INVESTIGATING DICTIONARY USERS' NEEDS FOR ILLUSTRATIVE EXAMPLES: THE CASE OF CHINESE EFL LEARNERS

Hai Xu
Guangdong University of Foreign Studies, Guangzhou, China
xuhai1101@yahoo.com.cn

Abstract: This article aims to investigate dictionary users' needs for illustrative examples. A questionnaire was administered to 367 Chinese EFL learners. It was found that Chinese EFL learners use illustrative examples mainly in production and sometimes in reception. More than 60% of the subjects favor sentence examples over phrasal ones. According to them, the priority of exemplification should be given to verbs, phrasal verbs, polysemous words, ambiguous words and unmarked high-frequency vocabulary. Some of them made some valuable suggestions, such as control of unfamiliar words in illustrative examples and exemplification of derivatives. The findings in the questionnaire survey cast light on users' needs for examples, and serve as reference for lexicographers.

Keywords: Dictionary exemplification; Chinese EFL learners; Needs analysis

1. Introduction

Based on the literature of dictionary exemplification, the quality of examples depends, to some extent, on lexicographers' competence in applying linguistic and lexicographical theories as well as their familiarity with computer corpus tools. A lexicographer is often described as "a simple observer of linguistic facts", and "his role is to select and build the material which will illustrate the grammatical, semantic, stylistic and cultural problems which are unique

to each dictionary article" (Szende, 1999: 216). However, users, another protagonist on the dictionary scene (Hartmann, 2001: 24), affect the choice of dictionary examples as well, because "ultimately all dictionaries are motivated by and judged against the lexical needs of those who consult them" (p.80). This article attempts to investigate the needs of dictionary users, particularly Chinese EFL learners' needs, for illustrative examples.

2. Relevant studies

The past three decades witness an unprecedented interest in the research of dictionary use. Numerous articles, theses and monographs in this field have been published. In general, researchers have examined the following factors relevant to dictionary users: (1) their reference needs; (2) their reference skills and strategies; (3) their proficiency level and background knowledge; and (4) effectiveness of dictionary use training.

With regard to dictionary exemplification, the following issues have been discussed from the perspective of users: (1) their needs for examples; (2) effectiveness of different types of examples in decoding and/or encoding tasks; (3) effects of users' internal variables (e.g. proficiency level, background knowledge) on dictionary exemplification.

2.1 Users' needs for examples

A well-chosen example should meet users' expectations (e.g. Fox, 1987; Szende, 1999; Cowie, 1999). According to Szende (1999: 205), "examples in a bilingual dictionary answer the question: 'If I have an idea to express, which word should I or could I use in the target language to do it?'" Driven by users' "vouloir-dire" [1], dictionary compilers must "draw up as exhaustive as possible a list of the phrases which are justified by the situation of communication" (ibid.). In Szende's view, the co-occurrence of some words, or

more exactly, "the syntactico-semantic affinities" (p. 206), is what users want the most, and should be highlighted in examples.

Szende's idea is largely held true. The main deficiency in his research is the method he uses to draw the conclusion. As Nesi (2000) argues, metalexicographers often derive their views from "what *should* happen", and may fail to take into account "what *does* happen" (p. 107). To identify users' needs for illustrative examples, a more reliable method, such as a questionnaire survey, is required.

2.2 Effectiveness of examples in language production tasks

In one experiment, Nesi (2000) addressed the following research questions: (1) Do definitions with examples take longer to read than definitions without examples? (2) Are definitions with examples more helpful in productive dictionary use than definitions without examples? She reported the following results: (1) Look-up time was slightly longer for dictionary entries with examples, but there was no statistical significance; (2) With access to dictionary entries with examples, the subjects produced a higher percentage of correct sentences, but the results were also not statistically significant. Her findings suggest that dictionary examples do not "significantly affect the success of productive dictionary use" (p. 116). Nesi attributed the results to the following factors: (1) the quality of the dictionary examples; (2) the ability of the subjects to process the information in the examples; (3) the appropriateness of the research tool.

Nesi's study reveals the subtle relationship between lexicographers' expectations and users' actual needs. What lexicographers expect to be useful may not be the real case with users. Therefore, lexicographers should take users' needs into account.

