Západočeská univerzita v Plzni

Fakulta pedagogická

Katedra anglického jazyka

Bakalářská práce

SROVNÁNÍ SOUČASNÝCH ANGLICKÝCH SLOVNÍKŮ

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Plzeň 2019

University of West Bohemia

Faculty of Education

Department of English

Undergraduate Thesis

COMPARISON OF THE PRESENT ENGLISH DICTIONARIES

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Tato stránka bude ve svázané práci Váš původní formulář *Zadáni bak. práce*

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Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

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ACKNOWLEDGMENTS

ABSTRACT

Pastyříková, Lada. University of West Bohemia. April, 2019. Comparison of the present English Dictionaries. Supervisor: PhDr. Naděžda Stašková, Ph.D.

This work describes the structure of general English linguistic dictionaries that are saved on various media of recordings and provides a comparison of six selected dictionaries. The theoretical part states the role of the lexicography in connection to dictionary-making, describes the word from different points of view within particular areas of linguistics and finally, it outlines the structure of the printed general linguistic dictionaries as well as their electronic counterparts. The theoretical part serves as basic material for the subsequent analysis.

The practical part firstly describes the structure of the selected dictionaries. Secondly, it compares them according to the chosen criteria as well as in terms of the arrangement of individual entries. This analysis is followed by a questionnaire about English dictionaries. The results of the analysis and the questionnaire identify the best dictionary from the selected types, the favoured medium of recording alongside the reasons for this choice.

Keywords: Lexicography, Dictionary, Word, Dictionary Structure, Dictionary Typology, Medium of Recording.

TABLE OF CONTENTS

1 INTRODUCTION

This work has got three main aims-firstly to describe the structure of a general English linguistic dictionary. Subsequently, to compare the selected dictionaries, analyse them in accordance with some distinctive criteria and identify the best dictionary among the six dictionaries. Lastly, to determine which current dictionaries are the most favoured types and provide the reasons for this choice.

The theoretical part of this thesis consists of nine chapters and outlines the structure of the printed general linguistic dictionaries as well as their electronic counterparts in terms of the lexicography and the dictionary-making. The first one describes the lexicography as a linguistic science. The second one considers the term word within different areas of linguistics. The following chapters describe the structure of a dictionary from the broadest categories to the most detailed ones. The seventh chapter displays various perspectives on the division of the dictionary types. The eighth chapter briefly presents the differences between printed and electronic dictionaries. The last chapter offers a summary of the theoretical part.

The third part of this thesis describes the methods used in the analysis.

The practical part deals with the analysis of the selected dictionaries. It involves the description of the selected dictionaries (their individual components), their comparison (e.g. amount of stored data, accessibility, number of illustrative examples, etc.) and finally, it provides the questionnaire that supports the results of the analysis.

The fifth part is concerned with the results of the analysis of the selected dictionaries alongside the questionnaire. It identifies the best dictionary as well as the least favoured medium of recording. Lastly, it suggests potential topics for further research.

The sixth chapter offers some potential implications of this work in the pedagogical field.

The last chapter draws the summary of this thesis in the Czech language.

2 THEORETICAL BACKGROUND

2.1 Lexicography

According to Hartmann (2001), lexicography consists of two basic categories: theory (dictionary research) and practice which is dictionary-making (p. 4). Moreover, some definitions claim that there occurs a relation to lexicology, a linguistic science, which is defined as "the study of the vocabulary items (lexemes) of a language, including their meanings, relations, and changes in their form and meaning throughout the course of time" (Hartmann, 2001, p. 32).

A large amount of dictionaries admit the lexicography-lexicology relation. Dictionaries that provide the possibility of a relation between lexicography and lexicology are mentioned in Hartmann (2001); they are The Longman Dictionary of Language Teaching and Applied Linguistics (1992), Concise Oxford Dictionary of Linguistics (1997) and Routledge Dictionary of Language and Linguistics (1996). Nevertheless, there also exist dictionaries which do not display the link between lexicography and lexicology within their definitions. As an example, Hartmann (2001) states the dictionary Key Concepts in Language and Linguistics (1999). Subsequently, according to Hartmann and James (1998), it is essential to realize, that lexicography is not a mere branch of linguistics based on its uniqueness which is seen in the efficiency of providing information from profuse fields such as literature, history, science, culture and linguistics. In addition to this, Hartmann and James (1998) provide that the relationship between lexicology and lexicography cannot be understood merely as theory against practice because lexicography does not only equal to applied lexicology but to a particular field which uses other disciplines to fulfil its aim (p. 86). This statement stands in opposition to the explanation of Vorel (2003), who introduces lexicography as a theory of dictionary-making or, in other words, as an applied branch of lexicology (p. 76.).

From the definitions of lexicography stated above, it is necessary to go further in the hierarchy to find the basic unit of dictionaries: a word. In reference books or dictionaries, they are used as headwords, see chapter 2.6.4 on page 13 (Hartmann & James, 1998, p. 155). The term word can be explained dissimilarly according to the asserted point of view. Therefore, the subsequent chapter deals with the potential meanings of the word within different points of views in linguistics.

2.2   Word from different points of view

The first area in which the word is defined in this thesis is the lexicology because it reflects the general comprehension of this term. "Word is a combination of sounds, or its representation in writing, that symbolizes and communicates a meaning. It is not divisible into smaller units of dependent use" (Peprník, 2001, p.8). Nevertheless, the word can be divided into morphemes that are grammatical units used for the construction of words (Peprník, 2001, p.8). As reported by Hartmann and James (1998) the words are understood as "lexicological units, lexemes" (p. 155).

The other points of views are demonstrated on the explanation from Hartmann and James in their publication *Dictionary of Lexicography*, where the word is considered to be an entity of:

- phonology (speech sounds united by a stress/intonation pattern)
- orthography (letters united by a spelling/punctuation pattern)
- morphology (morphemes united by a phrase/sentence pattern)
- semantics (senses united by a conceptual pattern)

More precisely, in phonology, the word is represented by speech sounds. These speech sounds are made by phonemes. Phonemes are the smallest meaning-distinguishing sounds in a language (Yule, 2006, p. 54). The process of creating a word begins with phonemes which evolve into syllables and then establish the word.

From the orthographical point of view, the word is constituted from letters that are used as graphic symbols. The graphic symbols are essential for the lexicographers on the grounds that they enable them to preserve the words in writing. Moreover, the orthography indicates the spelling conventions in individual languages (Hartmann & James, 1998, p 104).

The other area that is necessary to mention is morphology. In morphology, the words constitute from morphemes. According to Yule (2006), the morpheme is described as "a minimal unit of meaning or grammatical function" (p. 75). The authors Hartmann and James define the morpheme as, such: "a morpheme is a grammatical unit which is used to constitute words" (1998, p. 95). Hartmann and James also mention the distinction between free and bound morphemes, as Yule does. The free morphemes can stand by themselves (e.g. *house, car, dog*, etc.) and create a word on their own, whereas the bound morphemes need to be attached to some other words (e.g. suffixes, prefixes).

The fourth point of view lies in the sphere of semantics, where the word is studied in terms of conceptual and associative meaning. The conceptual meaning works with the concept which Hartmann and James (1998) define as "the basic notion which a term (word) is designed to express" (p. 27). Yule (2006) states that the conceptual meaning is essential meaning of a word by its literal use, which Hartmann and James (1998) provide as well - according to them the conceptual meaning is important for creating communication that is not ambiguous but clear. In addition to what Yule (1998) states, they comment on the conceptual meaning in connection with denotation, a referential or cognitive meaning that is preferably used in definitions of words in dictionaries. In comparison with the conceptual meaning, the associative meaning of words is less neutral, more subjective, and its use depends on the situation that the speaker finds himself or herself in. Hartmann and James (1998) talk about this type of meaning as an effective or emotive meaning, in association with a connotation that represents the opposite of denotation (p.28). If the words are used in dictionaries in their associative (effective, emotive) meaning, the authors tend to signify the sphere of communication in which they are appropriate. These labels are informal, derogatory, offensive and ironic (Hartmann & James, 1998, p. 28). As a concrete example in CALD 2013 electronic version (CD-ROM), the word *brat* is labelled as informal disapproving being used negatively to demonstrate a bad opinion of someone (*a child*).

Now, when the term word and its meaning were clarified, it is inevitable to mention that semantics work with words and their meanings, not only separately, but to merge them in larger lexical units such as collocations. Collocations lie between free combinations of words (which are created relatively freely) and idioms that, in comparison with free combinations, are fixed (Hartmann & James, 1998, p. 23). Yule (2006) classifies collocations as words that have a tendency to appear with some particular words (p. 122). Hartman and James (1998) provide the definition of collocation subsequently: "collocation is the semantic compatibility of grammatically adjacent words" (p. 22). Some concrete examples of collocations are: *heavy rain, calm sea, heavy traffic* (adj + noun).

The last discipline in which the term word is going to be discussed in this thesis is stylistics. It takes the last place because stylistics operates with the words with the intent to produce a larger group of words, which together convey some information, such as sentence (a basic unit of syntax). Moreover, it combines the sentences in fluent texts in particular styles. Therefore, the stylistics must take into consideration all the peculiarities of words

mentioned above in this thesis (e.g. connotation, denotation, semantic compatibility of words, etc.). All these features are evaluated on the type of style that the speaker uses.

2.3 The Definition of a dictionary

Derived from the information above, a dictionary is the object of lexicography. According to Atkins and Rundell, "a good dictionary reflects the type of people who will be using it and what they will be using it for" (p. 176). Moreover, it is an instrument allowing people (users) to enhance their vocabulary and therefore to have general awareness about the usage of the words and their relationships (e.g. synonyms, antonyms, etc.). Dictionaries work with lexical units (words) that are according to Hartmann & James (1998) basic units of vocabulary, known in terms of linguistics as lexemes (see chapter 2.6.1 on page 11) that combine both grammatical and semantic meaning (p. 155).

The definitions for dictionary vary slightly from source to source, but all definitions overlap on the most crucial passages. To list some concrete examples, there is one definition from the NODE (1998) that features it in the subsequent form

> a dictionary is (1) a book that lists the words in alphabetical order and gives their meaning, or that gives the equivalent words in a different language; (2) a reference book on any subject, the items of which are arranged in alphabetical order (as cited in Hartmann, 2001, p. 12).

Hartmann (2001) claims that the first definition from NODE (1998) is more general, whereas the second one serves the purpose of extended meaning. To reflect the fact of existing parallels among definitions of the word dictionary, there is a comparison of explanations from a different source. CALD (2013) explains the dictionary as

> (1) a book that lists the words in alphabetical order and gives their meaning, or gives a word for them in another language; (2) a book that gives information about a particular subject, in which the entries (=words or phrases) are given in alphabetical order (p. 419).

2.4 Dictionary structure

The structure of a dictionary is the whole organization or system in which the dictionary is composed. Hartmann (2001) establishes the hierarchical system of dictionary

5

parts that are arranged from the broadest categories to the most detailed ones: the mega-structure, outside matter, macrostructure and microstructure (p. 59). In all types of dictionaries (except the electronic variants) the four categories are provided. Electronic dictionaries usually lack in the mega-structure that is explained by Hartmann and James (1998) as "the totality of the component parts of a reference work, including the macrostructure and the outside matter" (p. 93).

Nevertheless, there are two essential structures that are always present to assist users with their orientation. These structures are called macro- and microstructure. The term macrostructure is the structure of the whole dictionary, whereas the term microstructure represents the structure of an entry.

Hartmann (2001) says that the basic instrument for creating a structure about any information is the list (p. 58). The list is typically organized in alphabetical order. Since this type of organization is very systematic and simplifies the work for the user, it, therefore, makes the dictionary more accessible, as well. However, it is necessary to mention that depending on the type of the dictionary, not all are organized alphabetically. Hartmann (2001) provides the thesaurus as an example, as the items are divided into specific groups thematically (p. 58).

2.4.1 Mega-structure, Outside matter, Macrostructure

According to Hartmann (2001), the mega-structure is the largest category in a dictionary structure, as it incorporates the outside matter, macrostructure and microstructure (p. 59). Hartmann (2001) introduces the mega-structure as "an overarching category" of macro- and microstructure (p.59.). He claims that the outside matter together with macrostructure is the basic sub-category of the mega-structure, which resembles the explanation of mega-structure used by Hartmann and James (1998).

The outside matter is composed of front matter, middle matter and back matter. Moreover, it handles the comprehensive structure and the design of the dictionary. According to (Lehmann, n.d.) the components belonging to this category are divided into front matter (including a preface, a publisher's note, a table of contest, a list of contributors with acknowledgements, and some brief instructions how to use the concrete dictionary- a user guide), and into the back matter where many appendices are allocated (a conversion table, abbreviations, symbols, a list of geographical names, bibliography, etc.).

Sometimes the area between the front and back matter is mentioned; this area is known as a middle matter and is frequently composed of some illustrations or maps (e.g. CALD, 2013, section C). This opinion is also shared by Hartmann (2001).

The macrostructure is the entire structure of the list used in dictionaries. Hartmann (2001) describes the macrostructure as "a sequence of entries, 1-n" (p. 59). The most common type of the structure in Western dictionaries is the alphabetical word list which is the most accessible of all possible structures. However, there are other different methods for grouping the headwords, such as chronologically, thematically, or by frequency (Hartmann & James, 1998, p. 91).

The number of macrostructures depends on the type dictionary, not all dictionaries have only one macrostructure. On the contrary to monolingual dictionaries, that have primarily only one macrostructure, bilingual dictionaries frequently include two macrostructures, where the word-lists are constructed in both languages. Yong and Peng (2007) analyse this fact in association with bidirectional dictionaries: bilingual dictionaries with information in two languages (L_1, L_2), thus consisting of two macrostructures, sequences of entries (p. 16). The opposite of bidirectional dictionaries is a mono-directional dictionary that operates with two languages as well, but not as separate entries. However, the mono-directional dictionary uses them as the source language (L_1) and the target language (L_2) (Yong & Peng, 2007, p. 16)

As this thesis considers both printed and electronic variants of dictionaries, it is pertinent to display the differences between the roles of macrostructure in each. Atkins and Rundell (2008) declare that the location of the parts of the publications such as front and back matter are only relevant in terms of printed books but not in electronic versions, which actually does not affect them negatively since they are still accessible as separate materials (p. 176).

2.5   Components of outside matter
The following chapters deal with the components of outside matter.

2.5.1   Front matter
Hartmann and James (1998) describe the front matter as everything that precedes the central world list section (p. 60). This information is beneficial for the user whose main aim is to find specific information in the shortest amount of time. The organisation of the front

matter can be modified in agreement with the type of the dictionary, considering the differences between printed and electronic dictionaries and the preference of the author. Therefore, it is important to work with each dictionary individually.

2.5.2 Preface

Firstly, the preface or foreword is an introduction written by publishers (or editors) where they state the aims and potential purposes to which their work may serve (Hartmann & James, 1998, p. 111). Secondly, "it states the intended user-group" (Lehmann, n.d.). The preface is a very subjective section and depends on the writing style of the publishers (editors).

2.5.3 Publisher's note, list of contributors and acknowledgments

The publisher's note is where the authors have a space to write a brief article about compiling their work, which provides the user with an idea on the overall process of creating such a dictionary. Every single dictionary has its own specific purposes (which may be theoretical, cognitive, linguistic or extra-linguistic), as said in Čermák & Blatná (1995, p 16). Therefore, it is obvious that the process of making a dictionary is a collective work. Accordingly, the list of contributors and the acknowledgements is a suitable way to express gratitude to all linguists and experts that assisted with producing the actual dictionary.

2.5.4 User guide and other basic information

A user guide is a segment presenting the user with instructions on how to work with the individual dictionary. This manual assists and facilitates the finding of a searched word, phrase, or expression. The user guide is mainly given in the front matter, because it is the most important part of the publication (except for the actual word list), but can be performed in a separate workbook (Hartmann & James, 1998, p. 152).

In most dictionaries, the users can find not only the user guide but also some other beneficial information that simplifies their search. These are, for example, (CALD, 2013) parts of speech and grammar labels [+ adv/prep]/ [before noun], or (Cambridge English Pronouncing Dictionary, 1997) the symbols used for the transcriptions.

The user guide is mostly followed by a table of contents with "a list of the headings of the components parts of a printed publication" (Hartmann & James, 1998, p. 137). Sometimes the content is placed in the back matter (Hartmann & James, 1998, p. 137).

2.5.5 Middle matter

The middle matter, also known as mid-matter, forms a centre section of a dictionary, especially of a pedagogical dictionary. It offers the user more supplementary information, such as grammar, collocation, word formation, instruction for writing essays, CV, letters e-mails, etc. (Atkins & Rundell, 2008, p. 177).

2.5.6 Back matter

The back matter represents the last part of the macrostructure that can be founded behind the central section (the word list) and is built from appendices (see chapter 2.5.7 on page 9). As illustrative examples may serve: "personal and place names; weights and measures; military ranks; chemical elements; alphabetic and numerical symbols; musical notation; quotations and proverbs; index" (Hartmann & James, 1998, p 12).

2.5.7 Appendices

Appendices are usually located in the back matter that Hartmann and James (1998) describe as the section situated between the central word-list and the end of the publication (p. 14). Lehmann (n.d.) featured examples like abbreviations, transliteration and conversion table, symbols and bibliography. Hartmann and James (1998) introduced further appendices like military ranks, chemical elements, proverbs and quotations, musical notation, and index (p. 12). In many cases, the appendices are preserved on the CD-ROM which is, for example, part of the CALD (2013) and Oxford Student's Dictionary (2010), or on DVD. Each of these categories suggests to the user additional convenient information, some of these categories are specified further in this thesis.

2.5.8 Abbreviations

An abbreviation is a shortened form of a word, phrase or term which stands for the full form of these expressions (Hartmann & James, 1998, p. 1). There are many different ways of creating abbreviations. First of all the clipping may be applied. Yule (2006) explains clipping as a process of word formation in which more syllabic words are shortened (p. 66). The meaning of the word, as well as the part of speech, is not changed. E.g. *cabriolet (N)-cab (N), adverb-adv*, *gasoline (N)-gas (N)*. The other types of abbreviations are contractions (*have-not-haven't, do-not-don't*), acronyms, that are

pronounced as a whole word (*VAT-Value Added Tax*) and blends. (Hartmann & James, 1998, p. 1). Yule (2006) describes blending as a process of taking two isolated components and merging them into one new term (p. 66). E.g. *breakfast + lunch-brunch, smoke + fog- smog*.

2.5.9   Conversion table

Conversion tables are mostly used in bilingual dictionaries e.g. English-Czech. These may take into consideration different measurements of temperature (*Fahrenheit to Celsius*), weight or length (imperial vs metric system).

[Figure 1. The conversion table of Oxford studijní slovník, 2010]

2.5.10 Symbols

Lehmann (n.d) says that symbols are used instead of abbreviations. Symbols are very effective because they can save space so that the authors can provide the same information in fewer characters, which is especially necessary in printed works.

