. Illustrative examples and citations have definite set of functions. For instance, to include only article+adjective+noun phrase (e.g. a serious illness), abstract infinitive phrases (e.g. to introduce a new law) and glosses (e.g. I have not an idle moment = I am always busy). In other words, 'the consciously pedagogical orientation' is one of the characteristic features of MLDs (ibid.). The fourth is phraseology.

### **1.3.1 Oxford Advanced Learner's Dictionary**

This dictionary was first published in 1942 in Japan, but it later became the *Advanced Learner's Dictionary of Current English* (Bejoint, 2010: 164). First it was published under the title *Idiomatic and Syntactic English Dictionary*. The dictionary was published by Palmer, Gatenby and Wakefield, who all were teaching English as a foreign language in Tokyo (ibid.: 164-165). The dictionary text was brought back to Britain, but it was converted and later published in 1948 as *A Learner's Dictionary of Current English*. In 1963 it became *Advanced Learner's Dictionary of Current English*. Then in 1974 the dictionary became the *Oxford Advanced Learner's Dictionary of Current English*.

Béjoint (ibid.: 165) points out several typical features of this dictionary. The first is vocabulary control. In other words, *Advanced Learner's Dictionary* limited the wordlist to the most important words, which are used most frequently (ibid.). Therefore, the students who learn English as a foreign language may know those words because they are not scientific or technical. In other words, restricted number of words is used in definitions. The second feature is grammatical and syntactic information. The dictionary offers information about

plurals of nouns, the comparatives of adjectives, verbs which have irregularity and countable/uncountable nouns. OALD was the first dictionary that provided patterns for verbal constructions with the help of a coding system. The third feature is numerous examples. In the dictionary every meaning has at least one example or even more. All examples are of current usage, very clear and easy to understand. The next feature is a focus on phraseology. At the beginning of learners' dictionary development, the study of phraseology attracted the attention of various linguists. The last feature is a focus on current English. Archaic and obsolete words were not included in *Advanced Learner's Dictionary*. The pronunciation was indicated in IPA. The dictionary had very broad front and back matter. In the front matter there was *How to use the dictionary* section which was written on 24 pages. In the back matter there were included such sections as *Irregular verbs*, *Common abbreviations*, *Weights*, *Measures*, *Counties and Shires*, *The United States of America*. Also pictures were included in the back matter. For instance, about full-rigged sailing ship, sailing dinghy, motor-car, aeroplane, football, etc. The dictionary was very successful and got popular, there were more and more learners that choose to use this dictionary.

The second edition was published in 1963 (Béjoint, 2010: 167). Several things in this dictionary were changed, for example, fewer proper names were included, different pictures. The third edition was published after eleven years, in 1974, under the title *Oxford Advanced Learner's Dictionary of Current English*. For the first time, the dictionary informed that it has 50 000 entries and 100 000 words (ibid.). Pictorial illustrations were changed for photographs. The fourth edition was published in 1989. This dictionary had already 57 100 words and more than 81 000 examples. The verb pattern system was much easier and more emphasis was put on collocations. The most important innovation was that 'it listed phrases under all their content words with a cross-reference to the entry where they were defining' (ibid.). Six years later, in 1995 was published the fifth edition of the dictionary. It had more than 63 000 words (ibid.: 168). They were explained by 3 000 more frequently used words. The sixth edition was published in 2000. This edition had already 80 000 words and 90 000 of examples (ibid.: 169). This edition introduced 'short glosses in capital for each meaning of polysemous words' (ibid.). In 2005 was published already the seventh edition of OALD. This edition had more than '183 000 words, phrases and meanings, 85 000 example sentences, 7 000 opposites and synonyms, 5 000 study words and 2 000 words illustrations' (ibid.: 170). To conclude, it is possible to infer from above mentioned that with every edition the dictionary has more words, illustrations, example sentences, etc.

### 1.3.2 Longman Dictionary of Contemporary English

The publication date of the LDOCE dates back to 1978. The first edition of the dictionary contained more than 55 000 entries, more than 69 000 example sentences and phrases and over 100 000 pronunciations (Béjoint, 2010: 171). This first edition included information about vocabulary control, grammar, phraseology, pictures, frequency, both front and back matter. Nevertheless, it had also some original features. The first, it coded also nouns and adjectives. For instance, the symbol [S] meant that some singular nouns can be used only with articles *a* and *an* and not with *one*. The second feature, LDOCE had special usage notes for words which were regarded as more difficult. The third feature, LDOCE included also American English (AmE) words (ibid.). The fourth, LDOCE was always one step further than other Advanced Learner's Dictionaries (ALD) in terms of defining vocabulary. The dictionary listed words that were used in the definitions. The words were united in the section called *List of words used in the definitions*. Also other words which were not in the list could be used in the definition. But in this case, those words would be printed in small capital letters and always explained. Most of the words in this list were very frequent and some of them had more than ten senses (ibid.: 172). However, only the most popular senses in the definitions were used. It was aimed at purpose, so that the learner could understand the meaning. Béjoint (ibid.) emphasizes two drawbacks of defining vocabulary. The first is that the use of controlled vocabulary influences the definitions' chain. In other words, the word *cat* is taken as an example, then the learner can see that this word is defined as *a mammal*. As a result, the learner can look further what does the word *mammal* means and this facilitates one's knowledge improvement. On the other hand, the word *cat* is defined as *an animal*, than in Béjoint's opinion the chain is short-circuited (ibid.). To put it differently, the learner is familiar with the word *animal* and there is no need to look up this word, as it was in the first case with *mammal*. The second drawback of limited defining vocabulary is that sometimes the words are explained too hazily, in an oversimplified manner. For instance, the word *quail* as *a kind of small bird*. As a result, it is not possible to distinguish between all small birds. Consequently, some metalexigraphers (such as Michiels and Noël, Jansen) came to a conclusion that LDOCE's 'defining vocabulary was less useful than it appeared at first' (ibid.). On the other hand, others thought that defining vocabulary was good enough. LDOCE had vary analytic macrostructure (Béjoint, 2010: 173). It differed from other ALDs. LDOCE allocated separate entry status for homographs, compound nouns, phrasal verbs, derived words. LDOCE was very popular and had amazing commercial success. It is described in several research papers and articles.

The second edition was published in 1987 (ibid.: 174). It was edited by Della Summers. This edition had already 56 000 words and phrases, more than 75 000 examples, much more *Language notes*, pictorial illustrations for verbs, adjectives, prepositions, adverbs. The second edition turned out to have better macrostructure. In other words, all phrasal verbs with *put* were written as sub-entries under the word *put*. Now it was easier to find and understand the meaning. Also polysemous words were arranged according to the frequency and not to the logic, as it was in the first edition of LDOCE.

The third edition was published in 1995. The dictionary had already more than 80 000 words and phrases (Béjoint, 2010: 174.). Usage notes were explaining near synonyms, problem words and collocations. This edition used signposts. They were printed in bold and written in small capital letters (ibid.: 175). Signposts were regarded as a very good innovation. Signposts serve for easier remembering of the main meanings of the word.

In 2003 was published the fourth edition of LDOCE (ibid.: 176). It had already 106 000 words and phrases and around 220 000 word combinations. One innovation was that most important words in the wordlist were printed in both red and blue colours. This edition was made available online. The fifth edition of LDOCE was published in 2009. In this edition the learner has access to a DVD-ROM.

### **1.3.3 Collins COBUILD English Language Dictionary**

This dictionary was compiled by several lexicographers who worked in Birmingham and published in 1987. The dictionary was compiled with the help of the computer and included around 70 000 references. COBUILD is outstanding with the fact that the computer was used in all four lexicographic stages. They are the following: collecting of data, the selection of word, entry construction and word arrangement. The introduction informed that this dictionary is especially meant for learners and teachers of English. COBUILD differed from LDOCE in several aspects. The list of defining vocabulary was not provided, there were also not usage boxes, pictures, not list of irregular verbs but there were several interesting features added. The first, COBUILD was the first dictionary which drew all examples and headwords from an electronic corpus. This proved the statement mentioned in the beginning of the dictionary, that COBUILD ‘helped learners with real English’ (Béjoint, 2010: 178). However, the examples taken from authentic sources also had some drawbacks. For instance, some examples hardly made a sense out of their original context, some were even useless. The next feature deals with COBUILD macrostructure. All homographs were grouped in the same entries. The third feature deals with the syntactic patterns of nouns, verbs and adjectives. One more feature with what COBUILD was a special dictionary is that it used a separate column

to indicate the lexical relations of some headwords (ibid.: 179). For instance, synonyms, antonyms or hypernyms. However, the most notable feature was COBUILD's definitions. Definitions were made as complete sentences, where 'the word to be defined was used in a typical pattern and accompanied by its typical collocates' (ibid.). The next feature is the COBUILD has used connotative value and usage restrictions for the definitions (ibid.: 182). In COBUILD dictionary entries were arranged according to the meaning. The most important meaning is listed first. Despite the fact that COBUILD was not always easy to use, it was a very successful dictionary (ibid.: 183).

The second edition of COBUILD was published in 1995. This dictionary had more than 75 000 words. Examples were still taken from corpus, but this time examples were carefully modified. However, also this edition did not include pictures. This edition offered a CD-ROM which included several auxiliary materials, such as information about grammar, a usage manual, a thesaurus (Béjoint, 2010: 184). Rundell (1998: 335) stresses that COBUILD is the dictionary that do not make a great use of illustrations, even though it is one of the leading dictionaries.

The third edition was issued in 2001. The title was slightly changed and now the dictionary was called *Collins COBUILD English Dictionary for Advanced Learners*. In this edition the pragmatic information was changed, but other features that made dictionary successful were retained. The fourth edition was published in 2003 but the title again was slightly changed. Now it was called *Collins COBUILD Advanced Learner's English Dictionary* (Béjoint, 2010: 184)

In 2006 was issued the fifth edition of the dictionary. This edition contained colour illustrations. In 2008 was published the sixth edition and its title was simply *Collins COBUILD Advanced Dictionary* (Béjoint, 2010: 184). As concerns the outside matter of the COBUILD dictionary, it does not include any pictures and any cultural addenda, also the list of irregular verbs is missing (ibid.: 71). In Béjoint's opinion this is strange because COBUILD is one of the leading dictionaries and other dictionaries do include the previously mentioned features.

#### **1.3.4 Cambridge International Dictionary of English**

The CIDE was first published in 1995. The dictionary had more than 100 000 words and phrases which were arranged alphabetically and more than 100 000 example sentences (Béjoint, 2010.: 184). For examples were used full sentences. The defining vocabulary consisted of 2 000 words (ibid.: 185). The words are listed in an Appendix. Black and white

pictures were used to illustrate the words; however, the number of those pictures was small. The CIDE used so called guidewords, which in LDOCE are called signposts.