2.3 Phrasal example vs. sentence example

The issue concerning the value of phrasal and sentence examples has also been discussed in the literature. For the sake of economy, some researchers advocate the inclusion of phrasal examples in a

dictionary (e.g. Huang, 2001: 73-77), but the practice is criticized by other researchers on the grounds that as sentence fragments, phrasal examples do not provide sufficient context (e.g. Kharma, 1984: 200; Fox, 1987: 147-148), and that they are "abstract and unnatural" (Williams, 1996: 498).

However, no convincing evidence has shown the superiority of one type of examples over another. It is more appropriate to approach the issue from the perspective of users.

2.4 Effects of users' proficiency level on the selection of examples

Humblé (1998) initiates the study of the effects of users' proficiency level on the selection of examples. He contends that "for *encoding* purposes, the choice between made-up examples and authentic examples depends on the learner's level of knowledge, and the kind of example depends on each individual entry" (p.593). According to him, elementary learners benefit most from made-up examples, and intermediate and advanced learners benefit most from examples selected from a "controlled" corpus. The central theme in his study is that "learners profit more from an input which is slightly beyond their capacities." (p.594)

2.5 Effects of cultural messages in examples on the user

Several researchers have examined how cultural messages in illustrative examples affect the comprehension of dictionary users.

Minaeva (1992) argue that many illustrative examples in English learners' dictionaries are overloaded with irrelevant extralinguistic information that baffles users. For instance, many learners will be puzzled by such examples in English learners' dictionaries as "*signs with three balls hang outside pawnbroker's shops*" and "*Sheremetyevo, the gateway to Moscow*". She holds that illustrative examples should "be as free as possible from sociolinguistic connotations" (p. 80).

Williams (1996) partly agrees with Minaeva. He contends that it is unavoidable for an example to "carry implicit cultural messages" (p. 501). His proposal is that "cultural connotations relating to factual information and social practices [...] needed to filtered [sic., be filtered] out" from examples (ibid.), but cultural references to a literary and Biblical kind can be retained as long as their "connoted meaning is somewhere made explicit" (p. 504). Following the quantity maxim in the Gricean Cooperative Principle, he formulates a principle to provide cultural messages in examples — "to say enough, and no more".

Szende (1999) argues that "good examples are strongly marked by social realities [...] and help to reflect the connotations which are attached to words" (p. 219). Examples actually reflect a community's culture and way of life. He even thinks that an example is "the privileged place for a subtle raising of moral standards" (p. 220). He does not indicate how much cultural information should be contained in examples, but advises lexicographers to avoid examples "which are embarrassing or delicate due to their potential political or ideological incidences" (ibid.).

To summarize, an example sentence unavoidably contains some implicit cultural messages. The main issue is how to balance the cultural information in an example and make it acceptable to dictionary users.

2.6 Summary of previous studies

Previous studies have concerned such issues as the effectiveness of different types of examples in the user's learning tasks and how the user's needs, proficiency level and background knowledge affect the choice of illustrative examples. Those pioneering studies from the perspective of users have opened up a new direction of exemplification research.

Yet, some problems relevant to exemplification research remain inadequately addressed. It is still not clear what reference needs a specific group of dictionary users (e.g. Chinese EFL learn-

ers) have for examples, and what are some of the effective methods of identifying the needs.

3. Method

A questionnaire was designed to investigate Chinese EFL learners' needs for illustrative examples. The questionnaire mainly consists of the following items: (1) dictionary users' frequency of reading illustrative examples; (2) their motivations for reading examples; (3) their views on examples' functions; (4) their preference for a certain type of examples (i.e. phrasal and/or sentence examples); (5) their general attitudes towards the quantity of examples; and (6) their suggestions for exemplification.

The respondents were requested to answer the questionnaire in Chinese, for Chinese EFL learners would express their views more freely and clearly in Chinese than in English.

Altogether 367 college students from 13 different classes of four universities answered the questionnaire. The college students were chosen as the subjects for the reason that they tend to use English dictionaries more frequently than high school students and full-time employees, and that English learners' dictionaries are primarily deigned to satisfy their needs (i.e. intermediate and advanced learners' needs).

4. Results

The 367 subjects in the questionnaire range from arts students (154 students, accounting for 41.96% of the total) to business (94, 25.61%), medical (73, 19.89%) and engineering (46, 12.53%) students, and from undergraduate students (294, 80.11%) to graduate students (73, 19.89%). Of the 367 students, 251 are females (68.40%), and 116 are males (31.60%).