Symbols used in the dictionary

- ~ replaces the headword of an entry
- ▪ shows new part of speech in an entry
- ▸ derivative(s) section of an entry
- · in headword (af·fect), shows where a word can be broken
- ↔ in phrasal verbs, shows that the object may come either before or after the particle

- **OPP** shows an opposite
- **SYN** shows a synonym
- **IDM** idiom(s) section of an entry
- **PHRV** phrasal verb(s) section of an entry
- ⓘ shows a word from the *Oxford 3000* (see page **x**)
- **AWL** shows word is from the *Academic Word List* (see page **xi**)

[Figure 2. Symbols in OALD, 2015, Oxford University Press]

2.6 Microstructure of a dictionary

The microstructure is a structure of an entry. Hartmann and James (1998) note that "the microstructure is the internal design of a reference unit" (p. 94). It delivers more detailed information about the concrete headword to the user. It is important to mention the differences between formal and semantic information of a headword since both are demonstrated. The formal information states the grammatical features (parts of speech, see chapter 2.6.11 on page 15), transitivity of verbs, countability of nouns, compounds, derivatives, synonyms, antonyms, etc., as well as the phonological properties, which are spelling and pronunciation (Hartmann & James, 1998, p.94). The semantic information expresses the meaning of a word (Yule, 2006, p. 114). It reveals the definition of the word as well as it takes into consideration the diversity between words with one meaning (mono-semantic word e.g. *molecule-the simplest unit of a chemical substance*) and those with more than one (poly-semantic words e.g. *eye-1. body part, 2. plant-bud, 3.-hole-in-a needle, etc.*).

2.6.1 Lemma against lexeme

For the comprehension of other terms used in this thesis, it is fundamental to state the differences between the concepts of lemma and lexeme.

On one hand, the lexeme is defined by CALD (2013) as "a unit of meaning in language, consisting of words or group of words". Hartmann and James (1998, p. 83-84) specify the lexeme as namely a combination of form and meaning. "They occur as simple words (e.g. *face*), complex words (e.g. *preface*), phrasal and compound words (*face up to, face-lift*), multi-word expressions (*fly-by-night, face the music*), and shortened forms which can stand by themselves like the word *prefab*" (Hartmann & James, 1998, p. 83).

On the other hand, the term lemma is traditionally understood as a particular form of a word in which it is demonstrated in a dictionary, regularly in the canonical form (see chapter 2.6.5 on page 13). This lemma represents all the possible forms of one single word (e.g. inflectional paradigm - *cook, cooks, cooking, cooked*). Nevertheless, the lemma is also recognized as the place in the macrostructure where the user can approach the searched word and desired information, whilst in the microstructure the lemma settles the topic of the whole entry. The lemmata may additionally signify the term headword or entry (Hartmann & James, 1998, p. 83). Based on the facts stated above in this chapter, it is clear that the term lemma does not have only one correct definition.

2.6.2 Entry, Menu

The entry stands for a basic reference unit in a reference system or in a dictionary. The entry has its own structure which is called menu. The menu assembles the information about a particular headword within the entry. It is "the construction of an entry in dictionaries (reference works), e.g. in the form of a table of contents at the head of an entry, referring to numbered sections" (Hartmann & James, 1998, p. 93).

The structure of an entry is composed of two basic constituents, the lemma and the comment of an issue (formal-spelling, pronunciation, grammar; semantic -usage, definition and etymology)-(Hartmann & James, 1998, p. 50). Generally, the entry is the comprehensive section that refers to one particular headword (see chapter 2.6.4 on page 13).

The entries may differ in accordance with the type of dictionaries. The immense diversity can be seen between linguistic and encyclopaedic dictionaries based on the information they convey. Whereas the linguistic one contains linguistic information, the encyclopaedic one exists to bring some non-linguistic information. Hartmann (2001) reports that in the case of encyclopaedic dictionaries, the entries are also labelled as articles (p. 59).

Some words have more than one meaning and also more senses. For example, there exist poly-semantic words (whose meanings are somehow related to the original one) or homonyms whose meanings are similar accidentally (Hartmann & James, 1998, p. 125). Consequently, these words (when they are used as the headwords) need more than one entry. Thus, the entries are divided into smaller categories known as sub-entries.

2.6.3 Components of entry

For the essential components of an entry, Atkins and Rundell (2008) list consecutive terms: "a headword, homograph number, menu, section/subsection and section/subsection marker" (pp. 204 - 205).

2.6.4 Headword

The headword is the very first word in an entry to which the information belongs. It is a basic unit for producing the word-list. As reported by Hartmann and James (1998), the headword is mostly marked typographically by bold letters and is presented in the canonical form-see chapter 2.6.5 on page 13, (p.67). As Atkins & Rundell (2008) conceive, the headwords are presented by lexical items, e.g. words, abbreviations or phrases. More generally said, they are presented by two larger groups of lexical items that are single items (lexical words and grammatical words-see chapter 0 on page 15) and multiword expressions, e.g. collocations, idioms, proverbs, etc., (pp. 163-167).

2.6.5 Canonical form and non-canonical form

The difference between the canonical and non-canonical form of the headword may be reflected on the word *eat.* If the headword is presented as *eat,* it is the canonical form. However, when it is performed as *ate*, *eaten*, etc., then it is the non-canonical form. In the second case, there is usually the reference to the canonical form *eat.*

Proclaimed by Hartmann and James (1998), the canonical form is very closely connected with lemmatisation, the process of reducing the paradigm of words e.g. their inflection (p. 83).

2.6.6 Homograph number

The homograph numbers are used when the lexicographer decides to select a homograph as the headword. Homograph represents a type of homonymy, relation between

words that have an identical form (not meaning). The homograph is identical in spelling but it differs in its pronunciation (Peprník, 2001, p. 33). Therefore, the homograph number enlightens the fact that the same word will appear as a headword again, nevertheless, it will have a different meaning (Atkins & Rundell, 2008, p. 204).

2.6.7 Menu

For more detailed information see chapter 2.6.2 on page 12.

2.6.8 Section and subsection

The section and subsection are dependent on the type of entry. Atkins and Rundell (2008) describe differences between the flat senses, where the polysemous words (see chapter 2.6 on page 11) are only numbered (according to the number of meanings), and tiered senses, which obliges the user to detect the sub-senses and attach them to the main sense (p. 249). An example of the flat structure can be reflected in the definition of the word *backbone* from the CALD (2013), printed version:

- *backbone* noun **BONES 1** [C] the line of bones down the centre of the back that provides support for the body, Synonym **spine STRENGTH 2 the backbone of something** the most important part of something, providing support for everything else, **3** [U] courage and strength of character

The tiered structure looks similar to the flat structure but instead of mere numbers the meanings are listed with help of letters (1, 1a, 1b, 2, 3, 3a, 3b, 3c, etc.). This type of providing word senses is hierarchical.

2.6.9 Section and subsection marker

The section and subsection markers are tools that assist the user to discover the potential meanings of the searched word; they are presented by numbers or combinations of numbers and letters (see chapter 2.6.8 on page 14).

2.6.10 Formal comment on the issue

The subsequent chapters describe the formal comment on the issue.

2.6.11 Parts of speech category

The parts of the speech category convey the essential grammatical information about the precise headword. In a large number of dictionaries, printed and electronic, the parts of speech are adjacent to the headword. Besides this, they are repeatedly printed in bold (printed publications) or written in a different colour/ font (electronic sources), e.g. in *CALD (2013), Oxford Student's Dictionary (2010).* In some cases, however, the information about parts of speech category is omitted e.g. in *Cambridge English Pronouncing Dictionary (1997).* The absence of parts of speech depends on the type of the dictionary or, in other words, on its specific purpose.

On top of that, the parts of speech category are considered to be remarkably essential for the user. Therefore, they are correspondingly presented in the macrostructure (see chapter 2.4.1 on page 6). Yule (2006) indicates the parts of speech in the following manner "nouns, adjectives, verbs, adverbs, prepositions, pronouns and conjunctions" (p. 88). Vorel (2003) claims that in some languages there are more important parts of speech (a traditional example is a verb), although some are not presented in particular languages. The basic categories overlap with Yule's definition and the remaining ones (numbers, particles and interjections) are mentioned as well (p. 69.)

2.6.12 Spelling, pronunciation, transcription and syllabification

All of the formal constituents mentioned above design the phonological information of the headword; they establish significant characteristics of the words. Consequently, they mostly build a part of the front matter (in the form of a table), or a part of the user's guide, as well. Hartmann and James (1998) reveal that the phonological information "is based on pronunciation, and it is located at the beginning of entries" (p. 108). The electronic sources have a slight advantage because the users have the chance to hear the word pronounced by the native speaker.

The transcription is provided in the *International Phonetic Alphabet (IPA)* which was created by the International Phonetic Association. Its primary function is symbolising the distinctive sound segment of all languages along with accents (Finch, 2000, p. 47).

The syllabification is among the lexicographers quite arguable. It operates with syllables which are defined as "a unit of phonology consisting of one vowel sound or a combination of a vowel with one or more consonants" (Hartmann & James, 1998, p. 134).

Marking the syllables helps the user with the pronunciation of a new word on one side, though on the other side, as reported by Atkins and Rundell (2008), it can cause a distraction to the readers.

Spelling presents the way in which the words are written. A great amount of words have different variants of spelling. Therefore, dictionaries frequently serve more than one variant. For example, the difference in spelling between the British and American English can be highlighted (e.g. BE-*centre* x AE-*center*).

In situations where the users need more precise phonological information (such as the intonation or the stress), the resolution is to operate with some specialized dictionary, e.g. Cambridge English Pronouncing Dictionary, (1997).

2.6.13 Types of entries

The type of entry has to be chosen in accordance to the type of the dictionary, for the sake of the straightforward orientation of the users, and their attaining of the actual information. Atkins & Rundell (2008) identify four vital types of entries: standard lexical entry, abbreviation entry, grammatical word entry, and encyclopaedic entry (p. 193).

The standard lexical entry deals with lexical words (these are content words carrying meaning on their own). Namely, "nouns, adjectives, verbs, adverbs, interjections" (Atkins & Rundell, 2008, p. 194).

The abbreviation entry is primarily chosen because it is space-saving and, secondly, because the meaning of particular abbreviations (see chapter 2.5.8 on page 9) is public-known. The abbreviation represents the full form of a word (Atkins & Rundell, 2008, p. 196).

The grammatical word entry is composed of function words that are defined as words with a grammatical function in a sentence but with no semantic meaning (e.g. conjunctions, prepositions and articles). Furthermore, they reveal the opposite of content words which do have semantic meaning (Hartmann and James, 1998, p. 60).

The encyclopaedic entry, that is part of an encyclopaedic publication, varies in relation to the type of the dictionary, especially in bilingual and monolingual. Whereas in the monolingual one the user usually discovers the whole section about the headword, in the bilingual dictionary there is mostly only translation (Atkins & Rundell, 2008, p. 198).

2.7 Typology of dictionaries

In present English there exists an extensive amount of dictionary types. It is indispensable to consider the evolution of the technology which has assisted the progress of the dictionary-making and that has brought new methods of preservation of all publications in general. Therefore, this thesis considers not only the printed versions but the electronic variants as well.

Although some dictionary distinguishing criteria like size or medium are evident to the user from an outside-look, some can be exclusively detected in the process of their usage. For the comprehension of all potential criteria and types of dictionaries, there is a subsequent arrangement of such a typology created by Atkins & Rundell (2008) in their book *The Oxford Guide to Practical Lexicography.* The typology is enhanced by specific examples of particular dictionary types and modified in some segments in accordance with Hartmann (2001) and his criteria from *Teaching and Researching lexicography*

1. the manner of financing
    a) scholarly dictionaries (compiled by academic bodies)
    b) commercial dictionaries (produced by publishing firms)
2. the content
    a) linguistic (providing linguistic information), e.g. CALD (2013), NODE
    b) encyclopaedic (providing non-linguistic information e.g. facts, technical terms, etc.), e.g. *Oxford advanced learner's encyclopaedic dictionary* (1992)
3. the linguistic approach
    a) prescriptive
    b) descriptive
4. the dictionary's language(s):
    a) monolingual, e.g. CALD (2013)
    b) bilingual, e.g. *Oxford Student's Dictionary* (2010)-English and Czech
    c) multilingual
5. the dictionary's coverage:
    a) general language, e.g. CALD (2013), NODE
    b) encyclopaedic and cultural material, e.g. *Oxford advanced learner's encyclopaedic dictionary* (1992)

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      c) terminology or sublanguages (e.g. a dictionary of legal terms, cricket, nursing)

      d) specific area of language (e.g. a dictionary of collocations, phrasal verbs, or idioms), e.g. *Oxford collocations dictionary for students of English* (2002)

6. the dictionary's size:

      a) standard (or 'collegiate') edition (e.g. CALD 2013)

      b) concise edition (e.g. *Concise Oxford English Dictionary-COD,COED*)

      c) desk edition (e.g. Oxford American Desk Dictionary and Thesaurus, 2010)

      d) pocket edition (e.g. Oxford Learner's Pocket Dictionary, 2008)

      e) mini-dictionary (e.g. Oxford English Mini Dictionary, 8th Edition)

7. the dictionary's medium:

      a) print (e.g. CALD 2013)

      b) electronic (e.g. DVD, CD-ROM or handheld)

      c) web-based (e.g. https://dictionary.cambridge.org/, https://en.oxforddictionaries.com/)

8. the dictionary's organization:

      a) word to meaning (the most common)

      b) word to meaning to word (where looking up one word leads to other semantically related words)

9. the means of access:

      a) alphabetic (e.g. CALD 2013, printed and CD-ROM)

      b) thematic (e.g. thesaurus, https://en.oxforddictionaries.com/)

      c) picture (e.g. OPD- Oxford Picture Dictionary)

      d) frequency

      e) chronological

10. the direction of the access

      a) onomasiological (from meaning to a particular word, e.g. thesaurus)

      b) semasiological (from a word to a meaning)

11. the users' language(s): whether it is meant for…

      a) a group of users who all speak the same language

      b) two specific groups of language-speakers

      c) learners worldwide of the dictionary's language

12. the users' skills:

    a) linguists and other language professionals

    b) literate adults

    c) school students

    d) young children

    e) language learners

13. the users' age

    a) children's

    b) school

    c) adult

14. the period of time covered:

    a) diachronic (e.g. etymological dictionaries)

    b) synchronic (e.g. general dictionaries)

15. what they use the dictionary for:

    a) decoding

      - understanding the meaning of a word

      - translating from a foreign language text into their own language

    b) encoding

      - using a word correctly

      - translating a text in their own language into a foreign language

      - language teaching

The typology listed above represents the individual types of dictionaries according to divergent criteria. Nevertheless, it is not conceivable to draw straight boundaries among these types. As Atkins & Rundell (2008) state, this classification should not be used to divide dictionaries into distinctive groups but they should assist for their description, mainly for the fact of overlapping among these criteria (p. 26). As a concrete example of overlapping of these criteria, there is a description of CALD (2013):

1. the manner of financing: commercial dictionaries

2. the content: linguistic (providing linguistic information)

3. the linguistic approach: descriptive

4. the dictionary's language(s): monolingual

5. the dictionary's coverage: general language

6. the dictionary's size: standard

7. the dictionary's medium: printed and electronic (CD-ROM)

The categories of criteria which were mentioned display that their purpose is exactly what Atkins and Rundell (2008) state. Consequently, the users of a reference book (dictionary) should have a clear vision for their task and should choose the type of dictionary accordingly, to be capable to determine the desired information.

However, the description of dictionaries that was earlier depicted in this thesis may frequently look too complicated due to the extensive number of categories. In this case, the user can decide on the particular type of dictionary with the assistance of different classification compiled by Russian linguist Shcherba (1940), which is based on six binary oppositions (as cited in Hartmann, 2001, p. 70). These six binary oppositions are:

1. academic normative (general-descriptive dictionary of the standard language) vs reference-informative (technical dictionaries of languages for special purposes)

2. encyclopaedic vs linguistic

3. example-based vs explanation-based

4. form-based (semasiological) vs concept-based (onomasiological)

5. defining (semasiological) vs translating

6. historical vs non-historical

Hartmann (2001) highlights the accuracy that some of these categories are contemporarily titled differently because the language develops consistently throughout the flow of time (p. 70.) The changes are stated in the brackets in the classifications.

Some other possibility of distinctive arrangement was created by Malkiel (1962), which was firstly used in linguistics, with the primary aim of classifying phonological characteristics, and secondly as classification of dictionaries (Hartmann, 2001, p. 70). These categories were labelled as "range (number of entries, languages and information categories), perspective (synchronic, diachronic, stylistic orientation and principles of organization), and presentation (types of definition, verbal / graphic examples, and labels)" (Hartmann, 2001, p. 70.).

2.8   Printed vs electronic dictionaries

As previously stated, this thesis considers both printed and electronic variants of dictionaries. Therefore, the most crucial differences must be stated before the actual analysis can be discussed.

The basic difference is dependent on the type of the medium, which is, according to Atkins and Rundell (2008), printed, electronic (DVD, CD-ROM), or web-based. For the more comprehensive analysis, the term web-based was mostly included in the term electronic dictionaries which reflects the definition created by Hartmann and James (2008). Only in some specific cases, and in the analysis, was the term web-based highlighted exclusively.

The differences begin with the type of the medium and go throughout their structure. The electronic medium can be divided into two groups: online (web-based dictionaries) and offline dictionaries preserved on the CD-ROM or DVD (Fuertes-Olivera, 2010, p. 195). First of all, the electronic dictionaries mainly do not involve the mega-structure and outside matter. When the users need the information that is given in these sections, they have to look for it under the help-section, usually under the icon of a question mark, where they can find e.g. the user guide (see chapter 2.5.4 on page 8). This can be reflected in the CD-ROM from CALD (2013).

The microstructure of the electronic dictionary differs mainly in the terms of provided space. During the history of dictionary making, the lexicographers had to decide which words would appear in their works due to limited space in printed publications. However, since the late 20th century, the electronic medium enabled them to use nearly unlimited space and therefore to conserve the higher amount of data that are presented by more multimedia e.g. images, graphs, videos, and sound files (Granger & Paquot, 2013). Moreover, the data can be enhanced by some useful information e.g. "usage, cultural, historical or error notes" (Granger & Paquot, 2013) Nevertheless, as Atkins and Rundell (2008) report, the unlimited space can be unproductive as the enormous amount of data could overwhelm the user with undesired information (p. 23).

2.9   Summary

In conclusion, the theoretical part of this thesis provides a detailed description of a dictionary. Firstly, it displays some necessary facts on the lexicography and the different

comprehension of the term word. Secondly, it demonstrates the information about the macrostructure and microstructure of a dictionary by highlighting their various parts.

The following section deals with the typology of dictionaries according to some distinctive criteria. The final part of the theory briefly informs about the most crucial differences between printed and electronic dictionaries, which are, as well as the other parts of the thesis, crucial for the further analysis.