Also CIDE is a general dictionary because it has its own features. The first is an analytic macrostructure. Its meanings were written in separate entries. Meanings were not numbered, instead a bullet was used. The second feature is alphabetical index which listed all words (ibid.: 186). The next feature was a complete innovation, it was a 'false friends' list. It was written in fourteen languages, including Japanese. The CIDE was made available in CD format in 1999.

In 2001 the CIDE was changed to a new name. Now it is called *Cambridge Advanced Learner's Dictionary* (CALD). This dictionary restyled pages of colour pictures, pictorial illustrations, usage notes. This dictionary was made available online but the third edition was issued in 2008 with a CD-ROM (ibid.).

## 2.DICTIONARY STRUCTURE

### 2.1 Dictionary Structure

Svensén (2009) separates three main levels of dictionary structure<sup>1</sup>. They are as follows: megastructure, macrostructure and microstructure. The author of this paper will deal mainly with megastructure review. Nevertheless, a small insight into both macrostructure and microstructure will be provided.

However, according to the *Dictionary of Lexicography* a ‘structure’ means ‘the component parts of a dictionary [...] in terms of its overall design (macrostructure) and contents of individual entries (microstructure)’ (Harmann and James, 1998: 132). It follows that only two levels of a dictionary are discussed- macro- and micro-, but megastructure is not mentioned. All the parts of the dictionary are related and supplement each other.

Dictionary consists of various important elements, among which the lemma list is the main. When describing the structure of a dictionary Svensén (2009: 76) defines the lemma list as “the ordered set of dictionary entries”. Other elements are arranged around the lemma list. Those that are situated before the lemma list are called the front matter, while the back matter consists of the elements that follow the lemma list. The third group of components which are placed in the lemma list but are not a part of it are called the middle matter (ibid. 379).

A-Z entries occupy the majority of the dictionary (Atkins and Rundell, 2008: 177). Also the middle matter is not the same in each dictionary. Dictionaries continue to be constructed but at the moment there are 23 fully developed entries in English (Nürnberg and Kristena, 2004: 44-45). They are as follows: lexicography, dictionary, dictionary structure, megastructure, front matter, outside matter, back matter, macrostructure, wordlist, microstructure, headword, entry, lemma, etc.

#### 2.1.1 Megastructure

Hartmann (2001: 61) comments that “megastructure” is an ‘all-embracing textual framework which in addition to the central macrostructure also includes front matter, middle matter and back matter’. However, the dictionary is not formed only of macrostructure and microstructure. Hartmann (ibid.: 60) explains that each structure can be still expanded, usually the link between the dictionary and its parts is “hierarchical”. It follows that each part may be still subdivided. The work of the lexicographer is very responsible. Hartmann (ibid.: 62) is certain that the lexicographer is responsible for making accessibility to dictionary’s parts “user-friendly”. In other words, the dictionary should be arranged logically (e.g. in alphabetical order), so that the user may find the explanation of the word “department” in the

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<sup>1</sup> Not all the scholars divide dictionary structure into three levels. Some use only two levels – microstructure and macrostructure.

section D where all words starting with this letter are provided. For all that, the user has to decide how the necessary word will be found, whether considering cross-references or reading the instructions at the beginning of the dictionary. Also Bergenholtz, Nielsen and Tarp (2009: 61) agree that the user needs to know ‘how to retrieve [...] from a particular place in the dictionary’.

In other words, both words ‘megastructure’ and ‘outside matter’ may be used as they comprise front, middle and back matter. Svensén uses both terms when describing dictionary structure. He begins describing megastructure by saying that it is the relationship between dictionary’s main components (2009: 379). One of the main components is the lemma list. In Svensén’s opinion exactly the lemma list is the only necessary component of the dictionary. Around the lemma list are several other important components of the dictionary. For example, the front matter and the back matter. Svensén classifies the outside matter components according to their functions. They are as follows: the information about the object language(s), metafunction (provide information about the dictionary itself), elements of the access structure of the dictionary and other function (ibid.).

It is said by Svensén (ibid.: 380) that some of the outside matter components are unheeded; therefore, he suggests that the front and back matter should stand in contrast to the rest of the dictionary. As one of solutions he suggests printing it on coloured paper, thus dictionary users would be able to notice these sections and focus on the information there.

Some of the outside matter components have more direct functional connection with the lemma list. They hold information that has been brought together in one concrete place. As an example, inflectional paradigms and different surveys can be mentioned. Other components of the outside matter are more independent of the lemma list. They provide general linguistic information (ibid.). For example, pronunciation rules, principles of word formation and grammar. Also personal names and geographical names are presented outside the lemma list. Several sections may differ between dictionaries; however, majority of components appear either in front matter or back matter, yet exist exceptions, for instance, illustrations usually may be found in the middle matter or back matter, while survey entries generally occur as the middle matter. It follows that the dictionaries are not compiled according to one definite principle. The arrangement of some sections may differ but all megastructural components should be in a coherent order.

#### **2.1.1.1 The Front Matter**

Atkins and Rundell (ibid: 176) mention several components that the front matter may include: a foreword, acknowledgement, introduction, abbreviation list, labels and codes that may be

used in the text. Yong and Peng (2007: 84) add that the front matter contains also the title page, the table of contents, principles of pronunciation and articles which are written by editors and authorities.

As the first they describe the title page. Information that the title page includes is about the title of the dictionary, authors and editors of the dictionary, the publisher of the dictionary and the year when it was published (Yong and Peng, 2007: 84).

The section of acknowledgements normally is found after the title page (but this section may also not be included in the dictionary). The *Acknowledgements*' section states 'the indebtedness of the present author(s) to persons who offer help, advice and suggestions contributing directly to the project during the preparatory and compiling stages of the work' (Yong and Peng, 2007: 85). *Acknowledgement* may be a part of *Preface* or *Introduction*.

The next comes the *Table of Contents*. This section is important because it summarizes all dictionary structure (Yong and Peng, 2007: 85-86). In other words, the *Table of Contents* shows directly the major components in the dictionary and how they can be accessed.

After that follow *Preface*, *Foreword* and *Introduction*. The chief editor(s) has/have responsibility for composing *Preface* and/or *Foreword*. The issues that are discussed there include the purposes of the dictionary, intended users, the coverage of lexicon, compiling methodologies, the modes of access, etc. (Yong and Peng, 2007: 86).

Detailed information about dictionary may be found in *User's guide* that is situated in the front matter. Though *User's guide* is placed separately, Svensén (2009: 381) explains that it is connected with other components that are in the dictionary, in other words, user's guide contains useful information and explanations that are necessary for a user in order to find and understand the necessary information in the dictionary. Even though *User's guide* is compiled by professionals, Svensén reminds that information in *User's guide* should be understandable by people who are non-experts in lexicography; therefore, he suggests avoidance of "metalexigraphic technical language" and "lexicographers' jargon" (ibid.: 382). As an example Svensén mentions the use of word "headword" instead of "lemma", because the meaning of the first word is understandable for a user, while the meaning of the word "lemma" most often may be obscure as it requires particular knowledge (ibid.).

Also enumeration of abbreviations should be included in user's guide, so that the user may find the necessary explanation. Some user guides in dictionaries may have information about syntactic codes and pronunciation. For example, nouns can be countable and uncountable, singular and plural. Verbs can be intransitive (without direct object) and transitive (a verb with direct object) (Svensén (2009: 381)).

Various authors (e.g. Kirkpatrick (1989: 754) have the same opinion about user guide that dictionary users do not pay attention to it and avoid reading the guide to the dictionary. User guides are used not only by learners but also by other people as well. For instance, Landau (2001: 149) maintains that ‘the guide to the use of the dictionary [...] is almost ignored by reviewers’. It follows that sometimes users waste their time searching for something what they do not know instead of reading user’s guide which would clearly and in detail provide the required information. Kirkpatrick (1989: 754) explains that users perceive the dictionary as any other book as a result they visualize that it is natural to understand everything without reading the introduction. At the same time she compares dictionaries to electronic devices where it is almost impossible to comprehend its use ‘without reading the instructions provided in the package’ (ibid.). Kirkpatrick (ibid.) has noticed an interesting feature of peoples’ opinions, namely they consider all dictionaries to be more or less the same; therefore, people avoid reading the same information again and again. Although information both in preface and user’s guides may differ from dictionary to dictionary. In order to compose preface and user’s guide, compilers need to spend some time whereas Kirkpatrick (ibid.: 755) proposes ‘why not [...] plunge straight into *a* for *aardvark* or whatever *a* stands for in the relevant dictionary’ if majority of users avoid reading them? On the one hand her offer could be acceptable, on the other, there still exist people who read introduction of the dictionary. Preface and user’s guide consist of really valuable information, for instance, list of abbreviations, pronunciation, symbols, signs, grammar codes; therefore, Kirkpatrick assures that they are ‘well worth consideration’ (ibid.)

The aim of user’s guides is as follows: to outline all information that is included in dictionary in comprehensible manner and to explain the user how to use the dictionary. According to Kirkness (2004: 63) in majority of dictionaries the previously mentioned components may be found in the front matter. Kirkness (ibid.) stresses that in general the front matter is similar in all dictionaries but not identical, while middle and back matter may differ.

#### **2.1.1.2 The Middle Matter**

In the middle matter the user may find extra information about ‘grammar, collocation, word formation, regional varieties, [...] guidance on writing essays, reports, CV’s, letters, emails’ (Atkins and Rundell, 2008: 177). Atkins and Rundell explain that “*How to use the dictionary*” section is very similar in majority of English dictionaries (ibid.) Even though the classification of the sections may differs, usually they are included in the middle of back

matter of the dictionary. For instance, illustrations. Usually they are included in the middle matter; therefore, they will be discussed in this subchapter.

Svensén (2009: 298) explains that illustrations are encyclopaedic by their nature. Illustrations' main task is to 'provide visual support for the verbal description of the semantic content on linguistic items (ibid.). In other words, because of illustrations the user may understand the word even if the definition and example is not clear. Svensén (ibid.) affirms that one's learning process is promoted due to illustrations. It is explained by the fact that illustrations provide good visual material unlike the definition where some of the words may be unknown for the user. One more good feature of illustrations is that they can save space, because some words require a lot of space for definition. The next feature is that illustrations can very successfully render, for example, spatial or temporal contexts. The last feature is that illustrations can 'be contrastive when it shows in groups of phenomena within one and the same subject field, which is particularly favourable to language learning' (ibid.: 299). As a drawback Svensén mentions that a lot of work has to be put in and the production of illustrations is more expensive than for simple text production. Illustrations are more often found exactly in the monolingual dictionaries. Surely, a coloured picture is more valuable and provides more information than a black-and-white one (ibid.: 301). One should distinguish a drawing from a photograph. The photograph is more realistic. Svensén (ibid.: 302) considers that coloured illustrations are important in three cases:

1. Where colour is decisive in distinguishing kinds of things, for instance, plants, such as flowers and fruits, animals, etc.;
2. In diagrams where complicated relationships are to be shown;
3. For the description of the colours themselves.