Three hundred and fifty-seven out of the 367 subjects self-assessed their English proficiency level (see Figure1). Twenty-four subjects (6.72%) claimed that they were at the elementary English level, 65 (18.21%) at the pre-intermediate level, 182 (50.98%) at the intermediate level, 81 (22.69%) at the pre-advanced level, and 5 subjects (1.40%) at the advanced level. Thus, most of the respondents of the questionnaire are assumed to have reached a proficiency level between the intermediate and the advanced (75.07%). That is the group of learners which English learners' dictionaries are normally oriented to.

Figure 1: Subjects' English proficiency level
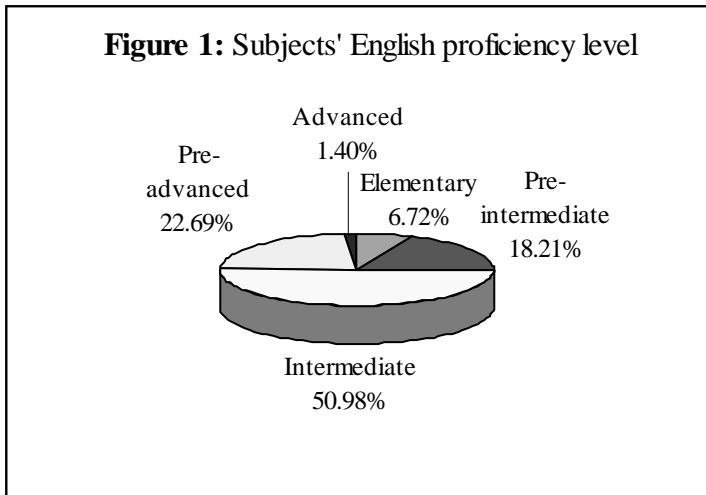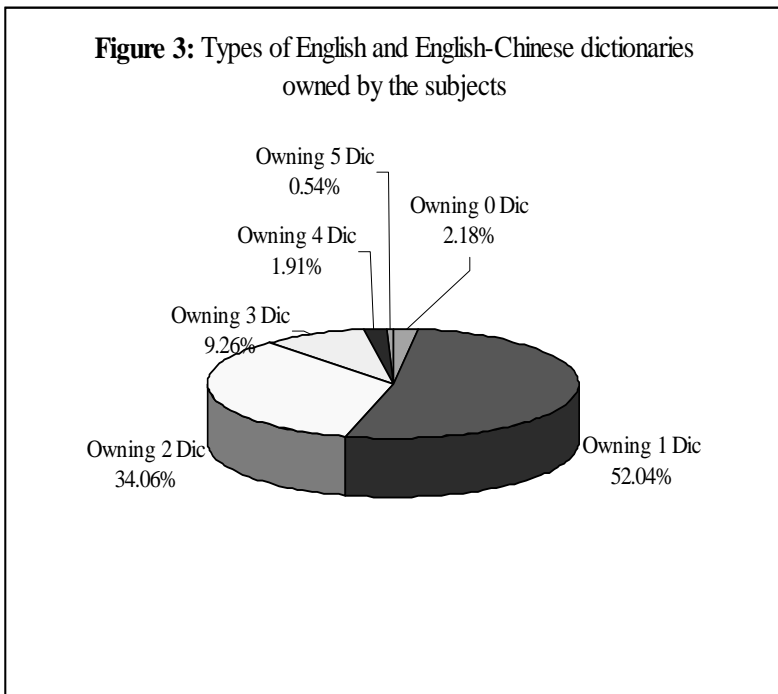
The respondents owned altogether 563 copies of English-English or English-Chinese dictionaries, out of which there are 232 copies of OALD (41.21% of the total), 120 copies of LDOCE (21.31%), and 122 electronic dictionaries (21.67%). The printed general-purpose English-Chinese dictionaries complied by Chinese lexicographers only account for 7.10% of the total (i.e. 40 copies). The sub-

jects also reported 19 copies of other monolingual general-purpose English dictionaries (3.37%), including 6 copies of CALD, 5 *Oxford Pocket English Dictionary*, 4 COBUILD, 3 *Webster* and 1 *Longman Active Study Dictionary of English*. In addition, the subjects owned 30 copies of specialized dictionaries (5.33%), including 15 dictionaries of medicine, 9 dictionaries of synonyms, 3 dictionaries of neologisms, 2 illustrated dictionaries, and 1 technical dictionary.