3 METHODS

Firstly, for the methods of the research of selected dictionaries, I have chosen the criteria that mainly correspond with the drawn features of dictionaries mentioned in the theoretical part. In other words, the criteria are the overall structure within the arrangement of entries of individual dictionaries and the extent of presented information about the headwords. These criteria were broadened by other criteria such as the amount of stored information, the accessibility, which means whether you need Internet connection to use them, a specific device (for example computer with CD-ROM reader etc.), the presence of appendices and their relevance as well as another opportunity how to enhance the English language of the dictionary users.

Secondly, I have made a brief survey that should find out which types of dictionaries the correspondent prefers according to his preferences. For this, I have used a questionnaire based on the criteria mentioned in the following analysis. The questionnaire was done in the Czech in order to get more responses and to be more comprehensible for the respondents, who were Czechs.

4 THE ANALYSIS

The analysis has got two main aims. First of all, it compares the selected dictionaries with respect to the type of medium of their recording and other criteria which are specified further in this thesis. Secondly, it examines the types of dictionaries according to the medium used to record them and other aspects while stating the reasons for their choice.

4.1 The compared dictionaries

For the analysis, I have chosen two dictionaries, which will be compared individually in categories resembling the outlined types of preservation medium in the theoretical part of this thesis. They are printed dictionaries, electronic dictionaries on CD-ROM and electronic dictionaries that are web-based.

The first chosen dictionary is the Cambridge Advanced Learner's Dictionary (2013, 4th edition) in the printed version and on a CD-ROM. These two types of media are supplemented by web-based medium which can be found on the following website: https://dictionary.cambridge.org/dictionary/english/. The second one is the Oxford Advanced Learner's Dictionary (2015, 9th edition) in the printed form and on a DVD-ROM. As the web-based medium, the subsequent website was used: https://en.oxforddictionaries.com/.

The description of individual dictionaries was based on the actual work with them and on the information derived from the web-sites about publishing companies retrieved from https://www.oxforddictionaries.com/, https://www.cambridge.org/.

4.2 General description of the analysed dictionaries

The general description of the analysed dictionaries provides information about the properties that the selected dictionaries have in common. The differences will be discussed in the following chapters that deal with their comparison. For the description, some criteria from the theoretical part of the thesis were used (see chapter 2.7 on page 17).

These dictionaries are aimed at upper-intermediate to advanced learners of English (printed versions and CD-ROMs or DVD-ROMs). The web-based media of recording are for all learners of English regardless of their age or level of English language.

Both dictionaries are commercial dictionaries produced by publishing firms. They contain linguistic information and they are therefore linguistic dictionaries with a prescriptive approach. They represent the monolingual English dictionaries covering the

general language. But the web-based Cambridge dictionary serves the possibility of bilingual dictionaries when the users wish to find a translation in their mother tongue. The concrete languages and the number of languages used will be specified in the following chapters. Both of them demonstrate a standard dictionary size, use a system of 'word to meaning' (the most common) as well as the 'word to meaning to word' (where looking up one word leads to other semantically related words).

In terms of the means of access, the word-list is alphabetical in both the printed versions and CD-ROM medium of recording. The web-based media mostly work with search tools which can be found on the CD-ROM under the name 'quick finder'. Nevertheless, the users can still find an alphabetical list of words if they want to. The direction of the access is generally semasiological, from a word to a meaning. However, the onomasiological direction of access is also presented in the terms of the thesaurus, (e.g. in the web-based Oxford Dictionary), a type of dictionary that presents the words in groups created according to their semantic similarities.

4.3 The criteria for the comparison

This outlined scheme represents the criteria that were used to compare the selected dictionaries within their description.

a) the medium of recording
b) the overall dictionary structure; exclusive components
c) the amount of stored data and their type
d) the accessibility for the user
e) the type, extent, usefulness and relevance of enclosed appendices
f) organisation of individual entries; amount and utility of information they provide
g) general positives and negatives

4.4 Description of selected dictionaries

The following chapters deal with the description of the selected dictionaries.

4.5 Cambridge Advanced Learner's Dictionary (CALD)

For the analysis, I have chosen the fourth edition of the Cambridge Advanced Learner's Dictionary that was published by the Cambridge University Press in June 2013.

The CALD is a printed paperback version including a CD-ROM which will be analysed separately in another chapter. It is a monolingual dictionary with general language coverage. Nevertheless, the readers can still find many fields of academic study such as applied linguistics, language teaching, medicine, economics and finance, politics and international relations and ecology together with environment. The CALD contains over 140,000 definitions of words, phrases, meanings and concrete examples used in illustrative sentences. Moreover, besides all these definitions, the CALD provides the user with hundreds of pictures and illustrations. The fourth edition is updated with 1,500 new words and phrases that can be found in the fields of language, society, lifestyle, technology, media and academic study.

Its structure corresponds with the one written in the theoretical part. The components of outside matter that should be highlighted are parts of speech (presented in two columns at the beginning of CALD), grammar labels (located under the parts of speech), the section called 'to the learner' where the user finds the basic information about this particular edition of CALD and the part 'how to use the dictionary' in which the people learn how to find the phrase, how to understand the meaning of the word and use it correctly, how to pronounce it, what additional information may be useful as well as discovering the levels of vocabulary based on the Common European Framework of Reference (CEFR), where A1 is the lowest and C2 the highest.

In the middle matter that is situated exactly in the middle of the CALD, there is the insertion of 'focus on writing'. It is extended onto 32 pages. It should help the users to improve their writing skills with a special target on formal writing (e.g. letters, e-mails, reports, job applications, etc.) and on academic writing where they find the characteristics and components that the structure and style should have as well as the rules of quoting and copyright. There are also chapters with a focus on presentations and informal writing such as writing an informal letter, a blog or texts. In the chapter of writing text, there is a useful list of abbreviations used in textese, an SMS language. The middle matter also contains a vocabulary section with illustrations on various themes. Some examples include the body, health, food, clothes, hair-styles, study and work (using computers, making presentations), travelling, houses, music, sport, animals and flowers and plants. Each of the themes not only demonstrates the basic vocabulary but also offers some ideas on other words that may be

beneficial to use within these topics, which may enhance the learner's vocabulary. At the very end of this section, there is a world map.

The back matter, a part of the dictionary consisting of appendices, incorporates a list of irregular verbs, a list of geographical names with a division in two columns following firstly the manner of 'place names' and secondly 'names of inhabitants' and adjectives derived from the 'place names'. Other additional material discovers the rules of pronunciation in IPA (International Phonetic Alphabet) with a special focus on stress, syllables, strong and weak forms and on the differences between British and American pronunciation because both of these variants are presented in CALD (2013). The indispensable part of this chapter is created by the pronunciation symbols. The pronunciation symbols are divided into two charts. The first one is divided into three columns according to short vowels, long vowels and diphthongs and triphthongs. The second one represents the consonant sounds.

The description of the microstructure (see chapter 2.6 on page 11) was realized in accordance with the organisation of an individual entry. The entries are lexical entries, organised alphabetically and are represented in the canonical form (see chapter 2.6.5 on page 13). All entries start with a headword (see chapter 2.6.4 on page 13). The headword may be preceded by the definite article if the word is always used with it. All headwords are printed in bold. In some situations, the level of formality is specified. In most cases, the headword is followed by the pronunciation written in IPA. If there are two possibilities of pronunciation or spelling, the British is demonstrated as the first one, the American variant is mentioned as the second and is labelled with the letters 'US' in a small circle and frequently is not complete. It only shows the part of the word that is pronounced differently. A concrete example is the word *advance* / ədvɑns / vs / -væns /.

The entry is then divided into a smaller section/smaller sections according to the part of speech. Within each part of speech, the users find some more specific information that is typical for the concrete part of speech e.g. with nouns the countability (C/U), with verbs transitivity, etc. With nouns in special cases, the CALD also provides in the plural number in its whole form, not only by the ending. This chiefly happens with nouns of Latin origin. Furthermore, it demonstrates their comparatives and with verbs the irregular forms in different tenses.

After that, the definition and meaning of the word or phrase are stated. When the word has more than one meaning the sub-sections are used and the meanings are labelled with sub-section markers. In CALD mere numbers are used to symbolise more meanings. As an assistance tool, the CALD offers 'guidewords' that are usually printed in bold red colour and written in capital letters The application of each definition and its meaning are explained on concrete examples in illustrative sentences. The use of words may be extended by some idioms or phrasal verbs. If they are commonly used in a phrase, then the phrase is stated at the beginning of the meaning in bold black letters. Another important clue used by the authors is called 'word family'. Hartmann and James (1998) define the word family as 'a group of words related by derivational history and/or morphological structure' (p. 156). It is located at the end of an entry and helps with the comprehension of the word thanks to the previous knowledge of a word from the same 'word family'. The most advantageous components of the entry are the 'red charts' conveying other useful information. The two essential charts are called 'Other ways of saying' and 'Common mistake'. In the 'Other ways of saying' there are some other words which may replace the concrete headword because of the same meaning they have. It is a good idea when the user needs a more interesting word for example or a word that equals the higher language level. The 'Common mistake' chart displays the most frequent mistakes and assists people with their avoidance. Sometimes, these red boxes are used to add an appealing 'note' or to offer some other words that are normally used with the headword. This box is called 'Word partners'.

The other helpful thing is the presence of a cross-reference/cross-referencing that can be found under the 'Compare' written in red colour.

The exclusive components of CALD (2013) are located on the CD-ROM and described further in the analysis.

4.6   Oxford Advanced Learner's Dictionary (OALD)

For the analysis, I have chosen the ninth edition of the Oxford Advanced Learner's Dictionary that was published by the Oxford University Press in the year 2015 The OALD is a printed paperback version including a CD-ROM which will be analysed separately in another chapter. It is a monolingual dictionary with general language coverage. It is a linguistic dictionary with more than 185, 000 words, phrases and meanings. Furthermore, there are over 700 new words and meanings.

Its structure corresponds mostly with the one written in the theoretical part. A slight difference can be seen in the location of the middle matter. From the definition stated in the chapter 2.5.5 on page 9 it is clear that there is a difference in the content between the middle- and outside-matter. Based on this, it is crucial to say that the middle matter is located at the end of the dictionary, together with the back matter, and not in the centre as it frequently is. The components of outside matter that should be featured are abbreviations used in the dictionary (presented in two columns at the very beginning of the OALD), symbols (situated at the same place as the abbreviations), some labels and the page from A Learner's Dictionary of Current English, published by Oxford University Press in 1948 that precedes the table of contents. The next essential part of OALD (2015) is the section called 'Key to dictionary entries' which assists the user in finding the right word, understanding its meaning, being able to find homonyms to the headword, knowing how to use and pronounce them correctly as well as what additional information may be useful for the users.

The middle matter is situated at the end of the OALD between the actual word list and the back matter and can be divided into three main sections which are differentiated by colourful stripes on the sides of pages. The first one is distinguished by an orange stripe. It is called 'Oxford Writing Tutor' and it serves the role of teaching the users how to write particular types of texts. It includes a description of individual phases of the writing process with some advice, a chapter about answering questions and how to react to various types of questions (e.g. knowledge, comprehension, application, analysis, synthesis and evaluation questions). Moreover, it provides the basic rules of writing essays, summaries, reports, reviews, letters, e-mails, and CVs and also how to describe and discuss pictures as well as cartoons. Each type of province (functional style) has its own sample text.

The second part labelled with a dark blue stripe helps the users with communication, namely with the negotiating of what to do or not to do (e.g. during exams), oral presentation (providing some useful phrases and tips) and finally, it indicates how a successful communication should look. The third part, with a light green stripe, is a 'Visual Vocabulary Builder Contents' with 37 topics located under subchapters V2-V 56. The illustrations are labelled with numbers, the vocabulary can be found under these numbers in the word lists in the columns, or the pictures have the names under individual illustrations. In some cases, such as talking about the environment, the vocabulary is given in a context and its meaning is explained within it. It provides other useful information such as 'how the taxonomy works'

with a chapter about animals or with cooking it describes a different way of processing the food. Other subchapters are enhanced by orange boxes, called 'Grammar Point' with some tips on how to use the word properly in terms of grammar conventions.

The back matter incorporates a list of irregular verbs, verbs in general (concerning the differences among transitive and intransitive verbs with an explanation on concrete entries), and other types of verbs (e.g. verbs with infinitive phrases or how to use verbs in direct speech or passive voice, etc.). There is also a large chapter about phrasal verbs, their meanings, their grammar rules and nouns related to them.

Besides all of this, the users will find chapters dealing with nouns and adjectives (countable, uncountable, plural, singular nouns, etc.), numbers, collocations, idioms and other useful information (e.g. onomatopoeic words, prefixes, suffixes, compounds, etc.) under the name 'More like this'. Punctuation is discussed as well. Another component is the list of geographical names serving the name of the country, a derived adjective and the person name. This geographical list is followed by the page where the general differences between British and American English are discussed in terms of pronunciation, vocabulary, spelling and grammar. After the acknowledgements, the whole chapter about pronunciation and phonetic symbols can be found.

The description of the microstructure (see chapter 2.6 on 11 page) was realized in accordance with the organisation of an individual entry. All entries start with a headword (see chapter 2.6.4 on page 13). The entries are lexical types of entries, organised in alphabetical order and are represented in the canonical form. The headword is printed in bold and in blue colour. In some particular cases, the headwords are printed in larger type and followed by the key symbol which means that they are part of the 'Oxford 3000', a list with the 3000 most important words in English. When a compound is used as a headword, the stress markers are shown. It is followed by the pronunciation written in IPA. Both British and American variants are presented. The British pronunciation comes first, the American one is second and is marked as NAmE. A concrete example is the word *advance*, /'ədvɑns; NAmE 'væns /. The spelling variants are also mentioned, namely the American variant is marked with the letters 'US' (e.g. *centre* vs US *center*). If there is the possibility to express the same word with a different expression within British English, the OALD mentions the variant as well and marks it with BrE. The pronunciation is followed by a brief list of all possible parts of speech in which the headword may be used. All parts of speech are labelled

with blue squares which helps the user with orientation and finding the desired information. In terms of the parts of speech, their typical features e.g. the countability of nouns (C/U), transitivity of verbs, etc. are listed. With nouns in special cases, the OALD also provides, the plural number in its whole form, not only by the ending. This chiefly happens with nouns of Latin origin. Furthermore, it demonstrates their comparatives and with verbs the irregular forms in different tenses.

In some situations, the level of formality is then specified. When all this information is stated, the definition and meaning of the headword are given. If the word or phrase, has more than one meaning, the 'short cuts' display them in blue capital letters together with sub-markers for which the OALD used mere numbers.

Another relevant marker is a homonym number, written by an index number that assists the user with the differentiation of homonyms. Not only homonyms but also derived words are demonstrated. The derivative section begins with a small blue triangle and lists the derived words within/with some essential information about them. The OALD presents the headwords not only separately, but with some idioms (IDM), phrases and collocations. Occasionally, the origin of the word is mentioned similarly.

On top of that, blue boxes with some additional information (e.g. grammar rules, word family, synonyms, collocations, expressing ourselves, etc.) assist the user to see the words in a larger context.

The exclusive component of the OALD (2015) is created by the premium resources that are accessible via an access code which the customer enters on the web-page www.oxfordlearnersdictionaries.com in the section 'Log In or Get Premium'. The access will last five years. You will get access to additional materials which are always topical (e.g. Oxford Phrase List for 2019, Oxford 3000 and 5000 for 2019, The Academic Word List, etc.).

4.7 CALD CD-ROM Version

The printed version of the fourth edition of the CALD (2013) includes a CD-ROM which is a subject of the analysis in this chapter. It comes at the very end of the printed version in a small plastic pocket along with the system requirements and installing process description. This CD-ROM is compatible with Windows XP, Vista, 7 and 8, as well as with Mac. If any difficulties during the installation occur, the Cambridge University Press

provides a link to the support website that should help the users to solve their problems (http://www.cambridge.org/disc-support).

The annotation of the CALD (2013) states that the CD-ROM includes the complete dictionary and recordings in British and American English. Moreover, it incorporates the user's guide in 32 pages. It describes the usage of the CD-ROM from the first steps in the chapter 'Getting started', then it describes how to work with the actual 'dictionary window', and other specific features e.g. 'SMART thesaurus', 'QUICKfind and SUPERwrite'. Subsequently, it provides the user with information about copying and printing, advanced searching and the possibility of customising the dictionary to his personal preferences.

The most important part of the CD-ROM for this analysis is the dictionary window. Therefore, the dictionary window will be discussed in more detailed than the other parts. Nevertheless, a brief definition of the other components will be mentioned similarly.

4.7.1 The dictionary window of CALD (2013) 4th edition

At the top of the dictionary window, there is a green ledge with five buttons called 'dictionary toolbar'. These are namely-ADVANCED SEARCH, QUICKfind, SUPERwrite, PICTURES and OPTIONS. Their brief descriptions can be found further in the thesis.

When the user wants to 'look up the particular word' he should use the 'search box'. The search box is located in the left corner of the dictionary window in the form of a white rectangle where the user writes any word and clicks on the red button, 'FIND' written in capital letters. Beneath the search box, there is an alphabetical word list which can be used for automatic searching. In other words, the users may scroll through this list and find the desired expression without using the search box. It is possible, but very time-consuming. When the users find the concrete 'headword', the entry of this headword appears on the right side of the dictionary window. The A-Z word list transforms its function and serves as a list of results. It operates with different colours according to the type of the found word. The description of these colours is enclosed in the part with the appendices of this thesis. The arrangement of the entries corresponds with the one in the printed version and provides all the properties as well.

The difference is the possibility to hear the pronunciation of the word in British and American English if the user clicks on the speaker icon. The red one symbolises the British pronunciation, the blue one the American. Furthermore if the people wish, they can record

and play their own pronunciation by clicking on the small microphone behind the speaker icons. Below the actual headword, there is a button called 'EXTRA EXAMPLES' that provides the headword used in a few sentences. After the definition, the feature 'SMART THESAURUS' labelled with a yellow star opens a new window with the related words if the customer clicks on it. The SMART THESAURUS occurs in every single entry and it displays the categories on the left side and list of related words belonging into this category on the right side.

The other buttons appearing within the entries are collocations, word building (to see the word built from the common root), verb endings and common learner errors. The CD-ROM manipulates with the 'word partner boxes' in the same way as the printed version. The slightest difference lies in dissimilar colouring. In the printed version, the word partner boxes are red but blue in the electronic version. The entries are frequently enhanced by some pictures that will appear in a larger format when the user clicks on them. In some cases, distinctive parts of the definition can be underlined. The user's guide explains that it functions as a link to other useful information.

If any word within the entry is unknown to the user, the 'double-click' feature helps him with the comprehension of the unknown expression; after double-clicking on any word in the entry, a window with an entry of this word will open.

4.7.2   Pictures

As was already mentioned, the pictures appear quite frequently within the individual entries. Nevertheless, there is the possibility to display all the pictures at once. For this action, a special button called 'PICTURES' in the green toolbar was created. All the users have to do is click on this button and a new window will open. On the left side, there is an alphabetical list of words. After tapping on any of them, a picture will appear on the right side of that window.