### **2.1.1.3 The Back Matter**

The back matter which may be called also the end matter includes different list that the user may need, for instance, Atkins and Rundell (2008: 177) give example of maps, diagrams, verb tables, numbers etc.

Svensén (2009: 386) reminds that the back matter section includes information that does not belong to the lemma list. The back matter includes encyclopaedic information, nationalities, maps of the world, etc. Svensén doubts whether or not such appendices should be included in the dictionary as they are included mainly as selling points.

### **2.1.2 Microstructure**

Jackson (2002: 26) defines "microstructure" as 'the arrangement of the information within the entries'. Several authors have enumerated components that an entry should include. For

instance, Jackson (ibid.: 26-27) states that they are as follows: spelling, pronunciation, inflections, word class, senses, definition, examples, usage, etymology. While Hartmann (2001: 65) adds that there should be gender, case and number. Hartmann (ibid.: 59) affirms that the headword is usually 'marked in bold'. Therefore, it is easier to notice it. Svensén (2009: 344) continues by saying that the term "microstructure" can be used in several meanings. The first, microstructure marks the boarder of the indications that are addressed to a lemma and lemma is not considered as a part of the microstructure, but just of the macrostructure (ibid.). The second meaning explains that the lemma is included in the microstructure, or in other words, being the same as entry structure. However, Svensén agrees that the second meaning is the most common and also in describing the microstructure he uses the term microstructure as a synonym for entry structure.

Svensén (2009: 344) separates microstructures of two kinds. The first is abstract microstructure and the second is concrete microstructure. An abstract microstructure can be characterized as 'a set of general rules for the structural design of the entries in a certain dictionary' (ibid.). When speaking about a concrete microstructure, it is 'the realization of an abstract microstructure in a certain dictionary entry' (ibid.).

Entries can be organized in different ways. Most of the entries have several features regarding the most essential types of information and structural interrelationships (Svensén, 2009.: 345). In other words, each dictionary entry should include four main sections which are lemma section, formal section, semantic-pragmatic section and contextual section (ibid.). Each entry is introduced by the lemma. Indicators of the lemma are called typographical (ibid.: 346). Lemma can be written in a bold type, it may be larger, upper-case letters can be used also different colour is possible to indicate the lemma. The formal section deals with the information about the information on pronunciation, morphology and part-of-speech. Pronunciation is typically written in square brackets or oblique strokes. But inflection is written in italics. Concerning semantic-pragmatic section, the lemma can be defined out of context, several formal information types are followed by indications of meaning which are exactly addressed to the lemma (ibid.). In monolingual dictionaries synonyms are separated by comma, but different meanings by semicolon. The last section of the entry is contextual section (ibid.: 347). This section usually includes idioms which are used as examples.

### **2.1.3 Macrostructure**

Atkins (In Fontenelle, 2008: 39) comments that the macrostructure is the most important part of the dictionary. In other words, it is 'the walls, roof, rooms, windows, plumbing and drains, indeed all that holds and shapes the linguistic information' (ibid.). *Dictionary of*

*Lexicography* (1998: 91) explains “macrostructure” as ‘the overall list structure which allows the compiler and the user to locate information in a reference work’. Hausmann and Wiegand (1989: 336) add that due to the macrostructure it is possible to establish ‘under which lemma the lexicographical item is to be found’. Hartmann (2001: 59) offers a simple explanation, saying that the macrostructure is an order in which entries are arranged. He adds that entries are introduced by the front matter (e.g. a preface) and after entries comes the back matter (e.g. a list of biblical references). However, among entries may be found also illustrations which belong to the middle matter. Svensén (2009: 368) offers one more definition of macrostructure saying that it indicates the relationships and order between the lemmas. In other words, the macrostructure is an element of the outer access structure. This structure has one main purpose which is to guide the users to the lemma they are looking for. Svensén (ibid.) separates two main types of the macrostructure. The first is alphabetical. This means that the lemmas are arranged according to the alphabet, it is also called the expression side. The second type of the macrostructure is systematic macrostructure. It is the content side and the lemmas are not arranged according to the alphabet but according to the systematic or thematic principle (ibid.).

### 3.FRAMEWORK OF ANALYSIS

The outside matter of four major learners' dictionaries will be analysed and compared in this study:

- *Oxford Advanced Learner's Dictionary* (OALD), 8<sup>th</sup> edition, 2010.
- *Longman Dictionary of Contemporary English* (LDOCE), 5<sup>th</sup> edition, 2009.
- *Collins COBUILD English Dictionary* (COBUILD), 6<sup>th</sup> edition, 2008.
- *Cambridge International Dictionary of English* (CIDE), 3<sup>rd</sup> edition, 2008.

The criteria of analysis will be partly based on literature review, Rundell's (1998: 315-342) and Svensén's (2009: 345-387) research will be taken into consideration. The author will supplement the criteria offered by these authors with some more criteria in order to present comprehensive analysis of the outside matters of previously mentioned dictionaries. All criteria will be combined in one list and analysis will be carried out according to this set of criteria.

The analysis will begin with the front matter, then the middle matter and the back matter of dictionaries will be analysed. The author has decided to analyse and compare separately each component that the outside matter contains.

First, usage labels, symbols and special signs will be analysed and compared. A comparative analysis will be performed. Common and distinctive features will be described and later presented in a table. The author has decided that most attention will be paid to the user guide in the front matter, illustrations which may be situated both in the middle or back matter and appendices which may be found in the back matter of the dictionary.

It has been decided to deal with the layout, function, contents and visual presentation of the outside matter components:

#### **Criterion 1: Layout and contents of the outside matter components**

- Where is the component situated? (e.g. in the front, middle or back matter);
- How much space does the concrete component occupies? (e.g. one page, two pages, etc.);
- What is the arrangement of the outside matter components and how understandable they are?
- What information is presented in the front, middle and back matter?
- What does each component contain? Is information subdivided into paragraphs? Is it logical?
- Are examples used for better understanding? Is there a variety of examples (if such exist) used in each component's description?

- Does user's guide contain all information and explanations that are necessary for a user in order to find and understand the necessary information in the dictionary? What kind of information is included in the user's guide?
- Is defining vocabulary (DV) included in the back matter of the dictionary? How is it presented to the user? Can most frequently words be found?
- Is phraseology provided in the back matter? Are there examples included for better understanding?
- Are any special components (e.g. common mistakes section, punctuation, etc) included?
- Does the outside matter of the dictionary contain any sections that are not included in other learners' dictionaries? (e.g. new sections)

**Criterion 2: Function of the outside matter components**

- What kind of information the component provides? (e.g. how to use the dictionary, common grammar mistakes, etc.);
- How information in the component is offered to the user? (e.g. is it informative, explanatory, instructive, etc.);
- Is information in the component easy to understand? How it is achieved? (e.g. simple language is used);
- What is the goal/function of the component?
- Do illustrations in the dictionary provide enough information for the user to understand the meanings of the words?
- Which themes are represented in illustrations? In which matter they are placed?
- What can be learnt from appendices?
- Are appendices necessary and what kind of information they provide? Is it useful for a potential dictionary user?

**Criterion 3: Visual presentation**

- Is the component's presentation attractive?
- Are different colours, bold, italics for titles and subtitles used?
- Does the front and back matter stand in contrast to the rest of the dictionary? How it is achieved? Are they printed on coloured paper?

The evaluation in the tables will be according to 4-point system, where 4 will be *perfect* (component is well-considered and outstanding), 3 will be *very good* (component is of high

quality; however, it lacks something to be perfect), 2 will be *good* (component is acceptable, but it should be improved) but 1 will mean *poor* (component should be radically improved). Later in analysis the good points will be explained and commentaries will be provided, also the concrete weaknesses will be discussed and the possible improvements suggested.

All four dictionaries will be analysed and compared in order to determine which outside matter of the dictionary is more user-friendly, visually pleasant, diverse in information, easy to use, etc.

## **4. ANALYSIS OF THE OUTSIDE MATTER COMPONENTS IN FOUR MAYOR LEARNERS' DICTIONARIES**

This chapter describes analysis of the front, middle and back matter components in four learners' dictionaries. Analysis will start with the front matter. Each component will be described and compared in all four dictionaries. Most distinctive features will be presented in a table. If the component is more or less similar in all four dictionaries then the table will not be made. After each component's analysis commentaries and conclusions will be made.

### **4.1 Analysis of the Front Matter Components**

The front matter of OALD contains the following components: abbreviations, symbols, labels, numbers and the user's guide. The front matter of LDOCE deals with pronunciations table, special signs, short forms and labels, grammar codes and patterns, numbers, symbols and the user's guide. In the front matter of COBUILD the user may find list of grammatical notations, explanation of grammatical terms, pronunciation, irregular verbs and the user's guide but the front matter of CALD contains the following components: parts of speech, grammar labels, style and usage labels, numbers and the user's guide.

#### **4.1.1 Abbreviations, Symbols, Labels and Numbers in the OALD**

Criterion 1: Layout and Contents

In the first pages of the dictionary abbreviations, symbols and labels, and numbers are presented. All the four sections together occupy three pages. Information is easy to understand because it is very demonstrative. For example, after each abbreviation and symbol follows its full form (its meaning). Also labels which are used in the dictionary are fully explained (e.g. formal, ironic, literary, slang, old use, etc.). Information in the components is presented in a logical, understandable way. Each abbreviation and symbol is shown in separate line. Also each label is shown separately. All is obvious.

Criterion 2: Function

Abbreviations provide information about short forms that are used in the dictionary, for instance, *adj.*, *conj.*, *pl.*, *ymb.*, etc. Symbols section should be studied by each user because in some cases it is not possible to guess their meaning. For example, symbol ↔ means that in phrasal verbs the object may come either before or after the particle. Symbol • shows the place in the headword where it can be broken. Information in the sections is informative and explanatory as in the case of labels. Information is easy to understand because colours and italics are used, besides the language is simple. The goal of the components is to provide information about abbreviations, symbols and labels which are used further in the dictionary.

Criterion 3: Visual presentation

The components are attractive as also blue colour for titles and subtitles is used. However, black colour is dominant.