As shown in Figure 2, OALD, LDOCE and electronic dictionaries dominate the dictionary market in China, the three of which account for 84.19% of the total.

In the questionnaire, 191 (52.04%) out of the 367 subjects claimed that they owned one copy of English-English or English-Chinese

dictionary; 125 (34.06%) owned two English dictionaries; 34 (9.26%) owned three dictionaries; 7 (1.91%) owned four dictionaries; 2 (0.54%) owned five dictionaries; and 8 (2.18%) subjects did not answer this item, implying that they possibly did not own any English dictionary. Those who reported over one dictionary usually owned a copy of OALD or LDOCE (either the monolingual or the bilingualized version).

Figure 3: Types of English and English-Chinese dictionaries owned by the subjects

Owning 5 Dic 0.54%
Owning 4 Dic 1.91%
Owning 3 Dic 9.26%
Owning 0 Dic 2.18%
Owning 2 Dic 34.06%
Owning 1 Dic 52.04%

How often did the subjects consult the illustrative examples in their English dictionaries? Three hundred and sixty-six respondents answered this question (see Figure 4). One hundred students

(27.32%) said that they read examples almost every time they looked up a dictionary; 125 subjects (34.15%) claimed that they often read examples; 134 (36.61%) occasionally read examples; and only 7 students (1.91%) admitted that they had never read an illustrative example. The relevant chi-square results show that there is a statistical difference in the four types of answers ($\div^2 = 110.83$, df $= 3$, $p < .05$). Thus, a great majority of the subjects (61.47%) are believed to frequently read dictionary examples.

According to the figures provided by the 347 subjects who offered an answer, the average rate of using illustrative examples was 63.66% — a quite high percentage.

When asked under what circumstances they would read illustrative examples, 360 subjects (7 subjects did not answer this item) listed at least 22 situations, which have been summarized in Table 1.

Clearly, many users (36.09%) were motivated to read illustrative examples when they encountered a difficulty with a word collocation or when then did not know how to use a word properly. In other words, learners are most likely to use dictionary examples in an encoding activity.

Table 1: Chinese EFL learners' motivations of using illustrative examples

	Motivations for reading illustrative Examples	Number of responses	%
1	Unclear about a word collocation or word usage;	183	36.09
2	Still unclear about a word's specific meaning after consulting a definition or Chinese equivalent;	82	16.17
3	If a target word is considered to be new or difficult;	59	11.64
4	Habitually reading illustrative examples;	31	6.11
5	When being requested to make a sentence with a specific word, or when composing a piece of writing;	30	5.92
6	For the purpose of discriminating synonyms;	27	5.33
7	In order to memorize a word;	14	2.76
8	When doing translation exercises;	12	2.37
9	In order to know the part-of-speech of a specific word;	11	2.17
10	For no specific reason;	10	1.97
11	If a target word is polysemous;	9	1.78
12	If having extra time;	9	1.78
13	If a target word is thought to be useful or important;	6	1.18
14	For the purpose of brushing up on the usage of a word;	6	1.18
15	When doing grammatical exercises;	4	0.79
16	If a target word is a verb;	3	0.59
17	If a target word is unclearly explained in an electronic dictionary;	3	0.59
18	At the request of a teacher;	2	0.39
19	In order to expand one's vocabulary;	2	0.39
20	In an intensive reading class;	2	0.39
21	If a target word is a high-frequency word;	1	0.20
22	If a target word is a part-of-speech other than a noun.	1	0.20
	Total of responses	507	100.00

Did the subjects find illustrative examples useful? Two hundred and ten subjects (57.22%) said that examples were extremely use-

ful; 146 subjects (39.78%) answered that examples were useful; and 9 subjects (2.45%) thought that it was difficult to evaluate. Only 2 subjects (0.54%) claimed that illustrative examples were useless (see Figure 5).

