

Giving Them What They Want: Search Strategies for Electronic Dictionaries

Mechura, Michal Boleslav
7. Dictionary Use

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 behaviour.

Adverb Use in EFL Student Writing: From Learner Dictionary to

Text Production
Philip, Gill
7. Dictionary Use

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 learners' 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, Rizzoli-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 learners' dictionaries include seem to focus on elementary matters of grammar and word choice rather than on the collocation of these polysemous, metaphorically-motivated language items. The presentation concludes by suggesting some ways in which monolingual and bilingual

learners' dictionaries might modify their treatment of lexical adverbs in order to enable students to identify and use alternatives to *very*, *really* and *a lot*.

The Electronic Dictionary in the Language Classroom: The Views of Language Learners and Teachers

Ronald, James; Ozawa, Shinya
7. Dictionary Use

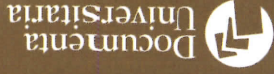
The pocket electronic dictionary (PED) has the potential to be a powerful language learning tool. At the same time, it may be seen as an obstacle to communication, a waste of classroom time, and a source of conflict between foreign-language learners and the teachers. This presentation will report an 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 their teachers regarding the PED, 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 users' 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.

Mother-tongue's Little Helper (The Use of the Monolingual Dictionary of Slovenian in School)

Rozman, Tadeja
7. Dictionary Use

The first part of the paper brings a brief overview of how Slovenian curricula and school books for primary and secondary schools incorporate the use of monolingual dictionaries in teaching of Slovenian as the mother tongue. In Slovenia there is no dictionary designed for the school population, with the exception of a few smaller lexicographic teaching materials for the youngest group of primary school children (6-9 years). The *Dictionary of Standard Slovenian* (*Slovar slovenskega knjižnega jezika*, hereafter DSS), currently the only existing general monolingual dictionary of Slovenian, is used in schools. Published in five volumes between 1970 and 1991, DSS is outdated in many aspects and from the viewpoint of use in schools it is even more problematic since it is not suited to the needs and language ability of this particular target audience. Especially problematic are the comprehensibility of the defining

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 that interest in researching and improving dictionaries is widespread.



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