#### **4.1.2 Pronunciation Table, Special Signs, Short Forms, Labels, Grammar Codes, Patterns, Numbers and Symbols in LDOCE**

##### Criterion 1: Layout and Contents

Together these components (Pronunciation Table, Special Signs, etc.) occupy four pages. Components are logically arranged and comprehensible, for instance, both consonants and vowels are written in a separate column. Signs and symbols are written in a separate line. Pronunciation table is useful, as the user can see separately consonants, short and long vowels and diphthongs. Moreover, AmE and BrE pronunciation is distinguished. A positive characteristic for labels is that they are written/arranged in three subparagraphs. For instance, words which are used only or mainly in one region or country (*BrE, AmE, AusE*), words which are used in a particular situation or attitude (*formal, informal, humorous*) and words which are used in a particular context or type of language (*literary, medical, old use, etc.*). Examples are provided for better understanding. For instance, in *Numbers*' section 4x4 is explained as a four-wheel drive vehicle.

##### Criterion 2: Function

Components provide information about pronunciation, special signs, short forms, labels, numbers and symbols which are used in the dictionary. Information is both informative and explanatory as well as instructive. Information is easy to understand.

##### Criterion 3: Visual presentation

Components' presentation is attractive to the user. For example, blue colour, bold and italics are used to differentiate among various sections of some component. In other words, blue colour serves to highlight the titles and subtitles. It is used very successfully (See *Appendix I*).

#### **4.1.3 List of Grammatical Notations, Explanation of Grammatical Terms, Pronunciation, Irregular Verbs in COBUILD**

##### Criterion 1: Layout and Contents

All components occupy twelve pages. The arrangement of components seems chaotic and hard to understand. All information seems as a long text; therefore, it is unsuccessful. A special effort is needed to understand the contents of the components. The presentation is logical; nevertheless, it is too detailed. The front matter in this dictionary contains some components that cannot be found in other dictionaries, for instance, detailed information on word classes, irregular verbs' section and information about suffixes and prefixes.

##### Criterion 2: Function

The components of the front matter in this dictionary provide information about word classes, abbreviations, pronunciation and irregular verbs. Information is mostly explanatory. Information in the components is understandable, however, it is quite long and complicated for advanced learners. The goal of the components is definitely to provide very detailed description.

Criterion 3: Visual presentation

Due to the length (too long), components do not seem attractive. More colours could be used. The only component which stands in contrast to the others is Irregular Verbs' table. It is preferable that information could have been divided in subchapters what would lead to clearness. Majority of components is in black-and-white, in other words, the application of colour is seldom used.

**4.1.4 Parts of Speech, Grammar Labels, Style and Usage Labels and Numbers in CALD**

Criterion 1: Layout and Contents

These four components are very clearly presented in the front matter of CALD. These four components occupy two pages. All information is clearly presented and easy to understand. There are listed several parts of speech and labels which may be used in the dictionary. Components are well structured. Every new word and explanation is presented in a new line.

Criterion 2: Function

Components provide information about different grammar and usage labels. Information offered is explanatory and informative. Information is easy to understand due to its simplicity. The language is simple.

Criterion 3: Visual presentation

The presentation of front matter components is very 'ascetic'.

**Summary of findings**

The first pages of each dictionary's front matter were analysed. It turned out that several components in all four dictionaries were similar; however, there were also differences. In order to get some visual conception, a table will be made up and all components presented there.

*Table 4.1 Components in the front matter of the four dictionaries*

	<b>OALD</b>	<b>LDOCE</b>	<b>COBUILD</b>	<b>CALD</b>
<b>Abbreviations</b>	+	+	+	-
<b>Symbols (signs)</b>	+	+	-	-
<b>Labels</b>	+	+	+	+
<b>Numbers</b>	+	+	-	+

<b>Pronunciation</b>	-	+	+	-
<b>Irregular verbs</b>	-	-	+	-

*Table1* very clearly presents which components are included in the front matter of the dictionary and which are not. It may be concluded that LDOCE and COBUILD are dictionaries which contain almost all the mentioned components. LDOCE does not have Irregular Verbs' component but in COBUILD symbols (signs) are missing. In OALD Pronunciation Table and Irregular Verbs component is not included in the front matter but CALD does not have most of the components: the abbreviations, symbols (signs), pronunciation table and irregular verbs' sections are absent in this dictionary.

#### **4.2.1 User's Guide in OALD**

##### Criterion 1: Layout and Contents

The user's guide (in OALD called Key to dictionary entries) is presented on three pages. For instance, some parts of the user's guide include the following sections: how to find the word, how to find the meaning, how to understand and use the word and how to build one's vocabulary. The component's arrangement is logical, yet not very attractive because it looks monotonous (See *Appendix2*). User's guide is organized according to the headings. Under the first heading which is Finding the word the user can learn more about headwords, parts of speech, spelling, cross-references, derivatives, idioms and phrasal verbs. The second heading is called Finding the meaning. Here the user can learn about shortcuts. The third heading is Understanding and using the word. Here Academic Word List words are explained, stress marks and irregular forms of verbs discussed, comparatives and superlatives of adjectives are explained. The last heading is Build your vocabulary. Word families, special symbols, similar meanings and frequency are discussed here. Examples are provided for better understanding.

##### Criterion 2: Function

The user's guide provides information about dictionary's usage. Information is instructive and explanatory and it is easy to understand because simple language is used, which definitely is a positive characteristic. The goal of the user's guide is to explain to the user how the dictionary should be comprehended.

##### Criterion 3: Visual presentation

The user's guide in OALD is not visually attractive, because, first, information is not specially highlighted, different colours are not used, just black and blue. Also bold and italics are not used. The user's guide absolutely does not stand in contrast with the rest of the information provided in the front matter. The possible solution could be the application of more colours in order to highlight the information.

## **4.2.2 User's Guide in LDOCE**

### **Criterion 1: Layout and Contents**

User's guide (in LDOCE called How to use the Dictionary) occupies four pages. There are five main headings: finding a word or phrase, learning more about a word, finding out about meaning, finding out about grammar and building vocabulary. The arrangement of LDOCE's user's guide is outstanding, because each heading is still subdivided in smaller parts, which means clearness (See *Appendix3*). Secondly, small explanations are provided, which is a positive characteristic, because the user can concentrate just on the main information. User's guide has a very good content because, firstly, it is divided into headings and subparagraphs. Secondly, the text is not too long, it is short and concise. Examples are very frequently used, this helps to understand information. It can be said that LDOCE's user's guide contains all the necessary information that the user may require.

### **Criterion 2: Function**

User's guide provides information about words, meanings, grammar and vocabulary. The first heading Finding a word or phrase contains information about words which have more than one part of speech, words that have more than one spelling, derived words, compound words, idioms and phrases and phrasal verbs. Under Learning more about a word the user can find information about pronunciation, frequency, academic words, register, AmE and BrE. Finding out about meaning section provides information about signposts, examples and The Longman Defining Vocabulary. The penult heading is called Finding out about grammar. Here the user can learn about part of speech, inflections, grammar patterns, grammar notes and common errors. The last heading is Building vocabulary. This section discusses synonyms, antonyms, related words, collocations and Thesaurus Notes. The information is explanatory, informative and instructive as well as directive. The information in the user's guide is very easy to understand because it is clearly presented.

### **Criterion 3: Visual presentation**

The user's guide in LDOCE is visually very attractive. Different colours are used, for example, blue, pink, purple, dark blue. This is definitely a positive feature, because this helps the user to distinguish the information which is provided in the user's guide from other components in the front matter. Second, information is accentuated and demonstrative. The user's guide definitely stands in contrast to the rest of the dictionary. It is achieved by the use of colours and printing it on coloured paper. User's guide is printed on light blue paper but the rest of the dictionary on white paper.

### 4.2.3 User's Guide in COBUILD

#### Criterion 1: Layout and Contents

User's guide (called Guide to key features) occupies four pages. However, the arrangement differs significantly from what was observed in the other dictionaries. First of all, there are very few headlines indicating subsections, secondly, these headlines do not help the user to understand how to use the dictionary. The user's guide in COBUILD definitely has to be improved. One possible solution is could be more subsections, which would lead to clearness. Also the arrangement of headlines could be made comprehensible. It can be deduced that COBUILD user's guide is incomplete and the user cannot obtain from it all necessary information to use the dictionary efficiently. One possible solution is that the user's guide in COBUILD should be restructured and made more precise and clear. COBUILD's user's guide also includes information about online dictionary (myCOBUILD.com) and lists its advantages. For instance, searching offline, words from different specialized areas (business, science, etc.), words' saving.

#### Criterion 2: Function

The user's guide in COBUILD provides absolutely different information than it was observed in the other dictionaries (See *Appendix4*). For instance, grammatical information, collocations and examples are shown with the help of a pointer. It seems that these three things are the only ones which the potential user of the dictionary should know. The second headline deals with vocabulary building. This section is slightly broader as it is subdivided in subparagraphs and uses pictures to illustrate the meanings. *Vocabulary builders'* section deals with '*Picture dictionary*' boxes, *Word webs*, *Word links* and *Thesaurus*. For instance, '*Picture dictionary*' boxes present vocabulary and concepts. *Word webs* present topic-related vocabulary and are compared to encyclopedia. *Word links* help the user to understand how the words are built. A special focus is on prefixes, suffixes and word roots. *Thesaurus* entries offer synonyms and antonyms for the words of high frequency. This is the way how learners can expand their vocabulary. Information in the user's guide is informative, explanatory and instructive. Even though information is easy to understand yet it seems that something is missing and there should be more explanations, such as how to find the words, phrases and meanings, how does grammar works, etc.

Apparently the goal of COBUILD user's guide is absolutely different. This user's guide tends to assure the user that 'the new Collins COBUILD Advanced Dictionary makes words easy to find, easy to understand and easy to use...' (COBUILD, 2008: 6). Everything is simplified,

including the user's guide. In the author's opinion, it is a drawback for the potential dictionary user.

### Criterion 3: Visual presentation

In general, user's guide looks attractive due to different colours and pictures. Just because of pictures, it is easier to understand the information provided. Yet the user's guide does not stand in contrast with the rest of the dictionary. It is similar to introduction and other sections.

#### **4.2.4 User's Guide in CALD**

### Criterion 1: Layout and Contents

User's guide (called *How to use the dictionary*) occupies four pages. The arrangement of the user's guide can be described as very good, because it is very easy to understand due to the subchapters which are highlighted (See *Appendix5*). This is definitely a positive feature as the user's attention is paid to the highlighted placed in the text. User's guide is very logical as it is subdivided in subparagraphs and headlines are highlighted. There are examples used for better understanding. It can be concluded that user's guide in COBUILD contains all information and explanations that are necessary for a user in order to find and understand the necessary information in the dictionary.