Figure 5: Usefulness of illustrative examples

Difficult to say 2%

Useful 40%

Extremely useful 57%

Useless 1%
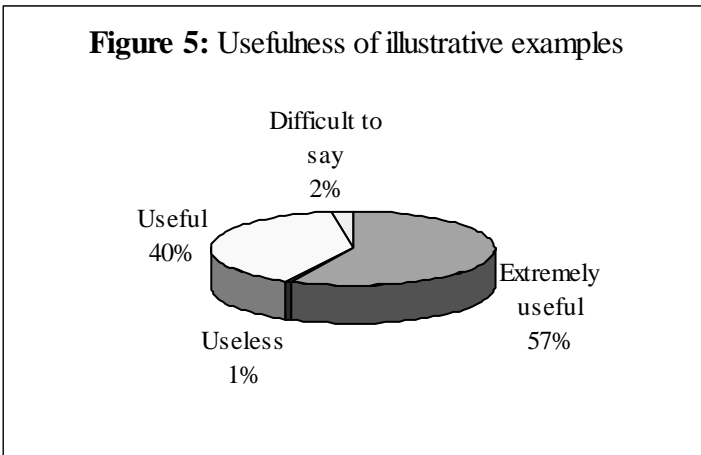
Then what functions could the subjects think that illustrative examples have? Three hundred and twenty-six subjects gave a total of 500 responses. They thought that illustrative examples could perform at least 14 functions:

Table 2: Functions of illustrative examples assumed by the subjects

|	Functions of illustrative examples assumed by the subjects	Number of responses	%
1	Indicating a word's collocations, or showing the usage of a word;	218	43.60
2	Clarifying the meanings of a word;	133	26.60

3	Helping one to memorize a word;	67	13.40
4	Helping one to make a sentence with a specific word;	27	5.40
5	Discriminating synonyms;	15	3.00
6	Indicating parts-of-speech;	13	2.60
7	Helping one to expand one's vocabulary (i.e. providing a chance to learn other words in an example);	10	2.00
8	Increasing one's encyclopedic knowledge;	5	1.00
9	Helping one to do translation;	4	0.80
10	Cultivating one's instinctive feel for the language;	3	0.60
11	Helping one to solve a grammatical problem in an exercise;	2	0.40
12	(Sarcastically) Increasing the thickness of a dictionary and making it look professional and profound;	1	0.20
13	Some examples, which teem with philosophical wisdom, enlighten the user;	1	0.20
14	Showing in context Chinese equivalents to an English word.	1	0.20
	Total of responses	500	100.00

As the high proportion of responses (70.20%) suggests, the subjects thought that indication of collocations and clarification of meanings were the top two functions of an illustrative example. The results are consistent with the views held by many metalexicographers (e.g. Drysdale, 1987; Cowie, 1989).

However, there are some other functions that metalexicographers have not remarked upon. For instance, some subjects mentioned the mnemonic function of an illustrative example and the function of indicating parts-of-speech.

With regard to their preference for a particular type of examples (see Figure 6), 32 (8.84%) out of the 362 subjects who answered this item preferred phrasal examples; 66 subjects (18.23%) preferred sentence examples; 75 (20.72%) said that they liked both types of examples, but favored phrasal examples; 170 (46.96%) opted for Answer (D) "Like both types of examples, but favor sentence examples"; 19 (5.25%) chose (E) "Don't

care". Obviously, most of the subjects (65.19%) favored sentence examples.

Figure 6: Subjects' preference for examples
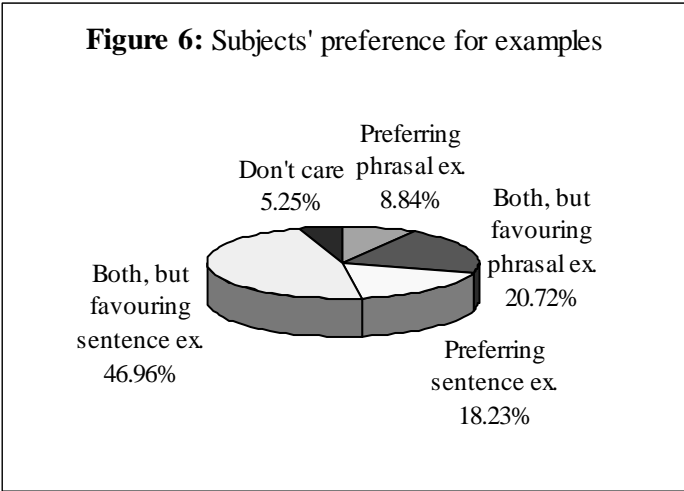
The subjects were further asked why they liked a certain type of examples (i.e. phrasal examples and/or sentence examples). Two hundred and ninety-eight subjects listed the following reasons:

**Table 3:** Subjects' reasons for favoring/rejecting sentence/ phrasal examples

Pros and cons	Reasons	Number of responses	%
For sentence examples	More clearly showing a collocation or word usage;	72	16.48
	Providing a concrete context; being informative and vivid;	66	15.10
	More clearly showing a target word's meaning; helping one to comprehend the meaning of a word; Helping one to express an idea	58	13.27

	either in written or in spoken English;	24	5.49
	Easy to be memorized;	23	5.26
	Helping one to do translation;	4	0.92
	Sentences are basic units in human communication;	4	0.92
Against sentence examples	Sometimes the meaning of an example sentence is too difficult to catch;	6	1.37
	Some example sentences are outdated;	2	0.46
	Difficult to be memorized;	2	0.46
	Collocations are unclearly shown in example sentences;	2	0.46
For phrasal examples	Brief, clear, highlighting a collocation;	58	13.27
	Easy to be memorized;	33	7.55
	Short in length, saving the look-up time;	14	3.20
	It can be directly used in sentence production and in writing;	14	3.20
	Helping one to comprehend the meaning of a word;	11	2.51
	Providing a chance to think of the possible usage of a word;	1	0.23
Against phrasal examples	Too abstract, sometimes causing misunderstanding; unclear about its applicability;	26	5.95
	Difficult to be memorized;	1	0.23
/	Either type of dictionary examples is acceptable;	12	2.75
/	Both types of examples have their own advantages, and the form of an example is unimportant so long as it can clarify word meaning and usage.	4	0.92
Total of responses		437	100.00

Evidently, the subjects judged the value of phrasal and sentence examples according to the inherent features of examples, role of examples in language learning and mnemonic functions of examples. Some of the subjects' responses will compel lexicographers to consider the suitability of sentence/phrasal examples in English learners' dictionaries.

With regard to the quantity of examples generally included in a dictionary (see Figure 7), 236 subjects (65.92%) out of the 358 re-

spondents said the number was appropriate; 80 (22.35%) thought that the number was inadequate; only 15 (4.19%) believed that the number was too high. In addition, 27 subjects (7.54%) provided an alternative answer. The four types of responses have a statistical difference ($\div^2 = 346.47$, df $= 3$, $p < .05$), indicating that most of Chinese EFL learners were satisfied with the quantity of examples in their dictionaries, particularly in OALD and in LDOCE.

Figure 7: Subjects' views towars the quantity of examples in a general English dictionary
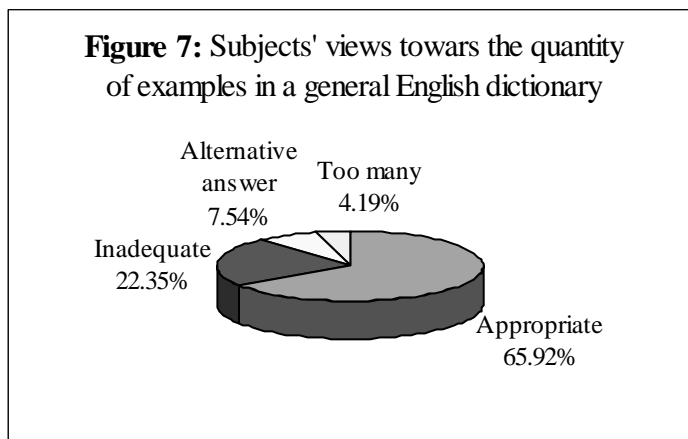
Of the 27 subjects who gave an alternative answer, 12 said that the number of examples varies from entry to entry and from dictionary to dictionary, and thus it is difficult to tell whether the quantity is small or large; 5 answered that the more examples there are in a dictionary, the better it will be; 4 subjects commented that some examples look inappropriate and have nothing to do with the quantity; 2 said that they were bored with the abundance of examples in a dictionary; and 4 admitted that they had not paid attention to the issue.