4.7.3   QUICKfind and SUPERwrite tool

These tools are described as a small version of dictionaries. The QUICKfind is used when reading in English while the SUPERwrite is used when writing in English. Both of them function similarly. When using QUICKfind, the users point a cursor at any word in e-mail, word processing program, Internet browser or in Adobe Acrobat Reader and the

QUICK find will display the entry of the word in the smaller box. SUPERwrite can only be applied in e-mails and a word processing program.

4.7.4 Copying and printing of the entries in CALD (2013) electronic version

The act of copying and printing of particular entries can be done very easily thanks to the help of special icons for these actions. If someone wants to copy an entry, he simply clicks anywhere in the entry, then on the printing button marked with a little printer and finally, on the 'print current entry' or 'print search results' depending on the desired information. The copying operates accordingly after clicking on the 'copying button'. The copying feature enables the users to create a list with up to 1000 search results.

4.7.5 Advanced searches

This tool offers the chance to customise the searching according to personal preferences. People can choose from a wide range of categories such as category (idioms, collocations, headwords, phrases, etc.), part of speech, grammar, usage, region, topic or English Profile level to make their search faster and easier.

During the searching, the 'wild cards' may be very effective. This device can assist when the user does not know how to spell the particular word. If they do not know just one letter, a symbol for the questionnaire is placed in place of the unknown letter (e.g. c?rd) and the word is written like that in the 'search box'. The result list will appear immediately after clicking on the FIND button. In the situation that the user does not know if there is more than one letter missing or even if he thinks that there is no letter missing, the symbol * is used.

4.7.6 Customizing the dictionary

One of the best attributes of the CALD electronic dictionary is the fact that the user can customize it in order to make the work more appropriate for him. He can change the size of the text and the look of the entry, choose the automatic pronunciation (British or American) and many other parameters.

4.8 OALD DVD-ROM Version

The printed version of the ninth edition of the OALD (2015) includes a DVD-ROM which is the subject of the analysis in this chapter. It is found at the very end of the printed

version in a small plastic pocket along with a small leaflet containing information about the access to premium resources that will be discussed in the chapter dealing with the exclusive components of the OALD. The DVD-ROM is compatible with Windows 7/8 and with Mac OS X 10.6-10.10.

The 'help section' on the OALD's DVD-ROM states that it incorporates the whole version of the printed dictionary. Moreover, thanks to the advantage of using DVD-ROM and its more space, the entries are extended by information such as more examples or word origins. It is also enhanced by entries from the Oxford Guide to British and American Culture. This publication was published by the Oxford University Press ELT as a paperback version and consists of more than 10 000 entries. That means that DVD-ROM has over 195, 000 words together. Other parts creating the DVD-ROM are 'The Oxford iSpeaker, The Oxford iWriter, My Topics Resources, Genie and Pictures'.

The most important part of the DVD-ROM for this analysis is the dictionary window. Therefore, the dictionary window will be discussed in more detail than the other parts. Nevertheless, a brief definition of the other components will be mentioned accordingly.

4.8.1 The main dictionary window of OALD (2015) 9th edition

The description of the main dictionary window was done by actual working with the DVD-ROM alongside with the assistance of the help section that can be found on the DVD-ROM under the questionnaire mark. To open this section including the contents and user's guide, the students just use a simple double-click on the questionnaire mark.

At the top of the dictionary window, there is a green ledge with seven buttons called 'Dictionary, My Topics, Pictures, Resources, Genie, iSpeaker and iWriter'. All these buttons are interactive and lead to their usage. By manipulating with the actual dictionary the 'dictionary button' is activated and turns from dark blue to green colour. Below these seven interactive buttons, there are ten other beneficial buttons serving different purposes. The first three are called 'Back/forward/history arrows'. The back and forward buttons demonstrate the last or next word that the people have searched for. The history button labelled with a downward arrow portrays the searching history providing the list of previous entries. This tool simplifies the work for the users in terms of ability to look at the history of at the searched terms, save the time which they would definitely spend on the repeating of the search and is presented in both analysed electronic dictionaries.

The seven remaining buttons represent functions of adding notes, adding the headword to the section 'my topics', practising the pronunciation, copying and printing, settings and help with any possible difficulties caused during the operating with this DVD-ROM. They will be briefly reviewed in the following chapters.

As well as in the previous analysed CD-ROM of the CALD (2013), the users find the concrete words by using the A-Z word list (beneath the 'search box) or the actual search box located in the left corner of the blue dictionary window. After writing the particular word, entry will immediately display on the right side. Furthermore, as the entry opens, the word is pronounced as well, which is something that the CD-ROM of the CALD (2013) does too. The DVD-ROM also knows how to solve the situation of misspelling. In this kind of situation, a new window called 'DID YOU MEAN….?' will open and suggest some potential words that the user could have in mind. A comparison of this function between the OALD and CALD electronic versions is illustrated in the appendices of the thesis. The next thing that can be compared with the CALD CD-ROM is the 'double-clicking' used when the people do not understand any word within the whole entry (see chapter 4.7.1 on page 32). After the person double clicks on the unknown term, a small window called 'a Pop-up dictionary' will be displayed and show the entry of that word. This function is very effective for the overall comprehension of the entries.

The arrangement of the entries corresponds with the one in the printed version and provides all the properties as well as some extra information (e.g. word origins). The difference is the possibility of hearing the pronunciation of the word in British and American English if the student clicks on the speaker icon. The blue one symbolises the British pronunciation, the red one the American. When using the OALD DVD-ROM for the first time the automatic pronunciation is British. Nevertheless, this can be easily changed to the American pronunciation or it can even be turned off in settings. Below the actual headword, there are buttons providing word origin and some more examples of the usage of the word in illustrative sentences. These two categories are always presented. On the other hand, in some cases, other beneficial categories may be found. Namely, they are verb forms representing the verb forms in various tenses and usage notes. The usage notes are divided into twelve clever buttons that serve different purposes and are listed on the scheme quoted from the 'help section' of OALD DVD-ROM below. Their brief characteristic was created by actual working with them. The word finder presents a list of related words that may be

used in the same situation as the headword and can help the student create a better image of the context in which the headword is used.

a) EXPRESS YOURSELF-This section helps the students use the particular word in a communication. The illustrative examples of such communication in the form of various types of sentences are provided (e.g. verb *think*), (see Figure 18).

b) MORE LIKE THIS-This tool suggests a list of words that are somehow similar to the searched headword in terms of pronunciation (e.g. silent letters)

c) WHICH WORD-This button displays the range of words that are frequently confused with the searched headword and it explains the major differences between them within the context. The illustrative example verb *bath* is enclosed as an appendix (see Figure 19).

d) VOCABULARY BUILDING-The vocabulary building assists the user with the selection of a more suitable and particular words according to the context in which the word is applied. It enhances the speaker's vocabulary. An illustrative example on the word good can be seen in the Figure 20.

e) GRAMMAR POINT-This tool explains the grammar that is related with the use of a concrete word and demonstrates some obstacles by its usage.

f) BRITISH/AMERICAN-Provides more detailed information about different pronunciations, spelling or uses of the different word within the same context.

g) MORE ABOUT-Displays more words that are similar to the headword because of some grammatical feature.

h) SYNONYMS-This category shows the list of synonyms together with the patterns on how to use them. Moreover, in some cases, it provides the students with some advice on the particular synonym that is better to use (e.g. verb *think*), (see Figure 21).

i) COLLOCATIONS-Give examples of collocations.

j) LANGUAGE BANK-The main aim of the language bank is to provide different types of expressing the searched word in numerous ways. It deals mainly with written communication. With the verb *think* two language banks are available. The first one considers reporting someone's opinion by the preposition *according to*, the second one deals with giving a personal opinion using some concrete phrases.

k) CULTURE-This button enables the user to see the cultural background of the headword. This can be displayed on the word *christening* (see Figure 22).

4.8.2 My topics

In this section of the electronic dictionary, the students can use the pre-made small 'topic dictionaries' on specific topics or they can create their own. The user's guide claims there are over 350 mini topic dictionaries covering 24 various areas. These areas are similar to those mentioned in chapter 4.5 on page 25.

4.8.3 Pictures

The picture section corresponds with the one from the CALD CD-ROM. For a more detailed description see 4.7.2 on page 33.

4.8.4 Resources, Genie

The resources offer a huge range of numerous types of educational material (e.g. worksheets, lesson plans, videos, maps, etc.) which the students may use for themselves or for teaching. It also includes a 'video tour' on how to use the dictionary. Moreover, the exclusive component Oxford 3000 (a word list with 3000 most useful English words) is presented as well.

The Genie is a similar tool used in the CALD CD-ROM (iSpeaker and iWriter). Its main aim is to help the user with the comprehension of unknown terms, which is realized by pointing the cursor on the desired word within a word processing program.

4.8.5 Oxford iSpeaker

The Oxford iSpeaker teaches the reader how to communicate in particular situations (e.g. exams, job interview, giving a presentation, etc.) and helps him with communicative skills by using a wide range of activities supported by videos and sounds that are necessary for the comprehension of speaking.

4.8.6 Oxford iWriter

This tool assists users with written assignments by providing fourteen different types of writing. It consists of two main categories which are called 'Models' and 'My Writing'. In the 'Models' there are illustrative examples. All functional styles include the structure

typical for them (written in red), some notes (in green), and the actual content in blue. In the category 'My Writing' the students have the opportunity to apply the learned skills.

4.8.7 Customizing the dictionary

The OALD DVD-ROM enables the customers to adjust the dictionary according to their preferences under the section 'settings'.

4.9 The Cambridge Dictionary web-based version

The subject of this analysis is the web-based Cambridge Dictionary accessible on the website https://dictionary.cambridge.org/. The information about it was derived from this site and completed by information gained from the actual use. It is published by the Cambridge University Press. The web-based dictionary (further in this thesis called ED), was first available in the year 1999 and it works with the Cambridge English Corpus, a database of 1.5 billion words (Cambridge University Press, n.d.). The ED's biggest advantage is the fact that people from all over the world can use it for free via different platforms e.g. computers, smartphones, smart TVs or tablets. It provides many apps for other electronic devices e.g. smartphones. The most relevant for this thesis would be the Cambridge Advanced Learner's Dictionary, 4th edition with 140, 000 words, accessible for downloading on the website:

https://play.google.com/store/apps/details?id=org.cambridge.dictionary.advanced.learners.fourth&hl=en_GB. The whole list of apps published by the Cambridge University Press can be found here:

https://play.google.com/store/apps/developer?id=Cambridge+Learning+(Cambridge+University+Press)&hl=en_GB.

It contains an unspecified amount of words and phrases.The Cambridge ED provides three basic categories with different purposes, namely DICTIONARY, TRANSLATE and GRAMMAR. The translate section enables the user to type texts of 160 characters each time with a maximum of 2,000 characters per day (Cambridge University Press, n.d.). It works with 34 different languages including Czech.

[Figure 3. Outline of Cambridge web-based dictionary, https://dictionary.cambridge.org/]

The dictionary offers four basic dictionary types to select from (e.g. English dictionary, Learner's Dictionary, Essential American English and Essential British English). This thesis works with the English dictionary. The subsequent picture portrays the basic layout of the website.

After inserting a particular word or phrase in the white search box, an entry will be displayed immediately. As an example, I chose the word *dictionary*.

[Figure 4. Entry of *dictionary* , https://dictionary.cambridge.org/]

The entries are similar to those on the CALD CD-ROM, therefore only those parts that do not appear on the CD-ROM will be discussed. For more details about the entries see 4.7.1 on page 32. The exclusive parts of entry are 'dictionary in American English' (providing the definition used in AmEn), the 'translations'(useful for non-native English speakers), the 'Word of the Day' in the red box and 'browse' which resembles the function

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of the A-Z list on the CALD CD-ROM. Another tool that helps to make the dictionary more individual for the users and their preferences is 'My Dictionary' where people can create their own word lists.

Another useful feature is the thesaurus-a blue box displaying words with identical or similar meaning together with other related words, idioms, etc.
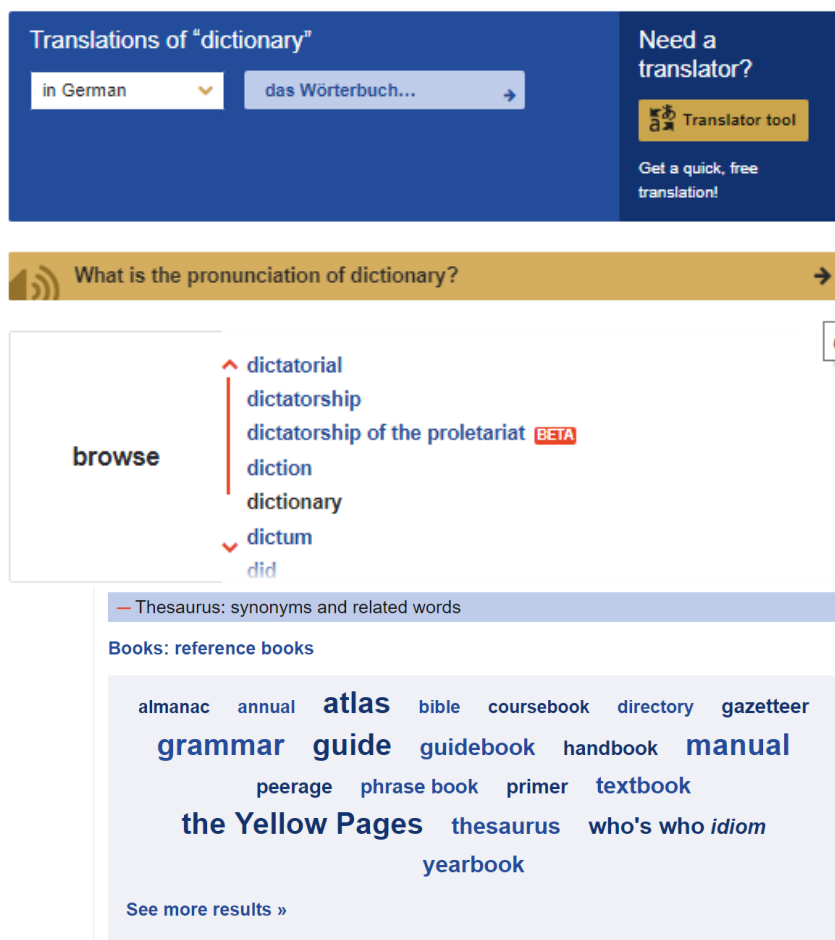
[Figure 5. Translator, browser and thesaurus, https://dictionary.cambridge.org/]

The Cambridge University Press also provides a wide range of mobile apps on the following website:

https://play.google.com/store/apps/developer?id=Cambridge+Learning+(Cambridge+University+Press)&hl=en_GB.

4.10 The Oxford Dictionary web-based version

The subject of this analysis is the web-based Oxford Dictionary (OED) accessible on the page https://en.oxforddictionaries.com/. The information about it was derived from this site and completed by information gained from the actual use. It is published by the Oxford University Press. The OED includes over 280, 000 entries (Oxford University Press, n.d.). The OED is updated four times a year in March, June September and December which means that the last update including 650 new words was done in March 2019 (Oxford University Press, n.d.). The OED provides a various range of apps suitable for many electronic devices. For more information about these apps visit https://www.oxforddictionaries.com/oxford-dictionaries-apps.

The essential layout of the website is demonstrated in the following picture.
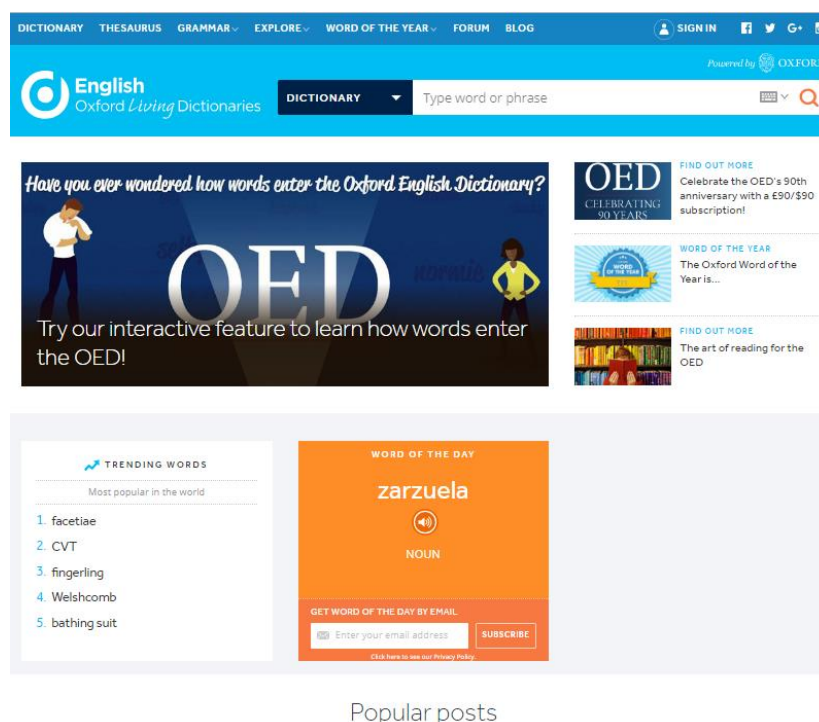
[Figure 6. Outline of web-based OED , https://en.oxforddictionaries.com/]

From the black box preceding the search box, the users can choose whether they desire to use the actual dictionary, US dictionary, thesaurus or grammar. For this thesis, I selected the 'dictionary'. On the layout, you can also see some exclusive components that are not available on the OALD DVD not even in the printed versions. This is the box with

'trending words' and the orange box with the 'word of the day'. A special category 'word of the year' can be displayed as well with the chance to see current and previous choices.

After typing a concrete word or phrase in the white search box an entry will display immediately. For the comparison with the ED version of Cambridge Dictionary the same word was chosen.
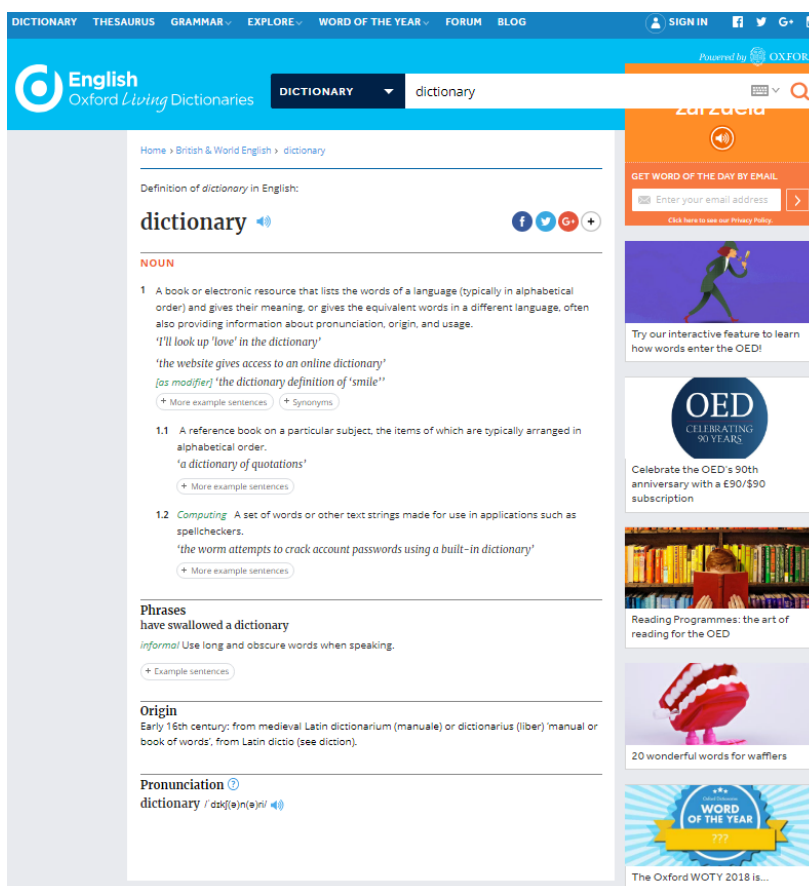
[Figure 7. Entry of *dictionary,* https://en.oxforddictionaries.com/]

It is clear that the entry corresponds with the entry from the OALD DVD in its organisation. Nevertheless, the definitions vary from the DVD version of the OALD but essentially the meaning is preserved. This phenomenon can be caused by the difference of the topicality. The largest diversity between the printed OALD and the DVD variant appears in the number of the example sentences, which is in accordance with other web-based dictionary advantages of unlimited space.