### Criterion 2: Function

The component provides very detailed information about how dictionary should be used. There are six main headings that are as follows: *finding a word or phrase, finding and understanding the right meaning, using words and phrases correctly, other useful information, pronunciation and frequency*. *Finding a word or phrase* section deals with headwords, idioms, phrasal verbs, word family and compound words. In *Finding and understanding the right meaning* section the user can learn about different meaning of a headword, guidewords which help to find the needed meaning and definitions. *Other useful information* section provides information about labels, BrE and AmE, common mistakes, etc. Besides, it is said that more examples and words can be found in the CD which can be found at the end of the dictionary. The information in the user's guide is very explanatory and instructive. It is very easy to understand it due to the simple and clear language. The goal of the user's guide is to provide a very detailed guide to the use of the dictionary. This dictionary is really meant for language learners of any level of proficiency as user's guide is so complete that all should be clear for the user.

### Criterion 3: Visual presentation

The user's guide is very attractive as it is partly printed on coloured paper. Even though only blue and gray colours are used, the relevant information is highlighted and easy to find. It is

pleasant to look at the user's guide. It can be said that the user's guide stands in contrast to the rest of the dictionary.

### Summary

Analysis of the user's guides in the four dictionaries was performed. It proved that user's guides are different. Some of user's guides are more complete than others. Even though information is similar, there are notable differences. The results of the analysis are presented in Table 4.2.

*Table 4.2 Features of user's guides in OALD, LDOCE, COBUILD and CALD*

	<b>OALD</b>	<b>LDOCE</b>	<b>COBUILD</b>	<b>CALD</b>
<b>Space</b>	3pages	4pages	4pages	4pages
<b>Arrangement</b>	good	perfect	poor	very good
<b>Comprehensibility of information</b>	good	very good	poor	very good
<b>Structure</b>	good	perfect	poor	perfect
<b>Completeness</b>	good	perfect	poor	perfect
<b>Attractiveness</b>	good	perfect	good	very good
<b>Different colours, bold, italics</b>	+ / -	+	+	+ / -
<b>Contrast to the rest of the dictionary</b>	-	+	-	+

Table 4.2 demonstrates the main features and their evaluation which were analysed in user's guide in OALD, LDOCE, COBUILD and CALD. Results indicate that the user's guide in LDOCE is an absolute leader among other dictionaries. The analysis enables the author to conclude that the arrangement, structure, completeness and attractiveness are perfect, also comprehensibility of information was very good. The user's guide in CALD proved to be of high quality because the structure and completeness was perfect. The only drawback was that more colours could be used to highlight information. The features in OALD's user's guide were good, but all in all it should be improved, for instance, the structure and visual arrangement could be more successful. The user's guide itself did not stand in contrast to the rest of the dictionary. Concerning the user's guide in COBUILD, it can be concluded that it was the worst among all the user's guides subjected to analysis. The arrangement, comprehensibility of information and structure were very poor. Also information was incomplete. The user's guide section did not stand in contrast to the rest of the dictionary.

The analysis leads to the conclusion that the best user's guide can be found in LDOCE but the most incomplete and poor user's guide in COBUILD.

## **5.1 Analysis of the Middle Matter Components**

Only LDOCE and CALD have the middle matter. In the middle matter of LDOCE the user may find information about register both in spoken and written English. The middle matter of CALD deals with appendices.

### **5.1.1 The Middle Matter in LDOCE**

Criterion 1: Layout and Contents

The middle matter of LDOCE deals with register in spoken and written English. This section occupies fifteen pages. Themes which are treated are as follows: *agreeing, disagreeing, apologizing, opinions, requests, suggestions, hello, goodbye* and *thank you*. The arrangement of all these themes is very logical and easy to understand. Each theme is started on a new page. The component is well organized. Information is subdivided according to the themes. Each theme is discussed in a new page. There are also subchapters and variety of examples.

Criterion 2: Function

The middle matter of LDOCE provides information about how to use words and phrases in spoken and written English, both in formal and informal situations. The sections of the middle matter usually cover everyday English, formal English, strongly/partly agreeing/disagreeing, how to reply to an apology, asking for permission or to do something, how to deal with emails and informal/formal letters, etc. Information is instructive, informative and explanatory. Information is easy to comprehend because it is provided in easily understandable manner and it is exemplified. The goal of the component is to provide examples and explanatory notes about written and spoken English. The user can learn a lot from this section, not only to distinguish in which situations (formal/informal) words and phrases should be used, but study the examples and special remarks (for instance, the concrete phrase cannot be used in formal English). The section like this is definitely necessary in a learner's dictionary as it very clearly shows how the language is used.

Criterion 3: Visual presentation

The middle matter of LDOCE is very attractive. It stands in contrast to the rest of the dictionary because it is framed in blue and the title of the theme is written in big blue letters which are in bold.

### **5.1.2 The Middle Matter (Illustrations) in CALD**

Criterion 1: Layout and Contents

The middle matter in CALD deals with illustrations. They occupy thirty two pages. Illustrations represent kitchen, fruit, vegetables, food, health, body positions, sport, clothes, hairstyles and hats, the body, study and work, travel, planes, ships and boats, the car, cars and trucks, houses, flowers and plants, music and world map. The arrangement is very good and logical as each theme is discussed on a new page. Information is subdivided according to the themes. Unfortunately examples are not provided next to illustrations, just the name of the corresponding photo or picture (See *Appendix6*). This is regarded as a drawback of illustrations in CALD.

#### Criterion 2: Function

These illustrations represent the words and actions according to the theme. Information is offered in the form of pictures and photos. All words are easy to understand because the pictures depict real people who perform some activities (e.g. sports). Illustrations provide enough information for the user to understand the meanings of the words. The user can learn a lot of words which correspond to the concrete theme. For instance, when speaking about kitchen, it is possible to learn not only the names of dishes but also of furniture. Moreover, both BrE and AmE words are provided. Illustrations of different themes are definitely necessary in every learner's dictionary as they promote learner's knowledge.

#### Criterion 3: Visual presentation

Illustrations are very attractive because there is a broad variety of colours. They serve for better understanding. The middle matter stands in contrast to the rest of the dictionary.

### **Summary**

The analysis reveals that only two of four dictionaries have the middle matter. They are LDOCE and CALD. However, OALD and COBUILD have the same or similar information included in the back matter. As a result, commentaries and conclusions will be given later when both illustrations and appendices have been analysed.

## **6.1 Analysis of the Back Matter Components**

### **6.1.1 Illustrations in OALD**

#### Criterion 1: Layout and Contents

Illustrations in OALD are situated in the back matter. They occupy fifty six pages. The arrangement of illustrations in OALD is perfect because illustrations are excellent and they are arranged according to the following themes: city and countryside, mountains and coast, the environment, trees, plants and flowers, the animal kingdom, architecture, buildings, homes, house, garden/yard, cleaning, living room, dining room, kitchen, cooking, fruit and vegetables, herbs, spices, nuts and cereals, packaging and musical instruments. Illustrations

are well organized and logical, because each heading starts in a new paragraph and there is a variety of examples for all words which are provided in illustrations. Illustrations include *grammar point* boxes where very important information is discussed. For instance, that the names of musical instruments can be used like adjectives before nouns or that the past participle (-ed) of most cooking verbs can be used as an adjective before an item of food.

**Criterion 2: Function**

Illustrations are provided in the form of photos and pictures. Information provided is visual and explanatory. Information in the illustrations is easy to understand as photos and pictures are clear and easily discernible. A lot of explanations are provided which is definitely a positive feature of illustrations (See *Appendix 7*). There are also examples with the words which are represented in the illustrations. Illustrations can be consulted both by adults and children as there are pictures and photos which would promote one's understanding.

**Criterion 3: Visual presentation**

In OALD illustrations are very attractive. Firstly, there are large photos and pictures. Secondly, they are very colourful. Thirdly, most of the photos are from real life situations. Most important words are in bold which helps to pay attention to them. Illustrations stand in contrast to the rest of the dictionary because the pages have green margins.

Two dictionaries which had illustrations were analysed. Results will be shown in Table 4.3 and commentaries will be provided.

*Table 4.3 Illustrations in OALD and CALD*

	<b>OALD</b>	<b>LDOCE</b>	<b>COBUILD</b>	<b>CALD</b>
<b>Location</b>	The back matter	<b>No illustrations</b>	<b>No illustrations</b>	The middle matter
<b>Space</b>	56 pages			32 pages
<b>Arrangement</b>	perfect			very good
<b>Comprehensibility of information</b>	perfect			very good
<b>Structure</b>	perfect			very good
<b>Completeness</b>	perfect			good
<b>Visual attractiveness</b>	perfect			very good
<b>Different colours, bold, italics</b>	+			+
<b>Contrast to the</b>				

<b>rest of the dictionary</b>	+			+
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Illustrations are offered only in two dictionaries. They can be found in OALD in the back matter and in CALD in the middle matter. Analysis shows that illustrations in OALD are perfect (very successfully selected and well presented) because they have ideal arrangement, comprehensibility of information, structure, completeness and attractiveness. A lot of themes are discussed and excellent examples provided. Illustrations in OALD are colourful, stand in contrast to the rest of the dictionary. Regarding the illustrations in CALD, they are situated in the middle matter of the dictionary. The arrangement, comprehensibility, structure and attractiveness could be described as very good. It is not regarded as perfect because the arrangement, comprehensibility and visual attractiveness should be improved.

### **6.2.1 Appendices in OALD**

#### Criterion 1: Layout and Contents

Appendices in OALD are divided in two main parts. The first part deals with writing and the second part is a reference section. Appendices occupy seventy-seven pages. In the first part *Oxford Writing Tutor* helps the user to improve writing skills. The help is provided for writing a comparison essay, an argument essay, dissertation, oral presentations, writing a summary, reporting on data, writing a book or film review, discussing pictures and cartoons, writing a formal letter, writing emails, CV and covering letter. The arrangement of all the themes is perfect, every new writing style is discussed on a new page. The second group of appendices deals with irregular verbs, verbs, phrasal verbs, nouns and adjectives, idioms, notes on usage, the language on literary criticism, numbers, punctuation, common first names, geographical names, BrE and AmE, *The Oxford 3000*, the academic word list and pronunciation and phonetic symbols. Appendices of this dictionary are well organized and logical. Always different examples are provided. Information is subdivided in paragraphs. Each theme contains full range of information so that the user could learn to write, for instance, a perfect argumentative essay.