In the subjects' views, what types of words should be prioritized in exemplification? Table 4 summarizes the responses from 311 subjects:

Table 4: Subjects' views of the types of words that should be prioritized in exemplification

Type of words that should be prioritized in exemplification		Number of responses	%
Parts-of-speech	Verbs, phrasal verbs;	114	21.71
	Adjectives;	38	7.24
	Prepositions;	34	6.48
	Nouns in a particular field;	17	3.24
	Adverbs;	11	2.10
	Conjunctions;	2	0.38
	All kinds of words except nouns;	1	0.19
Marked Words	High-frequency words or heavy-duty words;	37	7.05
	Low-frequency words;	14	2.67
	Spoken words;	7	1.33
	Slang words;	3	0.57
	Neologisms;	1	0.19
	Words in the fields of economy and trade;	1	0.19
	Technical words;	1	0.19
Other Categories	Polysemous words or words with many usages;	61	11.62
	Ambiguous or confusing words;	57	10.86
	Fixed collocations;	36	6.86
	Abstruse or abstract words;	21	4.00
	Synonymous words;	20	3.81
	Unfamiliar words or usages;	20	3.81
	All types of words;	14	2.67
	Words with different parts-of-speech;	11	2.10
	Words that have partial or no equivalents in Chinese.	4	0.76
Total of responses		525	100.02

According to the subjects, the parts-of-speech that should be prioritized in exemplification include verbs, adjectives and prepositions; unmarked high-frequency words should be provided with more examples than marked words (e.g. technical words); and the exemplification rates of polysemous words and ambiguous words should increase.

Finally, let us consider some suggestions offered by the subjects. There are a total of 362 valid responses from 263 subjects.

Table 5: Subjects' suggestions for dictionary exemplification

	Suggestions for dictionary exemplification	Number of responses	%
Criteria for Appropriate Examples	Examples should be practical, natural and close to life;	100	27.62
	Examples should be typical, representative and classic;	34	9.39
	Examples should be in current usage and updated frequently;	33	9.12
	Examples should be interesting and vivid;	20	5.52
	Examples should satisfy learners' needs;	2	0.55
	Examples should be meaningful or instructive;	2	0.55
	Examples should prepare users for a language test;	2	0.55
	Minimize the errors in examples, and standardize examples;	1	0.28
Specific Requirements for Appropriate Examples	Examples should not contain any unfamiliar word;	28	7.73
	Collocations should be clearly indicated in examples;	24	6.63
	Examples should differentiate synonyms;	21	5.80
	Examples should be clearly presented (i.e. not wordy);	17	4.70
	Examples should be simple in structure;	7	1.93
	Both simple and complex examples should be provided;	5	1.38
	Do not offer too simple examples;	5	1.38
	Complex examples should be analyzed;	2	0.55
	Derivatives should be exemplified;	4	1.10
Number of Examples	Increase the number of phrasal examples;	11	3.04
	Provide more sentence examples which are easily memorized;	9	2.49
	Control the number of sentence examples;	6	1.66
	Increase the number of sentence examples;	5	1.38
	The number of examples in a dictionary should increase;	4	1.10
	Increase the number of examples in an electronic dictionary.	1	0.28
Techniques of Presenting Examples	Use special fonts to highlight examples, e.g. underlining a key collocation in an example;	6	1.66
	Examples should be properly arranged. For instance, examples which are relevant to commerce or technology should be grouped	4	1.10

Techniques of Presenting Examples	together;		
	Increase the line space so that one's eyes need not be strained;	4	1.10
	Color examples so as to distinguish them from other constituents of the dictionary microstructure;	2	0.55
	Tape-record dictionary examples;	2	0.55
	Use several example sentences to express an identical idea.	1	0.28
Total of responses		362	100.00

As shown in Table 5, their proposals include the criteria for illustrative examples (e.g. being practical, typical, up-to-date, interesting), the specific requirements for appropriate examples (e.g. structurally simple and clear, indicating collocations), the appropriate number of examples (e.g. increase the number of phrasal examples) and the techniques of presenting illustrative examples (e.g. using special fonts, increasing line space). Despite the fact that some of the subjects' proposals are contradictory (e.g. control vs. increase the number of sentence examples), most of their suggestions are useful for lexicographers. Some suggestions, such as "examples should not contain any unfamiliar word" and "derivatives should be exemplified", reflect learners' real needs, and deserve lexicographers' attention.