4.11 Comparison of the selected dictionaries

The tables below compare the individual categories of criteria by either stating the number of the criterion, its presence or non-presence or it provides some other relevant information. The information was obtained by actually working with the dictionaries, from the annotations of the printed versions, from user's guides, from the websites of the web-based dictionaries, from the official websites of the publishers and from the information provided to me by the publishers.

Table 1a

The criteria of compared dictionaries

Dictionary and medium of recording	Number of words	Number of words in corpus	IPA; British and American pronunciation	Examples	Frequency highlight; language level
CALD4 printed	over 140, 000	over a billion and a half	yes; in written form	yes	f: CEFR ll: yes
OALD9 printed	over 185, 000	10 billion	yes; in written form	yes	f: Oxford 3000 ll: no
CALD4 CD-ROM	over 140,000	over a billion and a half	yes; recorded sounds in both	number > in printed	f: CEFR ll: yes
OALD9 DVD-ROM	over 195, 000	10 billion	yes; recorded sounds in both	number > in printed	f: Oxford 3000 ll: no
CALD web-based	unspecified	over a billion and a half	yes; recorded sounds in both	highest a number	f: CEFR ll: yes
OALD web-based	over 280, 000	10 billion	yes; recorded sounds in both; display after user's choice	highest number	f: no ll: yes

Table 1b

The criteria of compared dictionaries

Dictionary and medium of recording	Collocations and idioms	Synonyms and antonyms	Word origin	Illustrations	Exclusive components
CALD4 printed	yes; unspecified number	s: yes a: yes; both within definitions; in cross-reference 'COMPARE'	no	in some entries, in middle matter	CD-ROM
OALD9 printed	c: yes; 15, 529 i: yes; 7335	s: yes; 5048 short synonyms notes a: yes; 1873	no	52 pages of full colour il.; 116 il. section A-Z	DVD-ROM
CALD4 CD-ROM	yes; unspecified number	s: yes; thesaurus a: within definitions	no	unspecified number	QUICKfind; SUPERwrite;
OALD9 DVD-ROM	c: yes; 15, 943 i: yes; 7335	s: yes, button 'SYNONYMS' (5929) a: within definitions (2321)	over 195, 000; for each word	2500	iSpeaker; iWriter; Genie; premium resources; Oxford 3000; Academic Word List
CALD web-based	yes; unspecified number	s: yes; thesaurus a: within definitions	no	unspecified number	word of the day; 'My Dictionary'; mobile apps
OALD web-based	yes; unspecified number	s: yes; synonyms button a: yes; in usage section or using thesaurus	280, 000; for each word	unspecified number	trending words; word of the day; word of the year; mobile apps

Based on the information from the tables above it is clear that the number of words grows with the type of the medium of recording, printed presenting the lower and web-based the highest (see table 1a column 1). Both the Cambridge University Press and the Oxford University Press work with their corpora which they use for all the media listed in the tables. These corpora comprehend approximately billions of words. The British and American

English is used in pronunciation in all named dictionaries. Nevertheless, the electronic media have the advantage of the possibility to hear the word being pronounced by native speakers which the printed versions lack. The category of examples demonstrates a very similar tendency as the 'number of words'. Particularly, the more space the medium provides, the more examples are displayed. Therefore, the web-based represents the highest score. The next category 'frequency highlight- and the language level' were chosen because they assist the learners to orient themselves in accordance with the language norms for concrete language levels. The Cambridge dictionaries apply the traditional CEFR (Common European Framework of Reference) portrayed on the following scheme retrieved from https://dictionary.cambridge.org/help/:

- A1 Beginner

- A2 Elementary

- B1 Intermediate

- B2 Upper-Intermediate

- C1 Advanced

- C3 Proficiency

The Oxford printed and DVD dictionaries work either with tool Oxford 3000 (see chapter 4.6. on page 28), or with the Academic Word List.

The number of collocations and idioms was unspecified due to the lack of information in the used sources. The only possible way to get exact numbers is to count it. On the other hand, all the dictionaries do include some collocations and idioms moreover the tendency to present a larger number of this category is used by the electronic media. The same situation happened with 'synonyms and antonyms'. All dictionaries display synonyms by using the thesaurus or a word-list. However, the antonyms (opposite meanings) frequently do not have a special 'box' and are mentioned within the definitions or by cross-references as in the CALD4 printed version. The category of 'word origin' is represented by the Oxford electronic dictionaries which offer the chance to see the origins of all words. The last column demonstrates the exclusive components of individual dictionaries and can be determinative for choosing the right dictionary.

4.12 The analysis of selected entries

For the analysis, I have decided to select entries with nouns, adjectives, verbs and adverbs as headwords. The reason for this choice was the fact that in English there are two basic groups of parts of speech known as open and closed word classes. The open word classes (the four listed parts of speech) serve the possibility of gaining new words or new word meanings because of two facts. Firstly, a language develops every day and therefore new words are established. Secondly, the listed word classes have a greater chance of growth than the remaining parts of speech (prepositions, pronouns, conjunctions, interjections, numbers, and particles) because these closed word classes express a grammatical function in most cases whereas the open class must be enhanced by new expressions because of the social development in many different areas.

4.12.1 Noun as a headword

As an illustrative example of a noun as a headword, I have chosen the word centre because it can have more than one meaning and moreover it has a different spelling in British and American English. The table displays only the essential meaning of *centre*. The whole pictures of entries are situated in the appendices.

Table 2

Search results of the entry 'centre'

CALD4 printed	the middle point or part
OALD9 printed	the middle point or part of sth
CALD4 CD-ROM	the middle point or part
OALD9 DVD-ROM	the middle point or part of something
CAMBRIDGE web-based	the middle point or part
OXFORD web-based	the point that is equally distant from every point on the circumference of a circle or sphere

The selected entry represents a lexical entry in all dictionaries with a lexical item as a headword.

The printed CALD4 displays 5 different meanings of *centre* together with the possibility to use *centre* as a verb. It also shows the CEFR. The meaning is represented in 6 example sentences. The usage of *centre* as a verb includes one phrasal verb. The pronunciation is written in IPA, it includes the syllabification marker and there is a note about the American English spelling *center*. In comparison the printed OALD9 lists 9 meanings (within use as an adjective) and the verb usage as well. The printed OALD9 offers a wider range of phrasal verbs than can be found in the CALD4. As a frequency highlighter it provides a key symbol for *Oxford 3000*. The examples are mostly displayed in short phrases and the sentences are used less. The pronunciation is in IPA as well but lacks syllabification markers. The note about American English spelling is presented.

With the CALD4 CD-ROM the entry in the same manner, however, the individual meanings have approximately 5 illustrative sentences each and there is a chance to use the *thesaurus* for other related words. The verb use has a highlight on the verb endings according to the tense. The entry in the OALD9 DVD has the same number of meanings and examples within each definition as in the printed version. Nevertheless, it is extended by word origin and a list of another example (22), as by some idioms (2). The American English spelling has its own brief entry (as in the printed version).

The Cambridge web-based dictionary provides absolutely the same arrangement as the printed variant. It differs in a higher number of examples and thesaurus. The exclusive component of the entry is the 'translator' which is an advantage for non-native English speakers. Whereas in all mentioned dictionaries the definitions were nearly the same, the web-based Oxford dictionary provides a different definition in a more complex explanation which may seem to be needlessly complicated. The entry is divided into 3 basic meanings which have their own sub-categories resembling different contexts. What is extraordinary is the number of examples. In some cases, there are up to 20 example sentences. The centre as a verb is described more precisely. Other properties mentioned in the description of OALD9 DVD are portrayed as well.

4.12.2 Adjective as a headword

As an adjective, I have chosen the gradable adjective *high* in order to discover whether the selected dictionaries work with its comparative and superlative within the entry. Because this adjective may be used in many different contexts and thus may display many

meanings, the comparison of the entries was enlisted in a table. In the table, the very first definitions of *high* were chosen.

Table 3

Search results of the entry 'high'

CALD4 printed	(especially of things that are not living) being a large distance from top to the bottom or a long way above the ground, or having stated distance from top to the bottom
OALD9 printed	measuring a long distance from the bottom to the top
CALD4 CD-ROM	see CALD4 printed
OALD9 DVD-ROM	measuring a long distance from the bottom to the top
CAMBRIDGE web-based	see CALD4 printed
OXFORD web-based	of great vertical extent

Table 4a

The compared criteria of the entry 'high'

Dictionary and medium of recording	Amount of meanings	Amount of examples	Synonyms and antonyms	Collocations and idioms	Thesaurus
CALD4 printed	9	16	yes; no	idioms 8	no
OALD9 printed	14	26	yes; yes	idioms 8	no
CALD4 CD-ROM	9	39	yes; no	idioms 8	yes
OALD9 DVD-ROM	14	39	yes; yes	idioms 12	yes
CAMBRIDGE web-based	9	33	yes; no	idioms 9	yes
OXFORD web-based	16	approx. 240	yes; yes	idioms 12	yes

Table 4b

The compared criteria of the entry 'high'

Dictionary and medium of recording	Parts of speech	Comparatives and superlatives	Syllabification	Frequency highlight	Exclusive information
CALD4 printed	yes	no	1 syllable	yes; CEFR	X
OALD9 printed	yes	yes	1 syllable	yes; Oxford 3000	word family; high x tall
CALD4 CD-ROM	yes	no	1 syllable	yes; CEFR	extra examples; word building
OALD9 DVD-ROM	yes	yes	1 syllable	yes; Oxford 3000	Extra examples; word family; high x tall; word origin; more like this
CAMBRIDGE web-based	yes	no	1 syllable	yes; CEFR	extra examples; grammar part; translator
OXFORD web-based	yes	yes	1 syllable	no	Extra examples; word origin

4.12.3 Verb as a headword

For the analysis, the verb *select* was chosen. This word is also used as an adjective but in the subsequent analysis, only its use as a verb was done. The properties of individual entries in all analysed dictionaries were enclosed in a subsequent table.

Table 5

Search results of the entry 'select'

CALD4 printed	to choose a small number of things, or to choose by making careful decisions
OALD9 printed	to choose sb/sth from a group of people or things, usually according to a system
CALD4 CD-ROM	see CALD4 printed
OALD9 DVD-ROM	to choose somebody/something from a group of people or things, usually according to a system
CAMBRIDGE web-based	see CALD4 printed
OXFORD web-based	carefully choose as being the best or most suitable

Table 6a

The compared criteria of the entry 'select'

Dictionary and medium of recording	**Amount of meanings**	**Amount of examples**	**Synonyms**	**Thesaurus**
CALD4 printed	1	5	yes; *choose*	no
OALD9 printed	2	7	yes; *choose*	no
CALD4 CD-ROM	1	10	yes;	yes
OALD9 DVD-ROM	2	24	yes;	yes
CAMBRIDGE web-based	2	30	yes;	yes
OXFORD web-based	2	43	yes;	yes

Table 6b

The compared criteria of the entry 'select'

Dictionary and medium of recording	Parts of speech	Syllabification	Frequency highlight	Exclusive information
CALD4 printed	yes	yes; 2 syllables	yes; CEFR	X
OALD9 printed	yes	yes; 2 syllables	yes; Oxford 3000; AWL	word finder
CALD4 CD-ROM	yes	yes; 2 syllables	yes; CEFR	extra examples; verb endings
OALD9 DVD-ROM	yes	yes; 2 syllables	yes; Oxford 3000	extra examples; word finder; word origin; verb forms
CAMBRIDGE web-based	yes	yes; 2 syllables	yes; CEFR	extra examples; BrEn x AmEn pronunciation; translator
OXFORD web-based	yes	yes; 2 syllables	no	extra examples; word origin

4.12.4 Adverb as a headword

As an illustrative example for an adverb as a headword, the word *subsequently* was chosen. The properties of individual entries in all analysed dictionaries were enclosed in a table.

Table 7

Search results of the entry 'subsequently'

CALD4 printed	happening after something else; part of the entry of *subsequent* (adj)
OALD9 printed	afterwards, later, after sth else has happened
CALD4 CD-ROM	see CALD4 printed
OALD9 DVD-ROM	afterwards, later, after something else has happened
CAMBRIDGE web-based	after something else
OXFORD web-based	after a particular thing has happened; afterwards

Table 8a

The compared criteria of the entry 'subsequently'

Dictionary and medium of recording	Amount of meanings	Amount of examples	Synonyms and antonyms	Thesaurus
CALD4 printed	1	1	no; no	no
OALD9 printed	1	2	no; no	no
CALD4 CD-ROM	1	1	yes; no	yes
OALD9 DVD-ROM	1	3	yes; yes	yes
CAMBRIDGE web-based	1	7	yes; no	yes
OXFORD web-based	1	21	yes; yes	yes

Table 8b

The compared criteria of the entry 'subsequently'

Dictionary and medium of recording	Parts of speech	Syllabification	Frequency highlight	Exclusive information
CALD4 printed	yes	yes; 4 syllables	yes; CEFR	X
OALD9 printed	yes	no	yes; AWL	formal
CALD4 CD-ROM	yes	yes; 4 syllables	yes; CEFR	smart thesaurus
OALD9 DVD-ROM	yes	yes; 4 syllables	no	word origin; formal
CAMBRIDGE web-based	yes	yes; 4 syllables	yes; CEFR	extra examples; translator
OXFORD web-based	yes	no	no	extra examples; word origin

4.13 Results of the first part of the analysis

The following chapters comment on the results of the first part of the analysis.

4.13.1 Printed dictionaries

Firstly a comparison between dictionaries of the same media of recording was done. Between the CALD4 and OALD9 (printed versions) it is the OALD9 that is more comprehensive based on three facts. Not only does it contain more words but it also presents these word in their own entries which the CALD4 does not do; CALD4 frequently introduced these word within an entry of a more frequent word (e.g. *subsequently* is part of the entry of *subsequent*). The last thing assisting the OALD9 in being more comprehensive than the CALD4 is the number of words in the corpus (over 10 billion words). The next category of the OALD9, which is superior, is the presence of synonyms together with antonyms. In general, the OALD9 tends to have more illustrative examples and conveys more specific information about the headword (e.g. by adjectives it provides the comparative and superlative).

Nevertheless, the CALD4 is more useful in the category of frequency highlighting, providing the CEFR. The categories in which both selected dictionaries provide essentially

the same information are the pronunciation, collocations and idioms, illustrations and exclusive components (CD-ROM and DVD) that are the subjects of the subsequent chapter.

From the printed variants based on the gained information the OALD9 is the winner.

4.13.2 Electronic dictionaries; CD-ROM and DVD-ROM

The first striking difference between the CALD4 and OALD9 lies in the number of words-OALD9 has approximately 55, 000 words more. The other significant fact is that the OALD9 provides the word origin of every single word. The CALD4 does not display this category. The number of illustrative examples of the OALD9 is frequently also larger. Moreover, the OALD9 provides more exclusive components including a wide range of premium resources.

As in the previous chapter the CALD4 wins in the category of frequency highlighting. The slight advantage of the CALD4 is the chance to record and play your own pronunciation.

In other categories like the pronunciation, collocations, idioms and illustrations, both selected dictionaries provide essentially the same information. The general advantage of these dictionaries it the opportunity to customize them according to the user's preferences.

4.13.3 Electronic dictionaries; web-based

In this comparison, the number of words was not considered because the number was unspecified in the Cambridge online dictionary. The most significant category was 'examples'. In this case, the online OED was definitely more successful because the number of examples is repeatedly two times higher than in the online Cambridge dictionary and quite often exceeds one hundred. The online OED is also better in working with antonyms and it provides the word origin for each word.

The categories of pronunciation, collocations, idioms and illustrations are very similar. But since this thesis compares the overall structure of the dictionaries, the following statement needs to be taken into consideration. The structure of the Cambridge online dictionary is visually better and is generally organised in a simpler manner, which can improve the user's orientation and save the searching time as well. Therefore, I would personally choose the Cambridge online dictionary to look up the concrete headword and then use the OED online dictionary for more examples and antonyms.

4.13.4 The best dictionary

Based on the obtained data generally, the web-based dictionaries are best in the category of number of words, illustrative examples, synonyms, antonyms, collocations and idioms. The device that enables them to win in these categories is the unlimited space they have. Secondly, the web-based dictionaries have the advantage of frequent updates. The other fact making the web-based dictionaries a unique source is that whereas the printed and CD-ROMs/ DVDs represent just one edition from a particular year, the web-based dictionaries contain the information from all dictionaries ever published. The next advantages that the users can appreciate are the free use of web-based dictionaries (no fees), their accessibility from various electronic devices and the reality that they are very interactive.

However, the biggest negative of web-based dictionaries is the requirement for an Internet connection and an electronic device.

In conclusion, all selected dictionaries met the expectations in the categories listed in the tables as well as the criteria stated at the beginning of the analysis. However, considering that the continual development of the technology field in the twenty-first century has endured the favoured variant of a dictionary is the web-based version.

This result of the analysis serves as a hypothesis for the brief subsequent questionnaire whose main aim is to determine what type of dictionaries the current dictionary users prefer and what reasons for their choice they have.

4.13.5 The analysis of the questionnaire

The questionnaire, as well as the graphs, is enclosed in the appendices. In the following chapter there are the results of the questionnaire. The questionnaire contains twelve questions. There are both opened and closed questions. Although eighty respondents filled the questionnaire in, some answers were not included because they were not relevant.

4.13.6 The results of the questionnaire

From the eighty respondents, 66 % were women, 28 % were men and the rest identified themselves as 'a different gender'. The majority of people were in the age range of 20-30 (67 %) and 24 % in the range of 10-20. From graph number 3, it is obvious that the majority use English dictionaries several times a month (40 %), more than one third use them once or twice a week (34 %) and the rest use them more frequently.