#### Criterion 2: Function

The appendices provide different kinds of information. In short, how to write various documents and how to deal with grammar. Information is very broad. It is both informative and explanatory, as well as instructive. Everything is very easy to understand. This is achieved by simple language, good examples and perfect arrangement. The goal of appendices in this dictionary is to help the user to develop his/her writing skills and to promote correct grammar usage. The user can learn a lot from appendices, for instance, how

to write different kinds of letters, which phrases are appropriate in a concrete letter style, etc. Appendices are definitely necessary in the dictionary as they contain very useful information from which the user can learn and develop his/her language skills.

Criteria 3: Visual presentation

The first part of the appendices is very attractive. They are printed on light blue paper and stand in contrast to the rest of the dictionary. Different colours are used, such as red, light green, brown, white and yellow. The second group of appendices is similar to the rest of the dictionary. This section of the back does not stand out from the rest of the dictionary text.

### **6.2.2 Appendices in LDOCE**

Criteria 1: Layout and Contents

LDOCE is not very rich in appendices. They occupy thirty-six pages. There is a list of the 3000 most frequent words in both spoken and written English and the list of Longman DV. Another section deals with irregular verbs, maps of the world, geographical names, numbers, weights and measures, as well as word formation. That is all what can be found in appendices. The layout of appendices is very good. Information is subdivided in paragraphs, everything is explained. There are also examples used in sections of Numbers, Weight and Measures and Word Formation. LDOCE has included DV which presents most frequently used words. No new sections have been introduced, for instance, phraseology section or common mistakes.

Criterion 2: Function

The user can find the 3000 most frequent words in English and also DV which consists of 2000 words which were used to write all the definitions in LDOCE. Words in DV are carefully chosen to ensure that the user could know and understand them. Information is informative and explanatory. Everything is understandable. For instance, words in DV are arranged alphabetically so that the user could find them easily. The user can check the words in both lists, learn irregular forms of the verbs, etc.

Criterion 4: Visual presentation

The presentation of appendices is acceptable; however, it is not very visually attractive. Different colours have not been applied, just blue which helps to separate the text or highlight something. Examples are written in italics and that distinguishes them from the rest of the text. To conclude, it can be said that appendices in LDOCE do not stand in contrast to the rest of the dictionary.

### **6.2.3 Appendices in COBUILD**

Criterion 1: Layout and Contents

Appendices in COBUILD occupy fifty-nine pages. There are various themes discussed. For instance, *grammar, English in writing and speaking, DV, academic word list, geographical places, nationalities and pronunciation*. There is also one unusual appendix included which is called *text messaging and emotions*. The arrangement of appendices is logical. In the *grammar* section, tenses are shown with the help of pointers. This is regarded as a positive feature because visual material helps the reader to learn tenses. Explanation is started with simple tenses and gradually moves to more complex ones. In *writing* section the user can develop his/her skills in punctuation, capitalization, spelling as well as learn how to write different letters and reports. Appendices are well organized. Information is subdivided in subparagraphs and it is easy to understand it. Appendices provide a lot of examples for better understanding. COBUILD dictionary has a DV at the back matter of the dictionary and it is presented to the user alphabetically. DV is followed by a list of academic words. Pronunciation (consonants and vowels) can be found at the very end of the dictionary. There is a very interesting appendix called *text messaging and emotions*, where the user can master texting abbreviations. For instance, *2NITE* means *tonight*, *AFAIK* means *as far as I know*, *G2G* means *got to go*, but *ZZZZ* means *sleeping*. The author has never noticed similar appendices in other learners' dictionaries.

#### Criterion 2: Function

Appendices provide information on grammar, different word lists, pronunciation, nationalities, etc. Information is informative, explanatory and instructive and very easily understandable. Appendices are written in a simple language. The goal of appendices is to develop user's speaking and writing skills in English. Information in appendices is very valuable and the user can learn a lot from them.

#### Criterion 4: Visual presentation

Appendices can be described as visually attractive. Different colours attract the user's attention. However, majority of appendices are in black-and-white. To conclude, the back matter of COBUILD hardly stands in contrast to the rest of the dictionary.

### **6.2.4 Appendices in CALD**

#### Criterion 1: Layout and Contents

Appendices in CALD occupy 99 pages. The information is very different. In appendices the user may find *spoken and written English, common mistakes, new words and phrases, geographical names, popular first names, prefixes and suffixes, irregular verbs, regular verb tenses, symbols, units of measurement, word families, idiom finder, pronunciation and its symbols*. The arrangement of appendices is intelligible; however, as they are so many, they

could be arranged more carefully. For instance, appendices of grammar, spoken or written English, etc. Between all components, there are still *common mistakes* and *popular first names* components. It would be better if they had been placed at the very end of the back matter. The arrangement appendices could be more deliberative. The back matter of CALD does not include DV and the author of the paper views this as a drawback. Phraseology is discussed in the *Idioms*' section. Unfortunately, it is not explained in detail. There are some unusual components inserted in the back matter of CALD, such as *common mistakes*, *popular first names* and *idiom finder*. It is a positive feature that the user can find many idioms presented in one appendix. Idioms are arranged alphabetically. It is a good overview of the idioms together in one place. In *popular first names* component the user can find the most popular names for men and women in English-speaking countries. The names are listed alphabetically.

#### Criterion 2: Function

Appendices provide a huge amount of information that the user may find necessary. For example, CALD has separated letter writing from essay writing. They are discussed in different appendices. Information is very explanatory and instructive. It is easy to understand as each remark is supplemented with an example or even several examples. The goal of the appendices in CALD is to provide the best possible explanations to the user. The user can learn very much from these appendices. For example, one can master new words and phrases which are currently used in English. The themes which are discussed in this section are about the environment, the Internet, technology, food and drink, diet and health, business and marketing. Also slang and informal words and expressions are clarified, as well as recent changes in the English language (e.g. blend words, -y adjectives). The appendices are definitely necessary for every language learner as they provide the best explanations and examples of English.

#### Criterion 3: Visual presentation

Appendices seem attractive but they not stand in contrast to the rest of the dictionary. Different colours are not used. Some appendices have blue margin which shows the title of the appendix.

In this subchapter, the back matter of the four dictionaries was analysed. In the back matter there are appendices. The main findings of appendices are shown in Table 4.4.

**Table 4.4. Components which can be found in appendices in the back matter of OALD, LDOCE, COBUILD and CALD**

	OALD	LDOCE	COBUILD	CALD
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<b>Written English</b>	+	-	+	+
<b>Spoken English</b>	-	-	+	+
<b>Irregular verbs</b>	+	+	-	+
<b>DV</b>	-	+	+	-
<b>Idioms</b>	+/-	-	-	+
<b>Numbers</b>	+	+	-	+
<b>Weights</b>	+	+	-	+
<b>Geographical names</b>	+	+	+	+
<b>Word formation</b>	-	+	-	+
<b>Academic words</b>	+/-	-	+	-
<b>Nationalities</b>		+	+	
<b>Pronunciation</b>	+	-	-	+
<b>Common mistakes</b>	-	-	-	+
<b>New words and phrases</b>	-	-	-	+
<b>Popular first names</b>	+	-	-	+
<b>Symbols</b>	-	-	-	+
<b>Verb tenses</b>	-	-	-	+
<b>Prefixes/suffixes</b>	-	-	-	+

It may be inferred from Table 4.4 that the most complete appendices may be found in CALD' back matter. However, this dictionary has not included DV, academic word list and a list of nationalities. Concerning OALD, this is the next dictionary after CALD which has the most complete appendices. However, such components as DV, word formation, nationalities, common mistakes, new words and phrases, symbols, verb tenses and prefixes/suffixes cannot be found in this dictionary. Similar amount of appendices have LDOCE and COBUILD which may be regarded as comparatively poor in appendices. In LDOCE can be found such components as irregular verbs, DV, numbers, weights, geographical names, nationalities and

word formation but in COBUILD the user can find only written and spoken English, DV, geographical names, nationalities and academic words.

## CONCLUSIONS

In this Bachelor Thesis the outside matter components of four contemporary learners' dictionaries were analysed and compared. It was important to examine the outside matter components in order to establish the components that are typically included in the front, middle and back matters and to study which of the dictionaries is the most visually attractive, which has the best structure of outside matter components, which is the most user-friendly and diverse in information.

The authors who have made the research of lexicography and pedagogical lexicography are, for instance, Hartmann (2001), Landau (2001), Jackson (2002), Atkins and Rundell (2008), Svensén (2009), Béjoint (2010) and therefore their works were used in the process of research.

The outside matter of dictionaries comprises their front, middle and back matter. The front matter typically includes the title page, the table of contents, foreword, acknowledgement, the user's guide, introduction, abbreviation list, labels and codes that may be used in the text. In the middle matter the user may find extra information about grammar, collocation, word formation, regional varieties, guidance on writing essays, reports, CV's, letters and emails. The back matter normally includes different lists that the user may need, for instance, maps, diagrams, verb tables, numbers, nationalities, maps of the world, etc.

The analysis of the outside matter components was performed according to the list of criteria. The empirical findings in this study enable to understand how the outside matter components differ in four major learners' dictionaries, what are the contents and structure of each outside matter and in the long run it was possible to establish the dictionary which has the best structure and layout, which is the most user-friendly and visually attractive.

This study has shown that the most complete front matter is in LDOCE. In this dictionary just Irregular Verbs component is not discussed. The next are COBUILD and OALD dictionaries and here Symbols and Numbers (in COBUILD) and Pronunciation and Irregular verbs (in OALD) are not included. The worst among the front matters is in CALD where only two components (Labels and Numbers) can be found. The analysis revealed that the best user's guide is situated in LDOCE, because the arrangement, structure and visual attractiveness was excellent. Another user's guide of high quality was found in CALD, the only drawback was the lack of colours. The structure and visual arrangement in the user's guide in OALD should be improved but the user's guide in COBUILD was the worst among all the dictionaries subjected to analysis, because it was very poor in arrangement, comprehensibility and structure.

Illustrations were encountered only in the outside matters of OALD and CALD. The best illustrations were found in OALD due to its perfect arrangement, structure, completeness and visual attractiveness. The illustrations in CALD also proved to be of high quality, the only difference was that they were not so complete in arrangement as well as visual attractiveness could be improved.

Concerning the back matter of the dictionary, the analysis revealed that the best appendices may be found in CALD. Several components were not included in the appendices of OALD, for instance, DV, nationalities, common mistakes, etc. Similar appendices were found in LDOCE and COBUILD and they are regarded as relatively poor as do not include a lot of components.

