

9月5日(金) シンポジウム第4室(15号館202)

# **English-Japanese Dictionaries and College Students:**

## **Based on an Analysis of Questionnaires**

**Toshikazu Hatakeyama, Osaka International University**

This presentation considers uses of the English-Japanese dictionary by Japanese college students. A questionnaire revealed that: (1) About half consult their dictionaries several times a week or almost daily. The other half only once a week or less often. (2) Although they use their dictionaries mainly for reading English, they also use them for writing. (3) The main information they look up in the dictionary is meaning, grammar, spelling, and illustrative sentences or phrases. (4) 77% could not find what they were looking for in their dictionaries at least sometimes, but 84% are satisfied with them.

It would seem that students sometimes fail to find the information they need in their dictionaries because of poor reference skills. It is suggested that learners of English need guidance at school on how to use their dictionaries.

# **Learners' Corpus and Bilingual Dictionaries**

**Kojiro Asao, Tokai University**

Recent developments in corpus linguistics have brought about a revolutionary change in lexicography. Many innovations incorporated in the 1995 edition of the LDOCE have been made possible by a set of large-scale corpora. The definitions have been revised so it would reflect reality; and the order of senses has been updated based upon their semantic frequency. Lexicography is now emerging as an applied science from the long tradition of craftsmanship.

What makes the new LDOCE an ambitious enterprise is the use of the Longman Learner's Corpus compiled from the writings by learners of English around the world. An analysis of the Longman Learner's Corpus reveals that thirty percent of learners make an error in the singular/plural distinction of nouns preceded by kind(s) of and sort(s) of. This finding has led to the complete revision of the usage section of the entry.

Learner corpora will play an even more important role in compiling a bilingual learner dictionary. A bilingual dictionary must not only clarify semantic, syntactic, and collocational aspects of the lexicon, but identify errors associated with the learners, the source language, and different stages of language acquisition. A learner's dictionary is not complete unless it is consolidated by the findings from learner corpora.

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## Introduction of the Panelists, the Supervisory Commentator and the Chairperson

**Yukio Tono**, Associate professor at the Department of English Education,  
Tokyo Gakugei University.

Research interest: L2 lexicography, dictionary user study, vocabulary acquisition,  
learner corpus research, research methods and statistics.

### Publications:

A Good Dictionary User: What Makes the Difference? Ito, K., et al. (eds.)

Recent Studies on English Language, 1991, Tokyo: Yumi Press, pp.229-253.

The Effect of Menus on EFL Learners' Look-up Processes. LEXICOS 2 (1992),

pp.229-253. Stellenbosch: Universiteit van Stellenbosch.

Using Learner Corpora for L2 Lexicography: Information on Collocational Errors  
for EFL Learners. LEXICOS 6 (1996), pp.116-132. Stellenbosch: Universiteit  
van Stellenbosch.

Guide Word or Signpost?: an experimental study on the effect of meaning access  
indexes in EFL learners' dictionaries. English Studies (Eigaku-ronkou), 28 (1997),  
pp.55-77.

**Toshikazu Hatakeyama**, Associate professor of English at Osaka International University  
Dictionaries:

a writer and associate editor of Taisyukan's Genius English-Japanese Dictionary, Second  
Edition, 1994.

a writer and associate editor of The New Century Japanese-English Dictionary, Sanseido,  
1991.

### Papers:

The Description of Adjective Complementation in Longman Dictionary of Contemporary  
English, Third Edition (LDOCE 3 han niokeru keiyousi hobun no kijyutu). OIU Journal  
of International Studies, Vol.9, No.2, pp.315-328, 1997.

Student Use of English-Japanese Dictionaries: A Study of User Needs and Reference Skills  
(eiwa jiten no tukaware kata -- daigakusei heno ankeito chosa yori--). OIU Journal  
of International Studies, Vol.10, No.1-2, pp.79-92, 1996.

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**Kojiro Asao**, Professor at the Faculty of Letters, Tokai University

Publications:

(Forthcoming 1997). Using Corpora in the Teaching of English. In T. Saito (Ed.),

Introduction to Corpus Linguistics. Tokyo: Kenkyusha Shuppan. (1989).

Analyzing Longman Dictionary of Contemporary English (New Edition)(1). Lexicon, No. 18. (1989).

Analyzing Collins English Dictionary. In Comparison and Analysis of English Dictionaries, Vol. 3. Tokyo: Kenkyusha.

**R. R. K. Hartmann**, University of Exeter

Director of the Dictionary Research Centre (since 1984) and Reader in Applied Linguistics, School of English and American Studies, University of Exeter.

Dr. Hartmann has recently completed a chapter on Lexicography for the Annotated Bibliography of English Studies and (with Gregory James, Hong Kong) a Dictionary of Lexicography (to be published by Routledge, London).

He is Honorary Life Member of the European Association for Lexicography, Executive Editor of Lexicographica Series Maior (76 volumes published since 1984) and Chair of one of 10 Groups, on Dictionaries, of the European Language Council's Thematic Network Project in the Area of Languages.

**Minoru Murata**, Professor at the Center for Foreign Languages, Chiba University.

Associate editor of Royal English-Japanese Dictionary. Obunsha. 1991.

Associate editor of New Proceed English-Japanese Dictionary. 3rd edition. Benesse Corporation. 1994.

Notes on Illustrative Examples in Learner's Dictionaries. Studies for Yoshiro Kojima. Kenkyusha. 1988.

Dictionaries and Pragmatics: The Relation between the Speaker and the Addressee in English Dictionaries for Learners (Jisho to Goyoron: Jisho nimiru hanashite to kikite no kankei). Papers on Languages and Cultures. No. 3. Chiba University. 1997.