According to graph 4, the most favoured types of dictionaries are the electronic dictionaries, web-based together with offline (36 %) followed by the offline electronic dictionaries (24 %) and the web-based ones (21 %). Although the electronic dictionaries won, their CD and DVD-ROM versions are the least used (1 %). The dictionaries, which the respondents labelled as the easiest to use, follow the manner from graph 4. Nevertheless, in this case, the web-based dictionaries are considered to be better than the offline dictionaries (see graph 5). The online (web-based) dictionary was chosen to be the best because of the speed they need for searching, simplicity in the structure, the accessibility and the fact that the information is topical. The same criteria were listed for the offline dictionaries. The printed variants are favoured because they tend to be a relevant source (see table 9).

The reasons for people's choice of a dictionary were ranked subsequently from the highest to the lowest and can be seen in graph 6: the accessibility (49 %), the structure (19 %), the visual aspects (19 %), the price, the usefulness and the number of words.

From the analysed web-based dictionaries, 68 % of the people listed the https://dictionary.cambridge.org/ as better, which corresponds with the hypothesis (see 4.13.3 on page 56). The replacement of printed dictionaries by electronic variants is very feasible according to these people.

The last few questions represented the advantages and disadvantages of the media of recording. The criteria are listed from the most frequent to the least frequent ones. The advantages of the printed variant (see graph 9) were the content (the type of information e.g. grammar), the relevance of the source, the orientation within their structure, the comprehensibility for older generations and the accessibility. The disadvantages were the media of recording (not suitable for travelling), the searching time, the price, the outdated information and the structure. The advantages of CDs/DVDs were the possibility to hear the pronunciation, the searching speed, the number of examples, extra functions/materials and the larger number of words. The disadvantages were the need of a PC, the price, the accessibility, the outdated information and the relevance of the source (see graphs 11 and 12). The advantages of the web-based dictionaries were the searching speed and accessibility followed by the mere searching speed, then the category of the searching speed, the number of examples and the topicality followed by the pronunciation, the price, the content together with the number of words. According to the respondents the web-based dictionaries have

only two disadvantages which are the necessity of the Internet connection and the number of mistakes.

5 THE CONCLUSIONS

The conclusions are based on the analysis of the selected dictionaries and on the questionnaire. From both methods it is obvious that the web-based dictionaries are the most favoured type of dictionaries in the twenty-first century. The analysis and the research stated that the reasons for this choice are the following categories: the accessibility, the searching speed, the number of examples and the topicality, the possibility to hear the pronunciation, the free usage (the price), the visual aspects and their structure as well as the number of the words and phrases.

From the two analysed web-based dictionaries, the https://dictionary.cambridge.org has been chosen as the better dictionary even though it does not provide the highest number of illustrative examples or the word origin as does the https://en.oxforddictionaries.com/. The criteria for this choice are the visual aspects, its structure and good orientation during the process of search for a particular word.

On the contrary, the respondents selected the least favoured media of recording to be the CDs/DVDs despite the fact of the large amount of information, functions and materials they provide. The reasons for this choice include the necessity of a PC with the ability of using these media.

As the results of the analysis display, the offline variants of the electronic dictionaries and the mobile apps provided be the Cambridge and Oxford University Press could be the subject of the possible further research extending the subject of this thesis.

6 PEDAGOGICAL IMPLICATION

For the students of the English language, the theoretical part of this thesis may serve as a basic guide on how to work with a general dictionary because it follows the dictionary structure from the outside (the broadest categories) to the inside (the individual entries). Although the results of the analysis reflected that the electronic dictionaries are currently more popular than their printed counterparts, it is inevitable for all language learners to know how to work with a dictionary during their studies. The knowledge of the usage of the printed dictionary may be applied during the state school leaving exams where the electronic versions are not allowed.

The results of the practical part can be used by the English teachers as advice to incorporate the electronic dictionaries into their lessons using various technologies in order to show the students some relevant electronic sources and how to operate these dictionaries.

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8 APPENDICES

Meaning of **centre** in English

☰ **Contents**

centre

noun [C] · UK US center UK 🔊 /ˈsen.təʳ/ US 🔊 /ˈsen.t̬ɚ/

centre *noun* [C] **(MIDDLE)**

⊕ Ⓐ2 **the middle point or part:**
There was a large table in the centre of the room.
*the **town** centre*

> **centre of attention**

⊕ Ⓒ2 **the person or thing that everyone is most interested in and pays most attention to:**
She's the centre of attention everywhere she goes.

> **be at the centre of *sth***

⊕ **to be most involved in a situation:**
Mark was at the centre of the argument.
A social worker was at the centre of the scandal.

— More examples

They've got a fabulous apartment in the centre of Paris.
Make a fold across the centre of the card.
I love those chocolates with the caramel centres.
Is that cake cooked properly in the centre?
Try to hit the centre of the target.

+ Thesaurus: synonyms and related words

centre *noun* [C] **(PLACE)**

⊕ Ⓐ2 **a place or building, especially one where a particular activity happens:**
a sports/leisure/health centre
a garden/shopping centre
*Grants will be given to establish centres **of excellence** (= places where a particular activity is done extremely well) in this field of research.*

+ More examples

+ Thesaurus: synonyms and related words

centre

noun [S, + sing/pl verb], *adjective* · UK US center UK 🔊 /ˈsen.təʳ/ US 🔊 /ˈsen.t̬ɚ/

⊕ Ⓒ2 **in politics, the people in a group who hold opinions that are not extreme but are between two opposites:**
*His political views are known to be **left of/right of** centre.*
a centre left party

+ Thesaurus: synonyms and related words

centre

verb [T] · UK US center UK 🔊 /ˈsen.təʳ/ US 🔊 /ˈsen.t̬ɚ/

⊕ **to put something in the middle of an area:**
Centre (= put at equal distances from the left and right sides of the page) all the headings in this document.

+ Thesaurus: synonyms and related words

Phrasal verb

centre around/on *sth*

(Definition of "centre" from the Cambridge Advanced Learner's Dictionary & Thesaurus © Cambridge University Press)

"centre" in Business English

centre

noun [C] · UK US center UK 🔊 /ˈsentəʳ/ US 🔊

⊕ **a building, office, etc. that is used for a particular business or activity:**
a conference centre

The retailer has a customer service centre in Dundee and distribution centres in Dundee and Livingston.

⊕ **an area, city, or country which is known for a particular business or activity and where a lot of business, etc. takes place:**
centre for sth *Hong Kong has long been recognized as a centre for the production of jade jewellery.*
commercial/financial/industrial centre *Dubai is acknowledged to be the commercial centre of the Middle East.*

⊕ ESPECIALLY UK **the main part of a town or city, where most of its offices, stores, etc. are:**
town/city centre *Most commuters travel into the city centre by public transport.*

> **the centre**
   ⊕ **the central department in a company or organization:**
   For the immediate future, the Sydney branch will be run from the centre.

See also

assessment centre
business advice centre
business centre
buying centre
call centre
civic centre
contact centre
cost centre
data centre
distribution centre
enterprise centre
exhibition centre
job centre
money centre
profit centre
service centre

shopping centre

(Definition of "centre" from the Cambridge Business English Dictionary © Cambridge University Press)

Translations of "centre"
in Czech ⌄   střed, centrum, středisko... →

Need a translator?
🔲 Translator tool
Get a quick, free translation!

🔊 **What is the pronunciation of centre?** →

browse
  centralizing
  centrally
  centre
  centre around/on *sth*
  centre back BETA
  centre circle
  centre forward

[Figure 8. Entry of *centre,* https://dictionary.cambridge.org/]

centre¹ 🔊
(*US* **center**)

NOUN

1 The point that is equally distant from every point on the circumference of a circle or sphere.
(+ Example sentences)

1.1 A point or part that is equally distant from all sides, ends, or surfaces of something.
'the centre of the ceiling'
'the city centre'
(+ More example sentences) (+ Synonyms)

1.2 A political party or group whose opinions avoid extremes.
[as modifier] *'a new centre party'*
(+ More example sentences)

1.3 The middle player in a line or group in certain team games.
(+ Example sentences)

1.4 *Basketball* The player who is positioned near the basket and is typically tallest on the team.
'only 10 centers averaged more than 10 points per game last year'

1.5 A kick, hit, or throw of the ball from the side to the middle of field in soccer, hockey, and other team games.

1.6 The filling in a chocolate.
'truffles with liqueur centres'
(+ More example sentences)

1.7 A pivot or axis of rotation.
(+ Example sentences) (+ Synonyms)

1.8 A conical adjustable support for a workpiece in a lathe or similar machine.
(+ Example sentences)

2 The point from which an activity or process is directed, or on which it is focused.
'the city was a centre of discontent'
'the managing director is at the centre of a row over policy'
(+ More example sentences) (+ Synonyms)

2.1 The most important place in the respect specified.
'Geneva was then the centre of the banking world'
(+ More example sentences)

3 A place or group of buildings where a specified activity is concentrated.
'a conference centre'
(+ More example sentences) (+ Synonyms)

VERB

1 (**centre around/on**" or "**centre something around/on**) *[no object]* Occur mainly in or around (a specified place)
'the textile industry was centred in Lancashire and Yorkshire'
(+ More example sentences)

1.1 (**centre around/on**" or "**centre something around/on**) Have or cause to have (a specified concern or theme)
'the case centres around the couple's adopted children'
[with object] *'he is centring his discussion on an analysis of patterns of mortality'*
(+ More example sentences) (+ Synonyms)

2 *[with object]* Place in the middle.
'to centre the needle, turn the knob'
(+ More example sentences)

2.1 *[no object]* (in soccer, hockey, and other team games) kick, hit, or throw the ball from the side to the middle of the playing area.
'he centred from a difficult position on the left'
(+ More example sentences)

2.2 *North American* *[no object]* Play as the middle player of a line or group in certain team games.
(+ Example sentences)

Origin
Late Middle English: from Old French, or from Latin centrum, from Greek kentron 'sharp point, stationary point of a pair of compasses', related to kentein 'to prick'.

Pronunciation ⓘ
centre / sɛntə/ 🔊

Centre² 🔊

PROPER NOUN

A region of central France, including the cities of Orleans, Tours, and Chartres.

Pronunciation ⓘ
Centre / sɒ̃tr(ə)/ 🔊 /sɑ̃tr/

[Figure 9. Entry of *centre,* https://en.oxforddictionaries.com/]

centre UK (US **center**) UK 🔊 US 🔊 ✎ /ˈsen.tər/ US /-t̬ɚ/ *noun* [C] **(MIDDLE)**

➕ Extra Examples

A2 the middle point or part:

There was a large table in the centre of the room.

*the **town** centre*

⭐ SMART thesaurus

centre of attention

　　C2 the person or thing that everyone is most interested in and pays most attention to:

She's the centre of attention everywhere she goes.

⭐ SMART thesaurus

be at the centre of sth

　　to be most involved in a situation:

Mark was at the centre of the argument.

A social worker was at the centre of the scandal.

⭐ SMART thesaurus

centre UK (US **center**) UK 🔊 US 🔊 ✎ /ˈsen.tər/ US /-t̬ɚ/ *noun* [C] **(PLACE)**

➕ Extra Examples

A2 a place or building, especially one where a particular activity happens:

a sports/leisure/health centre

a garden/shopping centre

*Grants will be given to establish centres **of excellence** (= places where a particular activity is done extremely well) in this field of research.*

[Figure 10 Entry of *centre*, CD of CALD fourth edition, 2013, Cambridge University press]

centre (*especially US English* **cen·ter**) *noun*

BrE /ˈsentə(r)/ ; NAmE /ˈsentər/

middle

1 [countable] the middle point or part of something
* *the centre of a circle*
* *a long table in the centre of the room*
* *chocolates with soft centres*

town/city

2 [countable] (*especially British English*) (*usually North American English* **down·town** [usually singular]) the main part of a town or city where there are a lot of shops
* *in the **town/city centre***
* *the centre of town*
* *a town-centre car park*

3 [countable] a place or an area where a lot of people live; a place where a lot of business or cultural activity takes place
* *major urban/industrial centres*
* *a centre of population*
* *Small towns in South India serve as economic and cultural centres for the surrounding villages.*

building

4 [countable] a building or place used for a particular purpose or activity
* *a **shopping/sports/leisure/community centre***
* *the Centre for Policy Studies*

building

4 [countable] a building or place used for a particular purpose or activity
* *a **shopping/sports/leisure/community centre***
* *the Centre for Policy Studies*

of excellence

5 [countable] **centre of excellence** a place where a particular kind of work is done extremely well
* *Darlington could become a regional centre of excellence for nursery nurse training.*

of attention

6 [countable, usually singular] the point towards which people direct their attention
* *Children like to be the **centre of attention**.*
* *The prime minister is **at the centre of** a political row over leaked Cabinet documents.*

-centred

7 (in adjectives) having the thing mentioned as the most important feature or centre of attention
* *a child-centred approach to teaching*
→ SEE ALSO **self-centred**

in politics

8 (also **the centre**) [singular] a moderate (= middle) political position or party, between the extremes of left-wing and right-wing parties
* *a party of the centre*
* *Are her views to the left or right of centre?*
* *a centre party*

in sport

9 [countable] (in some team sports) a player or position in the middle of the pitch/field, court, etc.

+ WORD ORIGIN

+ EXTRA EXAMPLES

Idioms

ˌfront and ˈcenter
(*North American English*) in or into the most important position
* *The issue has moved front and center in his presidential campaign.*

ˌleft, right and ˈcentre
(also ˌright, left and ˈcentre)
(*informal*) in all directions; everywhere
* *He's giving away money left, right and centre.*

[Figure 11 Entry of *centre*, DVD-ROM of OALD ninth edition, 2015, Oxford University press]

[Figure 12 Entry of *centre*, CALD fourth edition, 2013, Cambridge University press]

[Figure 13. Entry of *centre*, OALD ninth edition, 2015, Oxford University press]
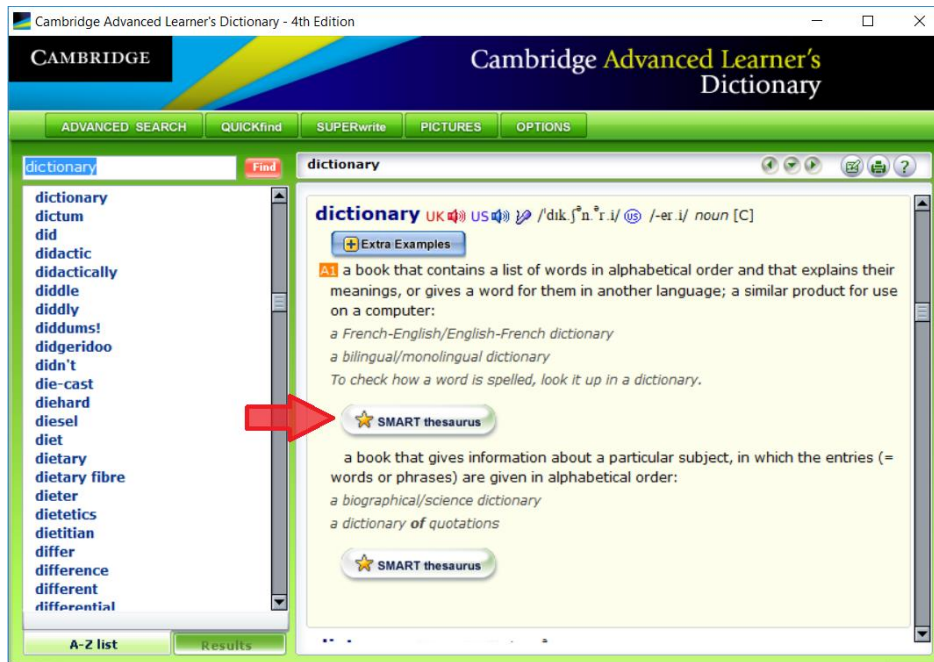
[Figure 14. Smart thesaurus, CD of CALD fourth edition, 2013, Cambridge University Press]
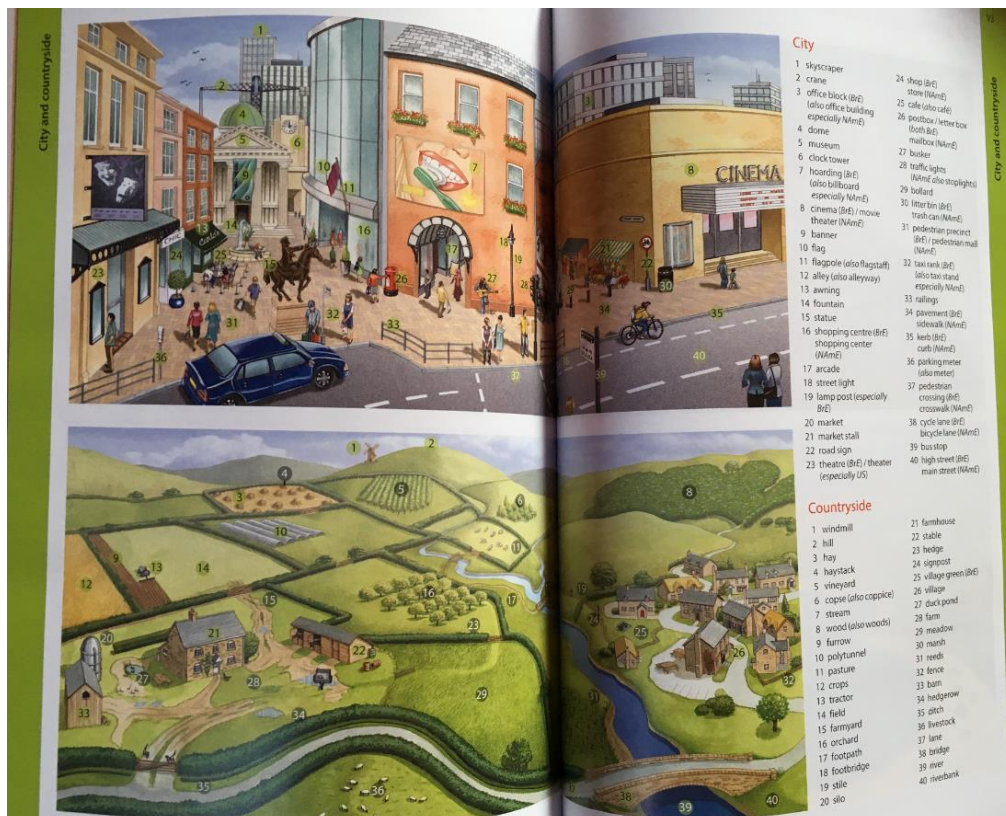
[Figure 15. Illustrations in appendix of OALD ninth edition, 2015, Oxford University Press]
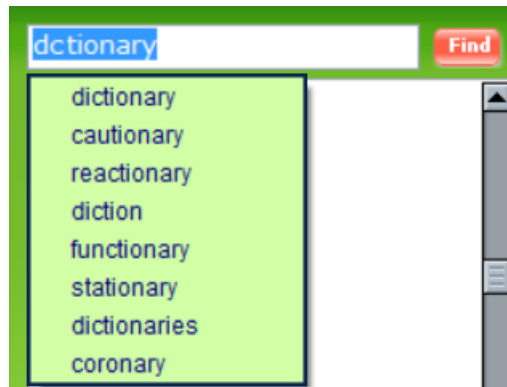
[Figure 16. Misspelling of *dictionary,* CD of CALD fourth edition, 2013, Cambridge University Press]
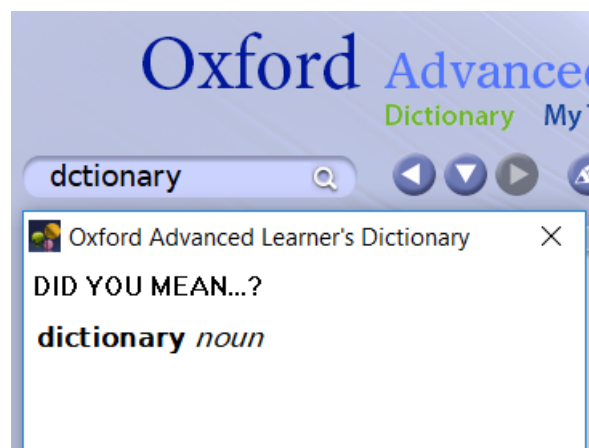
[Figure 17. Misspelling of *dictionary,* DVD-ROM of OALD ninth edition, 2015, Oxford University press]

- EXPRESS YOURSELF

Asking for somebody's opinion and involving others in a conversation

In a meeting or a discussion you may need to find out what other people think. In some exams, you have to show that you can control the conversation by asking for contributions from the examiner.