It can be concluded that there is not one absolute leader dictionary where all the outside matter components are ideal; however, since in the present analysis most attention was paid to the user's guides, illustrations and appendices, CALD proved to have the best structure of the components, it was user-friendly and most attractive, diverse in information and easy to use. The next dictionary after CALD was OALD which is also of high quality but not so complete as CALD. The third dictionary was LDOCE which does not have illustrations and it was viewed as a drawback. The worst outside matter components were found in COBUILD because it was comparatively poor user's guide and appendices, besides it did not have illustrations.

This study was inspired by a desire to understand the nature of the outside matter components and clarify the importance of the information they include. For instance, the benefit of examining the user's guide is clear and understandable information that is provided in order to deal with the dictionary effectively.

The goal of the research has been successfully achieved and research questions answered. To conclude, further research could be made in order to determine the users' opinion about the importance of various outside matters. Moreover, the research could also be focused on older editions of the selected learners' dictionaries, not only on the recent ones analysed in this study.

## THESES

1. The monolingual learners' dictionaries emerged in the middle of the 1930s' in order to give the users suitable access to the English they really need in more explicit, more comprehensive and more systematic way.
2. Advanced learners' dictionaries have a number of established features: the indication of synthetic patterns of verbal constructions by means of a code using letters and figures, a large number of examples, the indication of pronunciation by means of the IPA, pictorial illustrations and the presence of numerous appendices.
3. The megastructure of dictionary is a comprehensive framework which includes the front matter, middle matter and back matter.
4. The front matter of the dictionary may include the title page, the table of contents, acknowledgements, foreword, introduction, abbreviation list, labels and codes, principles of pronunciation and articles which are written by editors and authorities.
5. In the middle matter the user may find extra information about grammar, collocations, word formation, regional varieties, guidance on writing essays, reports, CV's, letters and emails. Sometimes the classification of the sections may differ (some of components may be included also in the back matter).
6. The back matter may include different lists that the user may need, for instance, maps of the world, diagrams, verb tables, numbers or nationalities. Opinions differ on the necessity of such appendices, whether they should be included in the dictionary.
7. Four major learners' dictionaries were selected for analysis: LDOCE, OALD, COBUILD and CALD. The goal of analysis was to compare the outside matter components and to establish how they differ.
8. In the front matter, LDOCE does not provide information about irregular verbs, but OALD does not have any information about pronunciation and irregular verbs. Regarding COBUILD, symbols and numbers are not discussed, but in CALD abbreviations, symbols, pronunciations and irregular verbs are not offered to the user.
9. Analysis of the user's guides shows that LDOCE was an absolute leader among other dictionaries due to its perfect arrangement, structure, completeness and attractiveness. The user's guide in CALD was very good. Some features in OALD's user's guide were good, but it should be improved. The user's guide in COBUILD was the worst among all the user's guides subjected to analysis because the information was incomplete and the arrangement, comprehensibility of information and structure were very poor.

10. Illustrations are offered only in OALD and in CALD. Analysis shows that illustrations in OALD are perfect, but in CALD they could be described as very good because the structure, arrangement and visual attractiveness should be still improved.
11. The most complete appendices may be found in the back matter of CALD. OALD is the next dictionary which has the most complete appendices. Appendices in LDOCE and COBUILD are regarded as comparatively poor because they do not include some components which the learner may find necessary, for instance, idioms, common mistakes or verb tenses.
12. It is possible to deduce from the results of analysis, that the outside matter which is visually most attractive, has the best structure, is user-friendly and most diverse in information can be found in CALD, in second place is OALD, the third is LDOCE and the fourth is COBUILD.

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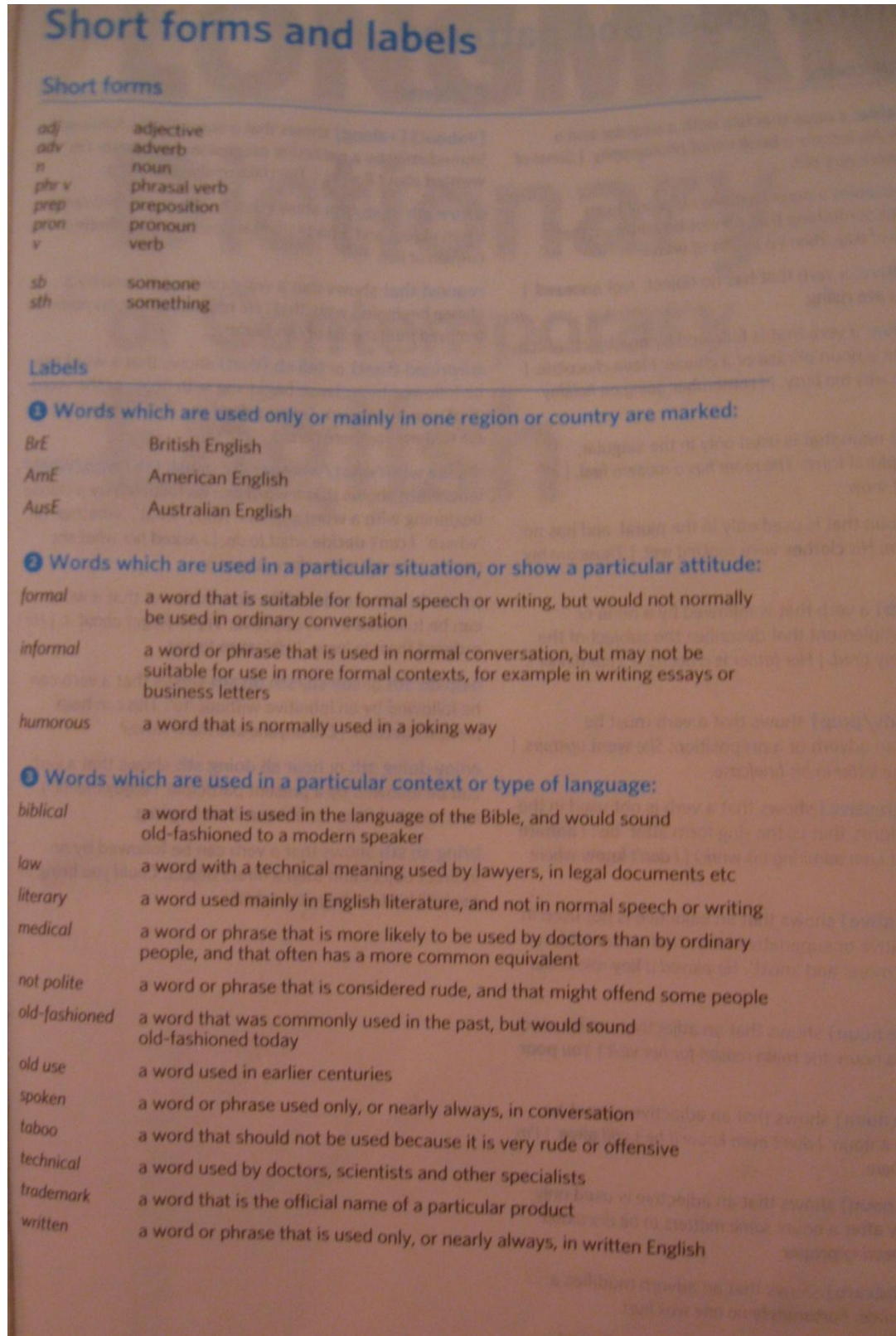
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# Appendix 1

## The Front Matter in LDOCE



## Appendix 2

### The User's Guide in OALD

**dock** /dɒk; NAmE dɒk/ noun, verb

■ **noun** 1 [C] a part of a port where ships are repaired, or where goods are put onto or taken off them: *dock workers* ◦ *The ship was in dock.* ➔ see also DRY DOCK 2 **docks** [pl.] a group of docks in a port and the buildings around them that are used for repairing ships, storing goods, etc. 3 [C] (NAmE) = JETTY 4 [C] (NAmE) a raised platform for loading vehicles or trains 5 [C] the part of a court where the person who has been accused of a crime stands or sits during a trial: *He's been in the dock* (= on trial for a crime) *several times already.* ➔ COLLOCATIONS at JUSTICE 6 [U] a wild plant of northern Europe with large thick leaves that can be rubbed on skin that has been stung by NETTLES to make it less painful: *dock leaves*

■ **verb** 1 [I, T] ~ (sth) if a ship **docks** or you **dock** a ship, it sails into a HARBOUR and stays there: *The ferry is expected to dock at 6.* 2 [I, T] ~ (sth) if two SPACECRAFT **dock**, or are **docked**, they are joined together in space

information on different types of noun (see pages R11–12)

word used in definition that is not in the Oxford 3000

fixed form of noun

common phrase in bold type in example (see pages R13)

verb codes and frames (see pages R5–8)

**Build your vocabulary**

The dictionary also contains a lot of information that will help you increase your vocabulary and use the language productively.

**stable** 0-ɪ /ˈsteɪbəl/ adj., noun, verb

■ **adj.** 1 ɪ-ɪ firmly fixed; not likely to move, change or fail **SYN** steady: *stable prices* ◦ *a stable relationship* ◦ *This ladder doesn't seem very stable.* ◦ *The patient's condition is stable* (= it is not getting worse). 2 ɪ-ɪ (of a person) calm and reasonable; not easily upset **SYN** balanced: *Mentally, she is not very stable.* 3 (technical) (of a substance) staying in the same chemical or ATOMIC state: *chemically stable* **OPP** unstable ▶ **stably** /ˈsteɪbəl/ adv.

Special symbols show synonyms and opposites.

WORD FAMILY  
stable adj. (≠ unstable)  
stability noun (≠ instability)  
stabilize verb

Word families show words related to the headword.

Notes help you choose the right word, and also help with difficult grammar points. They are all listed on pages R15–19.

**Synonyms**

**valuable**

precious • priceless • irreplaceable

These words all describe sth that is worth a lot of money or very important to sb.

**valuable** worth a lot of money: *The thieves took three pieces of valuable jewellery.*

**precious** rare and worth a lot of money; loved or valued very much: *a precious Chinese vase, valued at half a million pounds* ◦ *precious memories of our time together*

**priceless** extremely valuable; loved or valued very much: *a priceless collection of antiques*

**irreplaceable** too valuable or special to be replaced

PATTERNS

- valuable/precious/priceless/irreplaceable possessions
- valuable/precious/priceless antiques/jewels/jewellery

words listed in order of how frequent they are

Cross-references refer you to information in other parts of the dictionary.

**bear** 0-ɪ /beə(r); NAmE ber/ verb, noun

■ **noun** 1 a heavy wild animal with thick fur and sharp CLAWS (= pointed parts on the ends of its feet). There are many types of bear: *a black bear* ➔ see also GRIZZLY BEAR, POLAR BEAR, TEDDY BEAR 2 (finance) a person who sells shares in a company, etc., hoping to buy them back later at a lower price ➔ compare BULL ➔ see also BEARISH

■ **IDIOM** like a bear with a sore head (informal) bad-tempered or in a bad-tempered way

Compare refers you to a word with a contrasting meaning.