5. Conclusion

To recapitulate, the sample subjects in the questionnaire survey frequently use dictionary examples. They read illustrative examples if they were unclear about a word combination (or word usage) or wanted to decode the meanings of a target word. A large number of the surveyed Chinese EFL learners considered it useful to exemplify words. According to them, examples have the functions of indicating collocations and of clarifying word meanings. Most of the subjects favored sentence examples, for sentence examples

contextualize a target word and clearly illustrate its collocation and usage. A large proportion of the subjects held that the quantity of examples in current English learners' dictionaries were generally appropriate. Some of the subjects maintained that verbs, polysemous words and ambiguous words should be prioritized in exemplification. The subjects also put forward some useful suggestions for dictionary exemplification.

It should be pointed out that some of learners' needs for examples have been predicted by metalexicographers (e.g. Drysdale, 1987; Fox, 1987; Szende, 1999). Yet, some of the proposals, such as simplifying the structure of examples and exemplifying derivatives, should be seriously considered by lexicographers.

A questionnaire survey is a useful approach to investigating users' explicit needs for illustrative examples. Some of the implicit reference needs of learners, however, cannot be identified through a questionnaire. A more direct method, such as concordance of a leaner corpus, is thus called for in future research.

Note

1. *Vouloir-dire* is a French expression, roughly meaning "an intention in mind, which is of a conceptual nature, and which he [the speaker] will be able to express by respecting the constraints of the language, albeit with more or less freedom of choice" (Szende, 1999: 205).

Bibliography

COWIE, A.P. 1989. 'The language of examples in English learner's dictionaries' in G. James (ed.), *Lexicographers and their Works.* Exeter: University of Exeter Press, 55-65.

COWIE, A.P. 1999. *English Dictionaries for Foreign Learners: a History.* Oxford: Clarendon Press.

DRYSDALE, P. D**.** 1987. "The Role of Examples in a Learner's Dictionary". In A.P. Cowie (ed.), *The Dictionary and the Language Learner.* (Lexicographica Series Maior 17.) Tübingen: Max Niemeyer Verlag, 213-223.

FOX, G. 1987. 'The case for examples' in J. M. Sinclair (ed.), *Looking Up: an Account of COBUILD Project in Lexical Computing.* London: HarperCollins Publishers, 137-49.

HARTMANN, R.R.K. 2001. *Teaching and Researching Lexicography.* Harlow: Person Education Ltd.

HUANG, Jianhua. 2001. *Cidian Lun* (*On Dictionaries*). Shanghai: Shanghai Lexicographical Publishing House.

HUMBLÉ, P. 1998. "The Use of Authentic, Made-up and 'Controlled' Examples in Foreign Language Dictionaries". In Fontenelle et al (eds.), *Actes EURALEX '98 Proceedings.* Liège: University of Liège, English and Dutch Departments, 543-599.

KHARMA, N.N. 1984. "Contextualization and the Bilingual Learner's Dictionary". In R.R.K. Hartmann (ed.), *LEXeter'83 Proceedings.* Tübingen: Max Niemeyer, 199-206.

MINAEVA, L. 1992. "Dictionary Examples: Friends or Foes?" In H. Tommola et al (eds.), 77-80.

NESI, H. 2000. *The Use and Abuse of EFL Dictionaries: How Learners of English as a Foreign Language Read and Interpret Dictionary Entries.* Tübingen: Max Niemeyer Verlag.

POTTER, L. 1998. 'Setting a Good Example: What kind of Examples Best Serve the Users of Learners' Dictionaries?' in T. Fontenelle et al. (eds.), *Actes EURALEX '98 Proceedings.* Liège: University of Liège, English and Dutch Departments, 357-62.

SZENDE, T. 1999. 'Problems of exemplification in bilingual dictionaries.' *Lexicographica* (15), 198-228.

WILLIAMS, J. 1996. "Enough Said: the Problem of Obscurity and Cultural Reference in Learner's Dictionary Examples". In M. Gellerstam et al (eds.). *EURALEX '96 Proceedings I-II. Papers Submitted to the Seventh EURALEX International Congress in Göteborg, Sweden.* Gothenburg: Gothenburg University, Department of Swedish, 497-505.