Giving Them What They Want: Search Strategies for Electronic Dictionaries
Mechura, Michal Boleslav

This paper deals with how humans search electronic dictionaries. It raises the point that users often make dictionary searches with misspellings, with inflected words copied and pasted from elsewhere, with complete sentences or fragments thereof, and with other kinds of low-quality input, and suggests methods for dealing with such phenomena in a preemptive manner. The issues addressed include searching with inflections, dealing with multi-word items, misspelling detection and text normalization. Additionally, the value of log files is emphasized as a source of information on user behavior.

Adverb Use in EFL Student Writing: From Learner Dictionary to Text Production
Philip, Gill

Adverbs, especially those occurring in adverb+adjective collocations, play a central role in the language that advanced learners are expected to produce in their argumentative writing. Submodifying adverbs of degree such as closely, deeply, strongly and widely, however, have been identified as being problematic for learners of English: Italian learners over-use very and really to the virtual exclusion of any other adverb (Philip 2007). This situation is due in part to the EFL curriculum, but monolingual and bilingual learner’s dictionaries appear to do little to address the issue. This presentation examines the way in which lexical adverbs of degree are treated in the five major English dictionaries for advanced learners (CALD, COBUILD, LDOCE, MED and OALD). It also evaluates the way these same forms are treated in four bilingual dictionaries specifically aimed at Italian learners of English (Longman, Oxford Study, Macmillan-Larousse, and Oxford-Paravia). The analysis reveals that these dictionaries do little or nothing to help students expand their working knowledge of adverbs of degree. In general, the presentation of lexical adverbs is regarded to be subservient to the adjectives from which they are derived. The information boxes which most modern learner’s dictionaries include seem to focus on elementary matters of grammar and word choice rather than on the collection of these polysemous, metaphorically-motivated items. The presentation concludes by suggesting some ways in which monolingual and bilingual presentations could be improved and suggests that students should be made aware of the existence of specialized, bilingual dictionaries which attempt to address this issue.

The Electronic Dictionary in the Language Classroom: The Views of Language Learners and Teachers
Ronald, James; Ozawa, Shinya

The pocket electronic dictionary (PED) has the potential to be a powerful language learning tool. At the same time, it may be seen as an obstacle to communication, a waste of classroom time, and a source of conflict between foreign-language learners and their teachers. This presentation will report an in-depth survey of three sets of people influenced by the widespread presence and use of the PED in the classroom: foreign-language students, teachers who share the native language of the students, and teachers who are native speakers of the target language. The survey, which takes into account the beliefs, attitudes, and expectations of Japanese learners of English and of the teachers who teach them, revealed important differences in their opinions about how and when the dictionary should be used, in the effect of dictionary use on foreign language vocabulary development, and regarding learners’ needs for training or guidance in the use of electronic dictionaries. The presentation will also recommend means by which understanding of these differing perspectives may help both language learners and teachers make the most of the potential of the electronic dictionary.
EURALEX congresses are true to the word "international" in their title: the contributors to these proceedings come from all around the world, and the number of languages discussed is high. These proceedings contain papers written in six languages: Catalan, English, French, German, Italian, and Spanish. This significant presence of many languages seems only fitting for a European association focused on the study and representation of words, and signals the interest in researching and improving dictionaries that is widespread all around the world, and the EURALEX congresses are true to the word "international" in their title: the contributions to these proceedings come from all around the world, and the number of languages discussed is high.