- *I would say it's OK in the city, but not in the country.* **What do you think?**
- *My feeling is that we could improve our performance.* **Do you agree with that?**
- **What would you say** *if we waited another month?*
- **What about you?** *Do you cycle?*
- *Which place* **do you think** *is more dangerous?*
- *The traffic's going faster there,* **isn't it?/don't you think?**
- **Would you say that** *traffic's going faster there?*
- *So this would be a better option,* **right?***(North American English, informal)*

[Figure 18. Express yourself, DVD-ROM of OALD ninth edition, 2015, Oxford University press]

- WHICH WORD?

bath / bathe / swim / sunbathe

- When you wash yourself you can say that you **bath** (*British English*) or **bathe** (*North American English*), but it is much more common to say **have a bath** (*British English*) or **take a bath** (*North American English*).
- You can also **bath** (*British English*) or **bathe** (*North American English*) another person, for example a baby.
- You **bathe** a part of your body, especially to clean a wound.
- When you go swimming it is old-fashioned to say that you **bathe**, and you cannot say that you *bath* or *take a bath*. It is more common to use **swim**, **go for a swim**, **have a swim** or **go swimming**: *Let's go for a quick swim in the pool.* • *She goes swimming every morning before breakfast.* What you wear for this activity is usually called a **swimsuit** or **swimming trunks**.
- When you lie in the sun in order to go brown you **sunbathe**.

[Figure 19. Which word, DVD-ROM of OALD ninth edition, 2015, Oxford University press]

- VOCABULARY BUILDING

Good and very good

Instead of saying that something is **good** or **very good**, try to use more precise and interesting adjectives to describe things:

- **delicious/tasty** food
- an **exciting/entertaining/absorbing** movie
- an **absorbing**/a **fascinating**/an **informative** book
- a **pleasant**/an **enjoyable** trip
- a **skilful/talented/fine** player
- **impressive/high-quality** acting
- **useful/helpful** advice

In conversation you can use words like **great**, **super**, **wonderful**, **lovely** and **excellent**.

→ NOTE at **nice**

[Figure 20. Vocabulary building, DVD-ROM of OALD ninth edition, 2015, Oxford University press]

- SYNONYMS

think

believe · feel · reckon · be under the impression

These words all mean to have an idea that something is true or possible or to have a particular opinion about somebody/something.

think to have an idea that something is true or possible, although you are not completely certain; to have a particular opinion about somebody/something: *Do you think (that) they'll come?* • *Well, I like it. What do you think?*

believe to have an idea that something is true or possible, although you are not completely certain; to have a particular opinion about somebody/something: *Police believe (that) the man may be armed.*

[Figure 21. Synonyms, DVD-ROM of OALD ninth edition, 2015, Oxford University press]

chris·ten·ing *noun*

BrE /ˈkrɪsnɪŋ/ ; NAmE /ˈkrɪsnɪŋ/

a Christian ceremony in which a baby is officially named and welcomed into the Christian Church
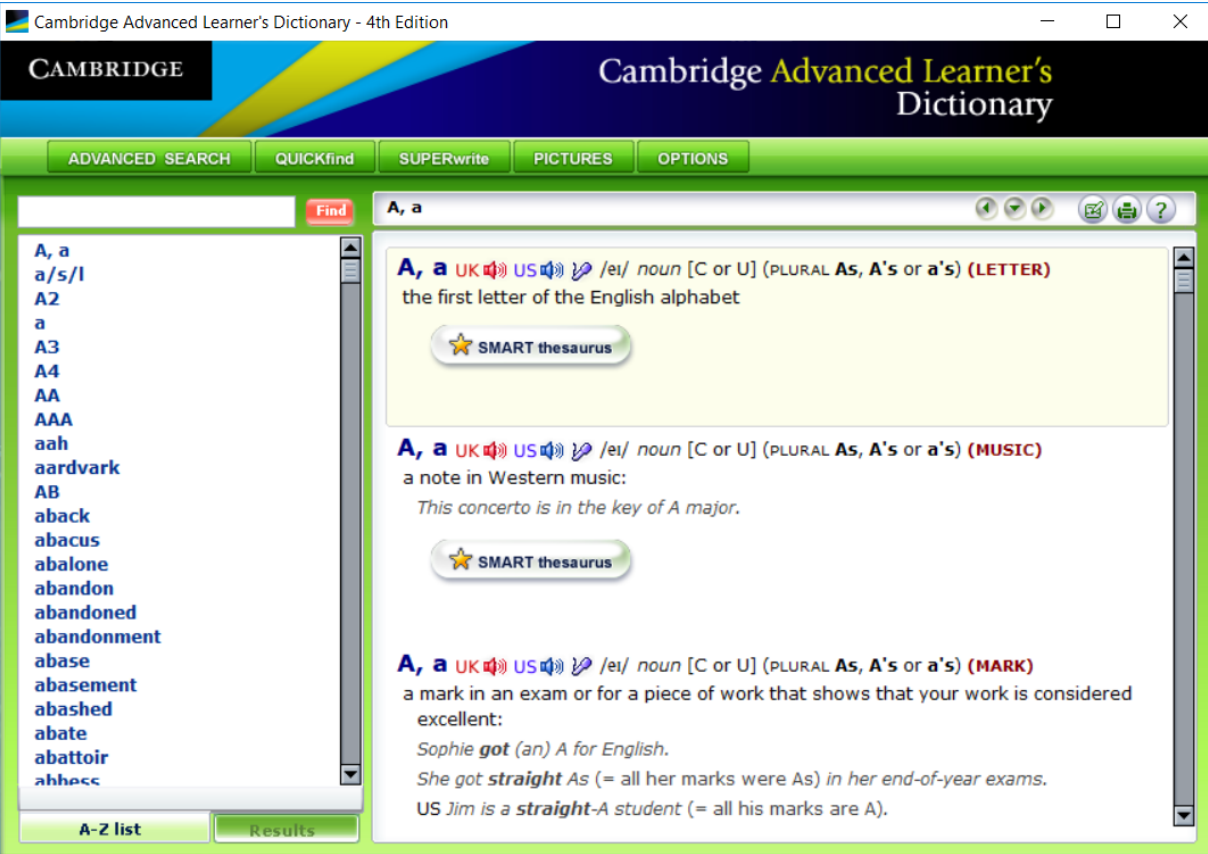
→ COMPARE **baptism**

• *We all got together at the christening.*

• *my nephew's christening*

− CULTURE

The priest baptizes the child by putting water from the font (= a special bowl) on the child's head and gives it a name. Promises are made on behalf of the child by its godparents. A christening is a special occasion for a family, although fewer people have one now than in the past. The baby wears a special dress, or christening robe, and receives christening presents, which are often things made of silver.

[Figure 22. Culture, DVD-ROM of OALD ninth edition, 2015, Oxford University press]

[Figure 23. Main window of CD of CALD fourth edition, 2013, Cambridge University Press]

[Figure 24. Main window of DVD-ROM of OALD ninth edition, 2015, Oxford University press]

Srovnání současných anglických slovníků

Dobrý den, ráda bych Vás poprosila o vyplnění krátkého anonymního dotazníku, který je součástí mé bakalářské práce. Za každou odpověď předem děkuji!

Pohlaví *

○ žena

○ muž

○ jiné

Věk *

○ 10-20 let

○ 20-30 let

○ 30-40 let

○ 40-50 let

○ 50+ let

Jak často používáte anglické slovníky? *

○ několikrát za měsíc

○ jednou-dvakrát za týden

○ 3x a více za týden

○ každý den

Jaký druh slovníku upřednostňujete? *

☐ Tištěný

☐ Elektronický (CD, DVD)

☐ Elektronický (online; např. https://dictionary.cambridge.org/)

☐ Elektronický (offline; v mobilním telefonu, tabletu atd.)

S jakým druhem slovníků se Vám pracuje nejlépe? *

☐ Tištěný

☐ Elektronický (CD, DVD)

☐ Elektronický (online; např. https://dictionary.cambridge.org/)

☐ Elektronický (offline; v mobilním telefonu, tabletu atd.)

Proč se Vám s konkrétním druhem slovníku pracuje lépe než s jiným? *
(uveďte prosím i druh vybraného slovníku)

Text dlouhé odpovědi

Podle čeho si slovník vybíráte? *

☐ Vzhled (vizuální stránka)

☐ Cena

☐ Struktura a uspořádání

Dostupnost (např. offline slovník v mobilu mohu mít neustále u sebe)

Počet obsažených slov, definic

Nabídka extra materiálů (např. bonusové výukové materiály)

Médium (tištěné, elektronické - CD, DVD, online, offline)

Druh úkolu ke kterému slovník využiji

Pokud používáte některý z níže uvedených slovníků, zaškrtněte ten, se kterým se Vám pracuje lépe.

○ https://dictionary.cambridge.org/

○ https://en.oxforddictionaries.com/

Myslíte si, že elektronické slovníky (CD, DVD, online, offline) nahradí v budoucnosti tištěné slovníky? *

○ ano

○ ne

○ Jiná…

Jmenujte prosím výhody/nevýhody tištěných slovníků. *

Text dlouhé odpovědi

Jmenujte prosím výhody/nevýhody elektronických slovníků (CD, DVD). (např. výhoda: mohu si pustit správnou výslovnost) *

Text dlouhé odpovědi

Jmenujte prosím výhody/nevýhody internetových slovníků. *
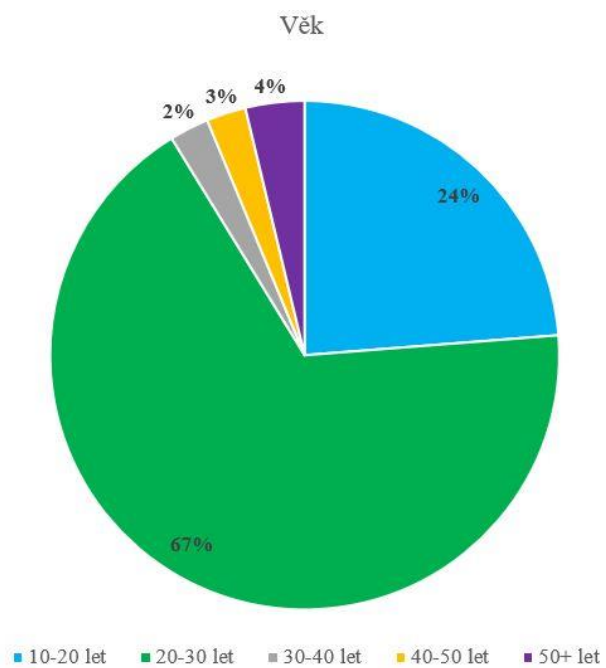
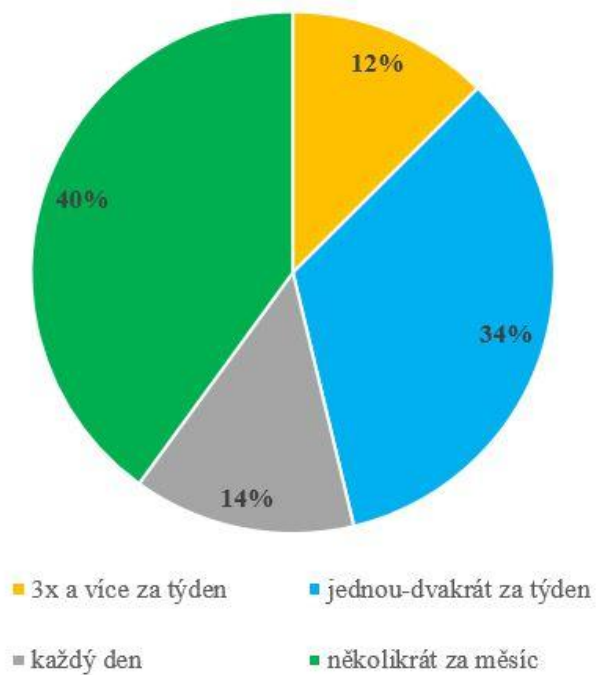Text dlouhé odpovědi

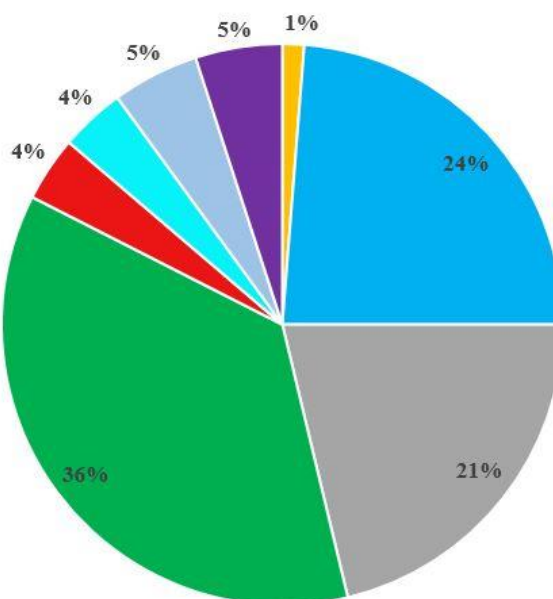[Figure 25. Questionnaire]

Graph 1'Pohlaví'
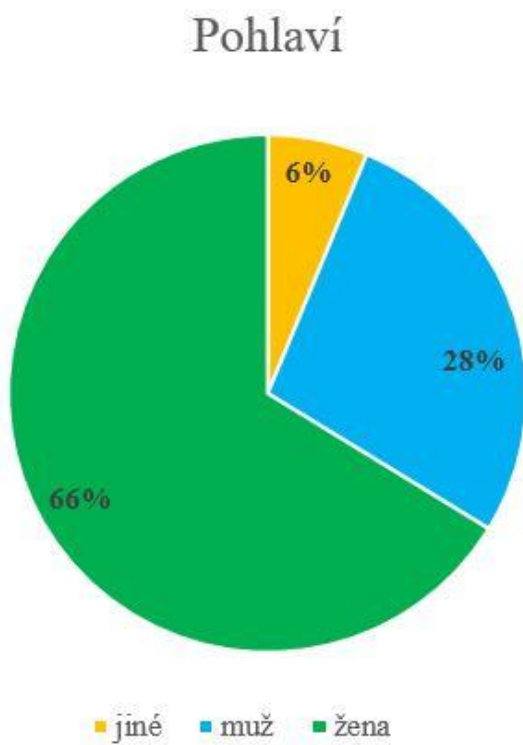
Graph 2 'Věk'

Graph 3 'Jak často používáte anglické slovníky'

Jak často používáte anglické slovníky?

12%

34%

40%

14%

■ 3x a více za týden   ■ jednou-dvakrát za týden

■ každý den   ■ několikrát za měsíc

Graph 4 'Upřednostňovaný druh slovníku?'

Jaký druh slovníku upřednostňujete?

- Elektronický (CD, DVD), Elektronický (online; např. https://dictionary.cambridge.org/)
- Elektronický (offline; v mobilním telefonu, tabletu atd.)
- Elektronický (online; např. https://dictionary.cambridge.org/)
- Elektronický (online; např. https://dictionary.cambridge.org/), Elektronický (offline; v mobilním telefonu, tabletu atd.)
- Tištěný
- Tištěný, Elektronický (offline; v mobilním telefonu, tabletu atd.)
- Tištěný, Elektronický (online; např. https://dictionary.cambridge.org/)
- Tištěný, Elektronický (online; např. https://dictionary.cambridge.org/), Elektronický (offline; v mobilním telefonu, tabletu atd.)

Graph 5 'Nejlepší slovník pro vaši práci'
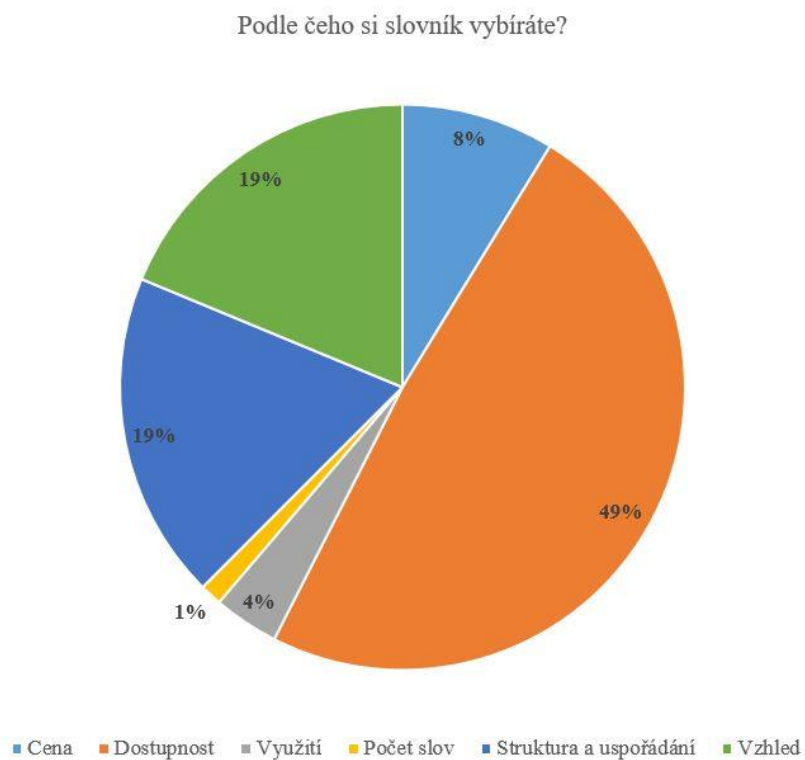

S jakým druhem slovníků se Vám pracuje nejlépe?
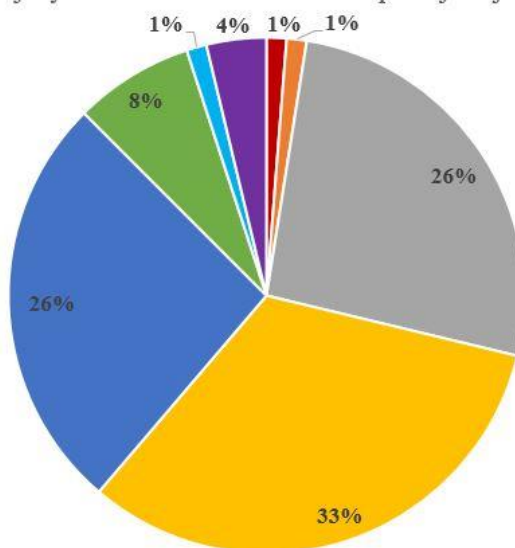
- ■ Elektronický (CD, DVD), Elektronický (online; např. https://dictionary.cambridge.org/)
- ■ Elektronický (CD, DVD), Elektronický (online; např. https://dictionary.cambridge.org/), Elektronický (offline; v mobilním telefonu, tabletu atd.)
- ■ Elektronický (offline; v mobilním telefonu, tabletu atd.)
- ■ Elektronický (online; např. https://dictionary.cambridge.org/)
- ■ Elektronický (online; např. https://dictionary.cambridge.org/), Elektronický (offline; v mobilním telefonu, tabletu atd.)
- ■ Tištěný
- ■ Tištěný, Elektronický (offline; v mobilním telefonu, tabletu atd.)
- ■ Tištěný, Elektronický (online; např. https://dictionary.cambridge.org/)

Table 9 'Důvody pro preferencí vybraného slovníku (uveďte prosím i druh vybraného slovníku)'

Druh slovníku	Aktuální/ snadné/ dostupné	Dostupný	Důvěryh odnost	Rychlost/ přehlednost	text/ informace
Offline	3	-	-	10	-
Online	20	-	-	35	
Tištěný	-	1	1	-	2

Graph 6 'Kritéria výběru daného slovníku'

Podle čeho si slovník vybíráte?

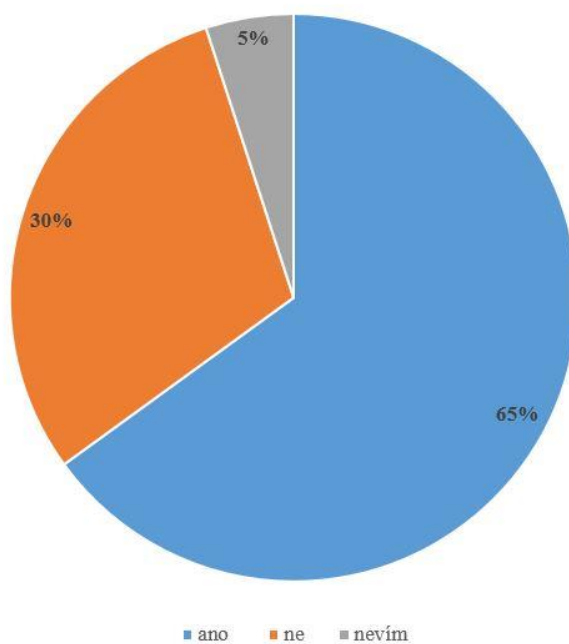■ Cena ■ Dostupnost ■ Využití ■ Počet slov ■ Struktura a uspořádání ■ Vzhled

Graph 7 'Upřednostňovaný internetový slovník.'

Pokud používáte některý z níže uvedených slovníků, zaškrtněte ten, se kterým se Vám pracuje lépe.

■ https://dictionary.cambridge.org/ ■ https://en.oxforddictionaries.com/
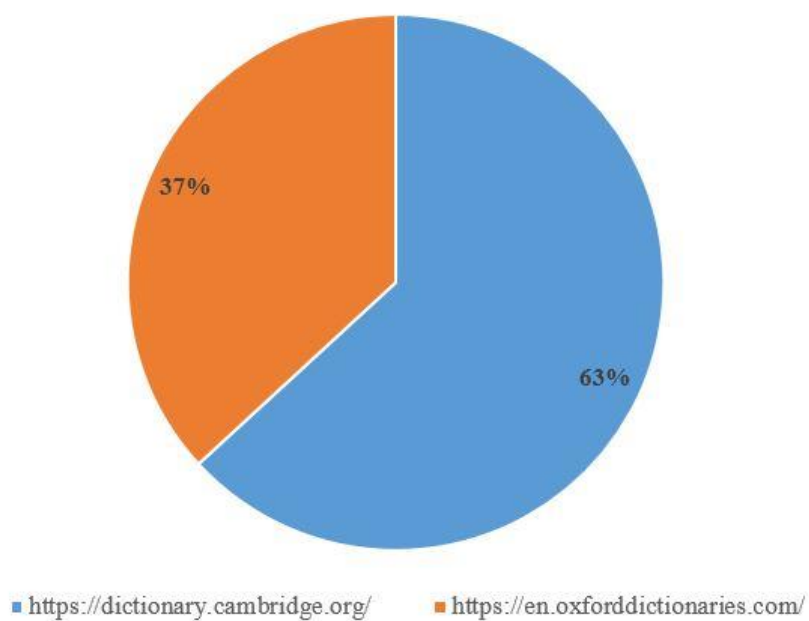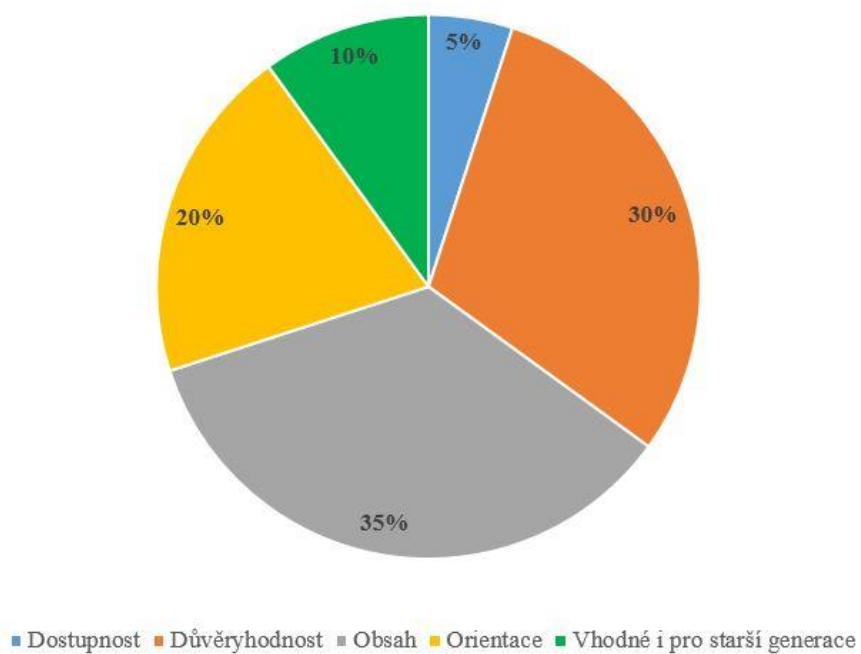
Graph 8 'Nahrazení tištěných slovníků elektronickými'

Myslíte si, že elektronické slovníky (CD, DVD, online, offline) nahradí v
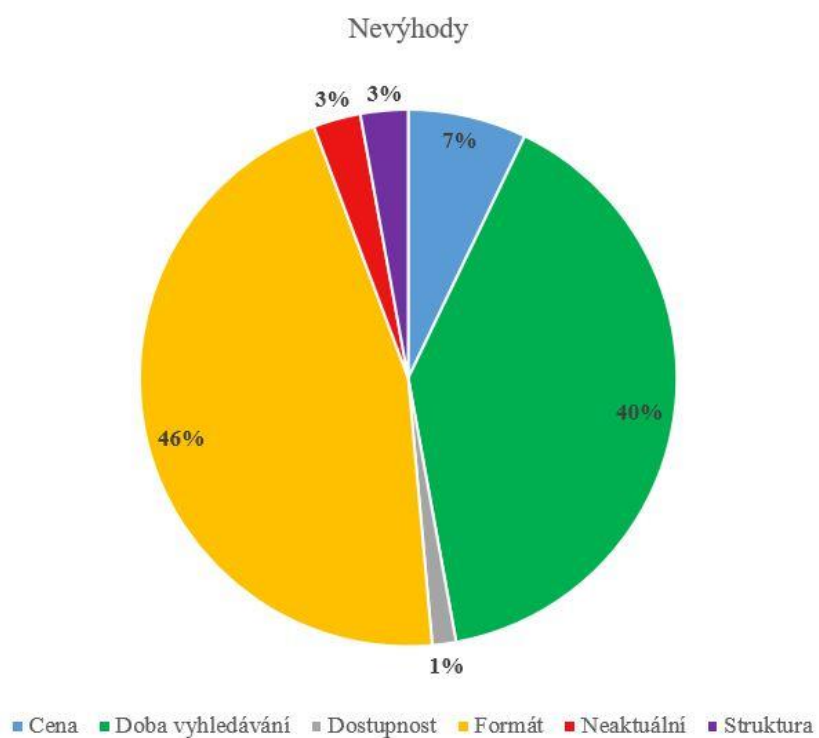budoucnosti tištěné slovníky?

■ ano ■ ne ■ nevím

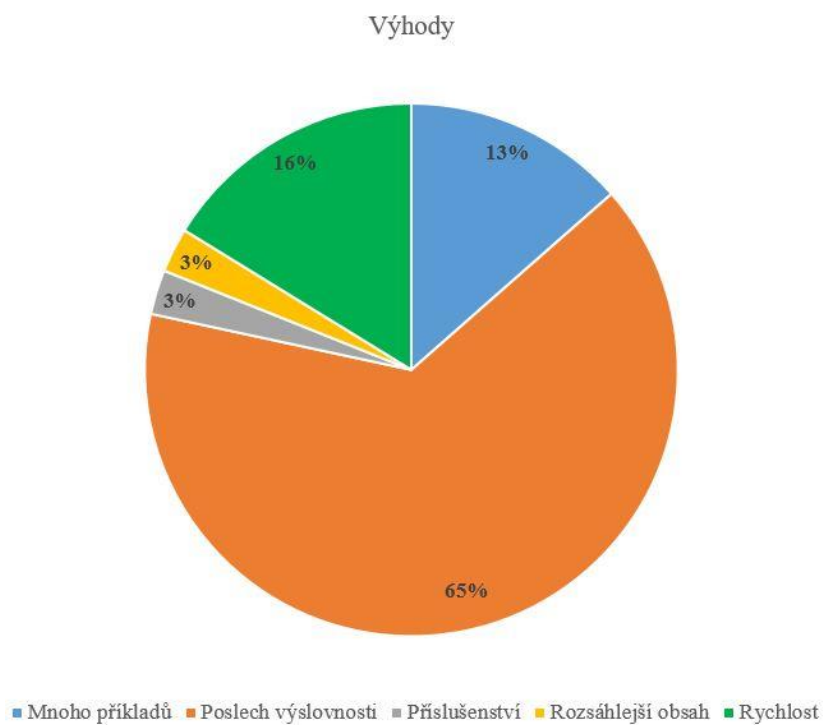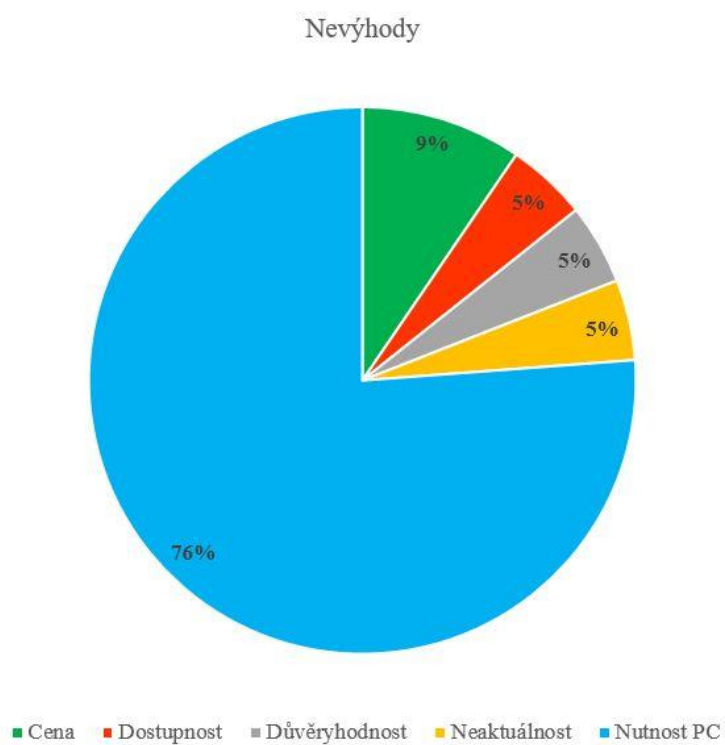Graph 9 'Výhody tištěných slovníků'

Výhody

■ Dostupnost ■ Důvěryhodnost ■ Obsah ■ Orientace ■ Vhodné i pro starší generace

Graph 10 'Nevýhody tištěných slovníků'

Nevýhody

3%   3%   7%

46%

40%

1%

■ Cena   ■ Doba vyhledávání   ■ Dostupnost   ■ Formát   ■ Neaktuální   ■ Struktura

Graph 11 'Výhody CD/DVD'

Výhody

16%   13%

3%

3%

65%

■ Mnoho příkladů   ■ Poslech výslovnosti   ■ Příslušenství   ■ Rozsáhlejší obsah   ■ Rychlost

Graph 12 'Nevýhody CD/DVD'

Nevýhody

■ Cena ■ Dostupnost ■ Důvěryhodnost ■ Neaktuálnost ■ Nutnost PC

Graph 13 'Výhody internetových slovníků'

Výhody

■ Cena ■ Dostupnost, množství příkladů, aktuálnost
■ Obsah ■ Rozsah
■ Rychlost ■ Rychlost, dostupnost
■ Výslovnost
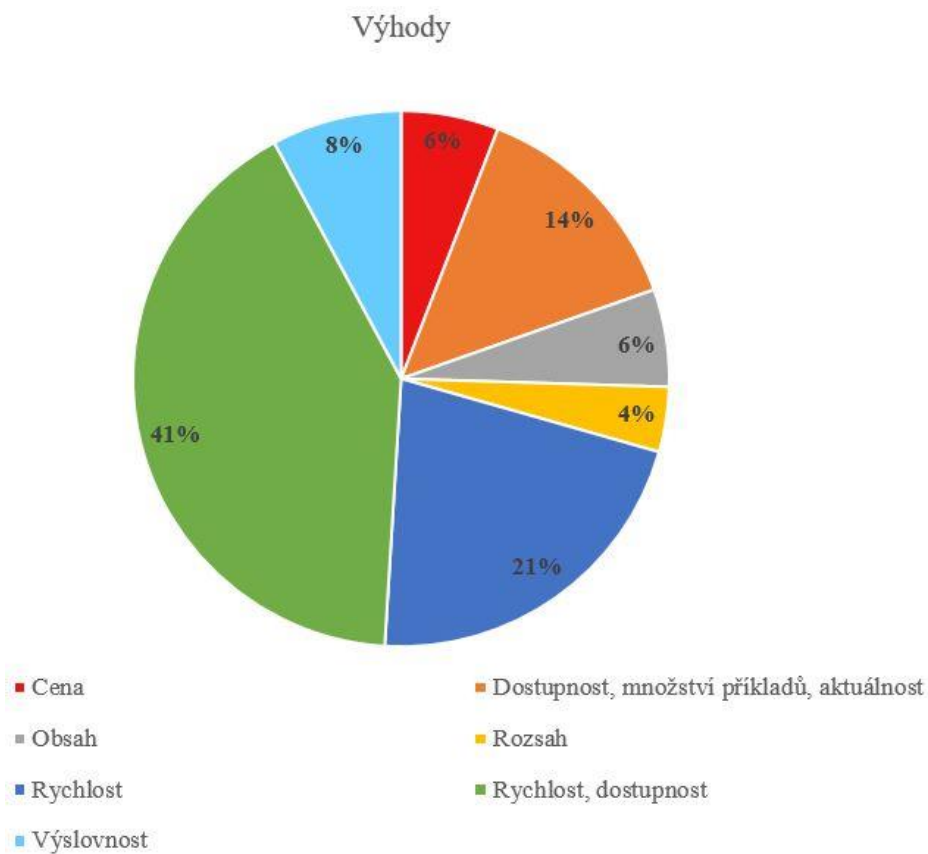
Graph 14 'Nevýhody internetových slovníků'
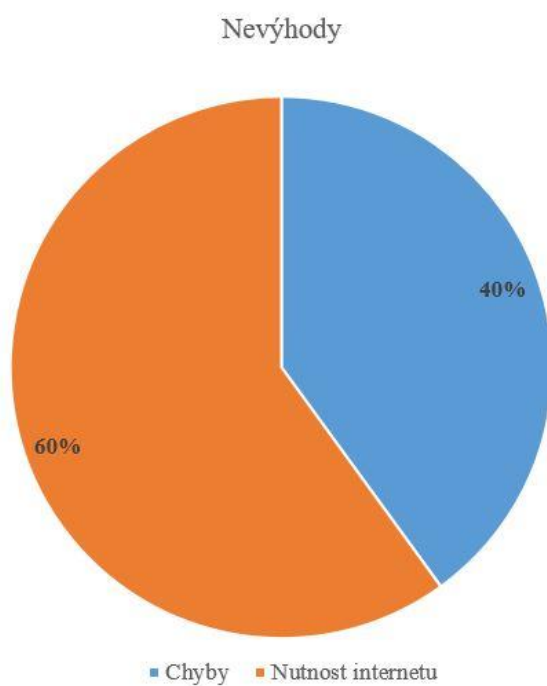
9   SUMMARY IN CZECH

Tato práce popisuje strukturu anglických lingvistických slovníků uchovaných na různých typech médií a poskytuje srovnání šesti vybraných slovníků. Teoretická část práce stanovuje roli lexikografie ve spojitosti s produkcí slovníků a popisuje slovo z různých úhlů pohledů v rámci jednotlivých oblastí lingvistiky. Dále pak charakterizuje strukturu tištěných anglických lingvistických slovníků i jejich elektronických verzí. Celá teoretická část slouží jako podklad pro následnou analýzu.

Praktická část nejprve popisuje vybrané slovníky. Následně je srovnává s ohledem na zvolená kritéria a uspořádání jednotlivých slovníkových vstupů. Analýza vybraných slovníků je doplněna dotazníkem o anglických slovnících. Výsledky srovnání slovníků a dotazníku společně určují nejlepší typ slovníku, nejoblíbenější typ média, na kterém se slovníky uchovávají, a stanovují důvody této volby.