See also refers you to a word with a similar or related meaning.

## Appendix 3

### The User's Guide in LDOCE

## How to use the Dictionary

### FINDING A WORD OR PHRASE

**Words that have more than one part of speech**  
Words that have the same spelling, but have different parts of speech, are listed separately and given different numbers.

**beard<sup>1</sup>** E3 /brəd \$ bɜ:d/ n [C]  
**1** hair that grows around a man's chin and cheeks → **moustache**  
**2** something similar to a beard, such as hair growing on an animal's chin — **bearded** *adj*

**beard<sup>2</sup>** v [T] **beard sb (in their den)** to go and see someone who has influence or authority, and tell them what you want, why you disagree with them etc

**Words that have more than one spelling**  
If a word is spelled differently in British and American English, the definition and examples are shown at the British spelling, and there is a cross-reference from the American spelling.  
If a word has more than one spelling, the different spellings are shown together at the beginning of the entry.

**fa-vor-a-ble** /'fɛvərəbəl/ *adj* the American spelling of FAVOURABLE  
**fa-vour-a-ble** BrE, **favorable** AmE /'fɛvərəbəl/ *adj*  
**1** a favourable report, opinion, or reaction shows that you think that someone or something is good or that you agree with them: *favourable film reviews* | *The response has been overwhelmingly favorable.* **2** suitable and likely to make something happen or succeed: *The disease spreads quickly under favourable conditions.* | [+for/to] *a financial environment that is favorable to job creation* **3** if a LOAN, agreement, rate etc is favourable, the conditions of it are reasonable and not too expensive or difficult: *a favourable interest rate* | *the favorable terms of the settlement* **4** making people like or approve of someone or something: *A smart appearance makes a favourable impression at an interview.* — **favourably** *adv*

**Derived words**  
Derived words are shown at the end of the entry. These are words that can easily be understood if you know the meaning of the main word. Many of them end in '-ly' or '-ness'.

**gen-e-sis** /'dʒɛnɪsɪs/ n [singular] *formal* the beginning or origin of something: [+of] *the genesis of the myth*  
**'gene therapy** n [U] a way of treating certain diseases by using GENETIC ENGINEERING  
**ge-net-ic** /dʒɪ'netɪk/ *adj* relating to GENES or GENETICS: *genetic defects* | *each person's genetic make-up* | *genetic research* — **genetically** /-kli/ *adv*: *genetically determined characteristics*  
**ge.netically 'modified** (also **ge.netically engin'eered**) *adj* (abbreviation **GM**) genetically modified foods or plants have had their genetic structure changed so that they are not affected by particular diseases or harmful insects

**Compound words**  
Compound words are treated like ordinary words and listed in alphabetical order as if there were no space or hyphen in them.

**ju-ry** E3 W3 /'dʒʊəri \$ 'dʒʊri/ n (plural **juries**) [C]  
**1** a group of often 12 ordinary people who listen to the details of a case in court and decide whether someone is guilty or not: *the members of the jury* | *The jury found him not guilty.* | *the right to trial by jury* | *sit/serve on a jury* (=be part of a jury)  
**2** a group of people chosen to judge a competition  
**3** **the jury is (still) out on sth** used to say that something has not been finally decided: *Is it good value? The jury is still out on that.* → **GRAND JURY**

**Position of idioms and phrases**  
Idioms and phrases are shown at the first important word of the phrase or idiom. For example *the jury is (still) out on sth* is shown at **jury**. Idioms and phrases are listed with the other senses of the word in frequency order.

**key<sup>3</sup>** v [T] **1** AmE *informal* if you key a win for your team, you help it win a game because you play very well: *Abdul keyed the game with three touchdowns.* **2** BrE to prepare a surface so that a covering such as paint will stick to it  
**key sth ↔ in phr** v to put information into a computer or other machine, using buttons or a keyboard: *Key in your password and press 'Return'.*  
**key sth to sth phr** v AmE **1** to make or change a system so that it works well with something else: *The daycare hours are keyed to the needs of working parents.* **2** if the level, price, or value of something is keyed to something else, it is related to it and they rise and fall at the same time: *Pensions are keyed to the rate of inflation.* → **KEYED UP**

**Phrasal verbs**  
Phrasal verbs are listed in alphabetical order after the main verb.  
If the phrasal verb has an object, this is shown as **sb** (=somebody) or **sth** (=something). The symbol ↔ means that the object can come before or after the particle.



## Appendix 5

### The User's Guide in CALD

# How to use the dictionary

## 1 Finding a word or phrase

Words at the beginning of entries are called 'headwords'. Usually they are black, but the most important words are blue (see section 6, below). Headwords are in alphabetical order.

A headword may have more than one part of speech.

Idioms are shown at the end of the relevant part of speech. Idioms are usually listed at the first important word. If you are not sure where to find them, use the Idiom Finder starting on page EH59.

Phrasal verbs are shown after any ordinary verbs, or at the end of entries where there are no other verbs.

Words which are in the same word family as the headword, and which can easily be understood by knowing the headword, are shown at the end of entries.

Compound words (two or more words used together as a single word) have their own entries, in alphabetical order.

Sometimes a word in a compound has brackets around it. This shows that the meaning is the same if you use the word in brackets or not.

If a word has more than one possible spelling, this is shown at the headword.

Other alternative forms are shown in brackets.

Some words include 'the' before the headword, to show that they are always used in this form. They are found in the alphabetical order of the second word.

**heap** /hi:p/  
**noun** [C] **A** an untidy pile or mass of things: *a heap of clothes/rubbish*  
**idioms** **the bottom of the heap** People who are at the bottom of the heap are poor and unsuccessful and have the lowest position in society. **collapse/fall in a heap** to fall down heavily and lie on the ground without moving: *The woman staggered and collapsed in a heap.* • **a (whole) heap of sth** INFORMAL a lot of something: *I've got a whole heap of work to do.*  
**verb** [T + ADV/PREP] to put things into a large untidy pile: *He heaped more food onto his plate.*  
**phrasal verb** **heap sth on sb** to give someone a lot of praise/criticism, etc: *He deals well with all the criticism heaped on him.*

**hapless** /'hæp.ləs/ **adjective** [BEFORE NOUN] FORMAL unlucky and usually unhappy: *Many children are hapless victims of this war.* • **haplessly** /'hæp.lə.sli/ **adverb** FORMAL

**haploid** /'hæp.lɔɪd/ **adjective** having a single set of CHROMOSOMES (= structures containing chemical patterns)

**hair gel** **noun** [C OR U] a thick liquid substance which is put in the hair to help the hair keep a particular shape or style

**hansom (cab)** /'hæŋ.səm,kæb/ **noun** [C] a two-wheeled CARRIAGE pulled by a horse, used like a taxi in the past

**Halloween, Hallowe'en** /'hæl.əʊ'ri:n/ (ə) /-oo-/ **noun** [C OR U] the night of 31 October when children dress in special clothes and people try to frighten each other

**handcuffs** /'hænd.kʌfz/ **plural noun** (INFORMAL cuffs) two metal rings joined by a short chain which lock around a prisoner's wrists: *a pair of handcuffs* • *She was taken to the police station in handcuffs.*

**the heebie-jeebies** /ðə.'hi:bi:ˌdʒi:bi:z/ **plural noun** INFORMAL strong feelings of fear or worry: *Don't start talking about ghosts - they give me the heebie-jeebies.*

**heed** /hi:d/ **verb**

# Appendix 6

## Illustrations in CALD



## Appendix 7

### Illustrations in OALD

v24  
Cooking

### Cooking



flambé



wok  
spatula

stir-fry



frying pan  
(NAMe also skillet)

fry



tongs

barbecue



saucepan (especially BrE)  
(NAMe usually pot)

boil



lid  
steamer

steam



oven  
bun tin (BrE)  
muffin pan (NAMe)

bake



casserole /  
casserole dish

casserole

### Cook

- When talking generally about preparing meals, use the verb to **cook**:
  - ▶ *When you're cooking for your family, make an extra serving.*

You can **cook** food or a meal:

- ▶ *Lucas is cooking dinner.*
- ▶ *Cook the onion gently until soft.*

... or the food or the meal can **cook**:

- ▶ *Add the meat and let it cook for ten minutes.*

There are different verbs for particular ways of cooking: with water or oil, or in dry heat.

### Fry

- You can **fry** meat, fish, eggs, etc. in a shallow pan of hot oil, or the meat, fish, eggs, etc. can **fry**:
  - ▶ *Fry the onion and garlic for five minutes.*
  - ▶ *The smell of frying bacon made her mouth water.*
- Chips (BrE) / French fries (NAMe), etc. can be completely covered in very hot oil and **deep-fried**.
- You can **sauté** food by frying it quickly in a little hot fat:
  - ▶ *new potatoes sautéed in butter and thyme*

### Boil

- You can **boil** vegetables, eggs, rice, etc. by covering them with water and heating to **boiling point** (=100°C):
  - ▶ *Boil the potatoes until tender, then drain.*
- You can also just **boil** the water:
  - ▶ *I'm boiling the water for the pasta now.*

... or the container the water is in:

- ▶ *Boil a large pan of salted water.*

- The vegetables, the water, or (in British English) the container, can **boil**:
  - ▶ *The potatoes were boiling away merrily.*
  - ▶ *The kettle's boiled! Do you want some tea? (BrE)*
- If you **bring something to the boil** (BrE) / **a boil** (NAMe) you heat it until it boils; you can then **simmer** it or let it **simmer** by letting it boil gently for a period of time:
  - ▶ *Simmer the carrots in a large pan of water.*
  - ▶ *Bring to the boil and let it simmer for five minutes.*
- You can **poach** food by cooking it gently in a small amount of liquid:
  - ▶ *Gently poach the salmon fillets for eight minutes.*

## Dokumentārā lapa

Bakalaura darbs „Outside Matter Components in English Learners’ Dictionaries” (Ārpus šķirkļu saraksta iekļautie pielikumi angļu mācību vārdnīcās) izstrādāts LU Humanitāro zinātņu fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

Autors: Monta Plaude 21.05.2013.

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Vadītāja: lekt. Laura Karpinska 21.05.2013.

Recenzents: asoc. prof. Jeļena Dorošenko

Studiju metodiķe: Maija Krušņikova 21.05.2013.

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..... prot. Nr. ....., vērtējums .....

Komisijas sekretāre: