

Teaching English by Using the LEXIS English-Japanese Dictionary : Theoretical Points of View and Practice

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Abstract

In this paper, I explore the effectiveness between the pedagogical intensions and ways of English teaching as realized through the skills and knowledge by using the newly-released English-Japanese dictionary called the LEXIS English-Japanese Dictionary. Although there will never be a tete-a tete relationship between teaching and learning, there are ways in which teachers and learners and teaching and learning can be brought closer together by consulting the LEXIS Dictionary in the classroom and teaching English to the students by using it. In this article I look at ways of bridging the gap and information in relation to combining the LEXIS Dictionary with English teaching in the classroom. The theme holding these domains together is that of the learner- centered approach, and it is the concept which I take as my point of departure.

1. Introduction

What is LEXIS?

From here or simply referred to as the LEXIS was made to promote the communicative skills of the Japanese learners of English in 2003. According to the needs of the society becoming more international, the dictionary was also made to assist people who are fully able to communicate in English. Intended for a range of learners, the LEXIS came to the world like a comet. Based on the communication-centered English-Japanese dictionary from junior high school students, to business people, and university students, a year and a half has passed since the LEXIS was published and it has gained a wide reputation with Japanese learners and Japanese teachers of English. The dictionary is categorized in the advanced level for those who would like to learn and study English, but it corresponds to tests such as TOEFL, TOEIC, and other English proficiency examinations conducted by Eiken Incorporated. The LEXIS is suited for more than just learning English on a daily basis. It also includes a lot of excellent examples and information in terms of quality and quantity, it is a superior dictionary for comparing and contrasting between American and British English. The lexicon in this dictionary is compiled of 98,000 words in which idioms are included

30,000 words, and there are 80,000 examples respectively. As we use this dictionary, it is easy to get more and more excited about learning English. It is an epoch-making dictionary that is centered specifically on communication. Moreover, the LEXIS compiles a lot of attractive information for Japanese teachers of English at the junior high school, senior high school, junior college, and university level, and junior colleges and is significantly useful for them to study and research the field of second language acquisition.

2. Special features of the LEXIS English-Japanese Dictionary

As one of the special features of the bilingual dictionaries, Hass (1976) defined it as follows :

- 1 It provides a translation for each word in the source language.
- 2 Its coverage of the source language lexicon is complete.
- 3 Grammatical, syntactic, and semantic information is provided.
- 4 Usage guidance is given.
- 5 Names are included.
- 6 It includes special vocabulary items, such as scientific terms.
- 7 Spelling aids and alternative spellings are included.
- 8 Pronunciation is included.
- 9 It is compact in size which obviously limits its coverage of items 1-8

2.1) Communicative Expressions

In the LEXIS, the point to which we have to pay more attention is communicative expressions. In it, by listing a number of colloquial expressions which are used daily by the people living in English speaking countries, the LEXIS become a beautifully-made one, and it has no equal to other English-Japanese dictionaries published by some of the more famous publishing companies. In addition, the features of which we make special mention of is that the LEXIS takes a style that is focused more on communication-centered expressions which native speakers of English would not only use in daily conversation, but also in business negotiations in. The LEXIS is also devised so that the learners might be able to speak English in the real situations. In order to support and emphasize the points listed above, we look at the following three examples :

- 1 Am I expected to finish today? (an expression to confirm a duty) = Do I really have to finish this today?

2 I expected something more. (an expression to express disappointment)

3 I'm expecting someone else (an expression at the restaurant)

Every expression listed above is essential to English conversation and business communication within a business situation. Considering these points, the LEXIS is accurately expressed in terms of the usage of words and phrases, and pragmatic information. It is also a superior dictionary because it contains clear explanations of many communicative expressions taken from a variety of daily situations. From these points, the LEXIS seems to completely meet a necessary condition as Hass shows in this definition of bilingual dictionaries.

2.2) Collocation

The next important thing for learners is to memorize the links between words. If the learners simply learn vocabulary by heart, it will not be measured as a real communication skill at all. It is debatable whether or not the learners can utter the sentence-based communication, unlike the survival broken English known as “interlanguage”. By speaking, once the learners have studied collocation, while they become conscious of linking words and acquire some colloquial English expressions necessary for communication with native speakers of English. Learning collocation is significantly useful for learners using in real life situations.

In addition, it goes without saying that to learn collocation leads to learning English as actively as possible. Collocation is like a bridge between the meanings of English and Japanese words, because of, we can realize just how difficult it is when we speak English, write English compositions, and come across expressions found in English which Japanese does not have. For example, the LEXIS explains the sentence patterns, easy for the learners to understand how the verbs function in the sentences, and what kind of adjectives and adverbs link with prepositions. Furthermore, with regard to two-word verbs and idioms, the LEXIS takes the style that it indicates and by referring to the corpus linguistics, we can dig deep into the usages of words. Next I will introduce some examples of collocation involved in the LEXIS below.

I had my umbrella stolen. (correct) Jake and Jane got married last June. (correct)

My umbrella was stolen. (correct) Jake got married to Jane last June. (correct)

I was stolen my umbrella (incorrect) Jake got married with Jané last June. (incorrect)

I was robbed of my cash. (correct)

When I proofread the students' English compositions, it is true that many of them often mistake, “ I was stolen my umbrella”. As in the examples listed above. Given that the students

make this kind of mistake, the LEXIS clearly explains the difference between “rob” and “steal” as follows: “rob” takes the object and describes it from the standpoint of a victim unlike the word “steal”. Grammatically speaking, the word “rob” often takes objects irrelevant of whether a person is a victim or not after the word, but it is a wrong expression. In addition, the native speakers of English prefer to use the word “rob” when they express a sentence where a robber robs him or her of something with violence or a threat. Furthermore, when we think of these differences semantically, we easily find it possible to understand what is stolen, the object stolen is an umbrella, not “I” functioning as the subject. We find that the sentence mentioned above is semantically wrong, but grammatically correct.

Now let us consider the functioning of whether the verb phrase “get married with” fits well according to the few examples raised above. The point here is that the sentences nicely show us the difference of notion between Japanese and English. For example, “issyoninaru” in Japanese involves the English word “with”, so the Japanese learners of English take the meaning of Japanese at face value. As a result of this, it is apparent that there might be a deep gap between the two languages.

Moreover, the LEXIS sharply highlights the points above which the Japanese learners of English seem to make some of the most serious mistakes when they learn. In the section of the planet board, studies conducted by the LEXIS research team, 103 native speakers of English who responded showed that the sentence “The gang robbed \$10 million from the bank.” is not necessarily wrong. Adding to considering some standpoints of both collocations and corpuses, a fully compiled LEXIS dictionary was completed in 2003.

2.3) Planet Board

Likewise, the item that attracts us most as the third special features of this dictionary is the Planet Board. We have never ever seen this planet board section before in any other dictionary. By putting this section in the LEXIS, it is fascinating for both Japanese learners as well as Japanese teachers of English ranging from elementary schools to universities nationwide. Members of the LEXIS dictionary research team enthusiastically interviewed 103 native speakers of English from English speaking countries as respondents¹⁾ for making planet board and questioned “Which expressions do you use when you speak in a real situation?”, to examine how the native speakers think and how they use their language when speaking. Then the research members also conducted another useful question as one of the questionnaires, they also cast the question such as “According

to the grammar book, it explained like this, but what do you think about these expressions written by the grammarians?" By describing these results as precisely as possible, members of the LEXIS made this dictionary focus more on the planet board as well as communication. As I briefly stated above in part 2.2, the LEXIS members also asked the respondents the next question: Among these two, which expression do you use most frequently between (a) The gang robbed \$10 million from the bank. and (b) The car accident deprived his eyesight from my uncle? The results showed that American and British respondents use the (a) expression more often by a percentage of 85 and 61 respectively., while we find that they do not use the (b) expression at all. It should also be added that the correct usage of the preposition "of" is used in real utterances. From this result, the grammatically incorrect expression, such as the (a) expression is spoken when uttered. Furthermore, in reference to the same expression, the LEXIS also refers to the expression "The gang stole \$10 million from the bank." Referring to the planet board again and again, I myself feel fascinated and enjoy reading it whenever I have a good browse through the planet board. And it convinces me that this is a good dictionary that helps me to speak, read, listen and write English from the lexical point of view. By referring to the Planet Board, the learners can understand the differences in nuance between American and British English expressions. This added feature is greatly appreciated by Japanese learners who do not speak English as their native language. Just skimming through the planet board helps me enjoy learning English naturally and effortlessly.

2.4) Pragmatics

As the fourth point, you can see a lot of heart marks in the LEXIS, this is explained to add more pragmatic expressions. Let us look at the next expression, "Could I buy you a drink?" Here, the Japanese translation becomes "Ippaiogorasetekudasai". Then the pragmatic expressions is also added after the translation, and it is written that this expression is used at a bar when someone treats you a drink. We also find that the word "buy" is not necessarily showing that someone is buying something. Besides, the LEXIS is made for learners to grasp the correct meaning in order not to take the meanings in a wrong way. It considers the intensions of the speakers' background in the process of communication and helps learners pay attention to it when they actually utter these expressions in real situations. It needs to be specially mentioned that the LEXIS is much focused on helping learners avoid using the wrong expressions.

When you speak English, do you remember when you could not make yourself understood by using the idioms and the expressions that you have just studied within the wrong situations? In order

to make clear answers to what has been stated above, the LEXIS has made these pragmatic explanations possible. With the purpose that learners can communicate well when using the right expressions in the right situations, the LEXIS has adopted pragmatic information using a heart mark. By so doing, the LEXIS has elaborated the dictionary making it vivid and fresh with so many live examples. My colleague, Mr.Kawamura, in charge of the pragmatic section said after reviewing the dictionary's editing," We could make a magnificent dictionary for the first time ever and I'd like to make a contribution to the field of English teaching, even if it is small.

2.5) Etymology, comparison between Japanese and English, and famous saying and witty remarks

Etymologically speaking, the word "amateur" in modern English has originated from the word "amator" in Latin. The original meaning of it is as follows: it was for people who considered their job a hobby, not an occupation. Besides, it is significantly interesting that the original meaning of "amateur" has made its way to the present. Tracing the roots of words back to other languages such as Latin makes it easier for the learner to study English from an etymological point of view. And it is not simply because learners enjoy referring to it, but because the students of English are curious about the meanings of etymology. Regarding the comparison between Japanese and English, I raise one example. The LEXIS succinctly explains about the parts of physical body, especially about the eyes and how the phrases peculiar to Japanese are listed below expressed in English.

She has a weakness for sweets. (彼女は甘いものに目がない。)

Attract the attention 目を引く

Rise in one's mind 目に浮かぶ

As listed above, there is a gap between Japanese and English in terms of meaning, but the LEXIS bridges the gaps between the two, by referring to these information. From this, we can catch a glimpse of rich expressions in English. It goes without saying that by comparing and contrasting the expressions between Japanese and English, it makes it practical for learners to study English. It seems to me that it is extremely helpful to practice paraphrasing and loop thinking. I would like to state my appreciation within the context of English teaching in the future.

In addition, the LEXIS treats famous sayings and witty remarks by celebrities from every corner of the world representing the "esprit" of English. For example, "Confident and unafraid, we must labor on- not toward a strategy of annihilation but toward a strategy of peace. (Kennedy, 1963). In the middle of writing this paper, it is regrettable that antagonism between United States

and Iraq still continues. For people who hope for world peace, the second Gulf War broke out three years ago is unspeakably sad, and it seems as if it were a bolt out of the blue. Under these circumstances, the speech made by former U.S President Kennedy is a golden saying that makes us ring an alarm representing a summoning for world peace. Thus, that the golden saying satirizes society and humorous expressions are taken into the LEXIS is excellent, it makes the LEXIS more vivid.

2.6) Synonyms

Regarding synonyms, the definition of synonyms by Zgusta (1980) is defined as follows ;

1 All the words within a definition must be explained.

2 The lexical definition should not contain words " more difficult to understand" than the word defined.

3 The defined word may not be used in its definition, nor may derivations or combinations of the defined word unless they are separately defined. But one part of speech may be used to define another, as "to use a crib" if the noun sense of crib (in the sense of a secreted copy of notes, etc.) has been defined.

4 The definition must correspond to the part of speech the word defines.

Here in this section, the excellent point is that the LEXIS clearly points out the difference between synonymous words. Take, for example, the two-word verbs such as "get on, get in, get off and get out" that learners seem to make big mistakes at times is precisely defined in the LEXIS as follows ; "get on" is used when you take a rather big vehicle and "get in" is also used when taking a small vehicle, "get off" is used when going down from a big vehicle and "get out" is used when going down from a small vehicle, when Zgusta, father of lexicology, explained these verbs, he used pictures to do it. In this respect, we see, hinted in these definitions from him, how nice it can be to make use of illustrations.

Upon learning English, this section is made to answer the question followed by "How can we smoothly communicate with native speakers of English uttering words under the appropriate words under different situations?" However hard all English learners study English so as to make themselves understood in English by using the vocabulary in which the learners always use, don't you think they often find it difficult in communicating with each other to convey meanings out of context? Thus, as things now stand, we found that the learners could not convey the proper meanings with the vocabulary they chose under the appropriate circumstances. The communica-

tion breakdown brings learners to a vicious circle. Paying much attention to this, the synonymous expressions make it easier for us to choose the proper words under the appropriate circumstances. Knowing that, the LEXIS is edited to easily distinguish the formal expressions from the informal ones or to tell whether or not those expressions are contextually appropriate.

3. The LEXIS Dictionary and Lexicography

Assuming that we describe the LEXIS from the lexical standpoint, we can say that Yoshiro Kojima (1989) precisely stated “What is the dictionary on the basis of communication activity?” in his book titled “An Introduction to the English Lexicography”. As in the following, I also state the necessities of the bilingual dictionary and its practicality.

- 1 to describe the comparative-linguistic consideration in the description contents.
- 2 to describe not only translation, but the distinctive features of the meaning
- 3 to be consistent with the description the collocation
- 4 to be thorough in the usages of English description with coherent
- 5 to be added the description of pragmatics, illocutionary grammar, and text linguistics to the meanings of the sentences
- 6 to be consistent with the references

Furthermore, R. Robinson (1954) describes the definition of the dictionary ; as follows :

- 1 a method of raising the synonyms
- 2 an analytical method
- 3 a synthetic method
- 4 a definition by the words
- 5 a method by the audiovisual explanation
- 6 a definition by the context
- 7 a method explaining the grammar paradigms with the usages of the words and phrases

According to Kojima, he stated that dictionary making should be consistently made from a scientific point of view. Taken together, the practicality of the bilingual dictionary places much emphasis on whether or not all learners fully understand when they look up every word in the dictionary and on whether or not the dictionary meets the prerequisite of the linguistic descriptions.

Besides, Robinson described the broad principle about lexicology in which the bilingual dictionary should be synthetically involved in contents such as proper definitions, collocations, usages,

grammar, utterances and cultural background as precisely as possible. His research and comments gave us very precious suggestion.

Based on the two distinguished scholars stated above, the LEXIS is fully considering revision and to have additional points included. In so doing, the LEXIS takes a drastic method and seems to sufficiently meet the needs of learners as a communicative dictionary.

4. The LEXIS English-Japanese Dictionary and Semantics

Saussure (1916) as the pioneer in the field of semantics expressed an outlook of language called linguistic mentalism to the effect that language is a symbol and a symbol is made up of notion and visual perception. He describes the language as a mental phenomenon. On the other hand, this outlook of language is unacceptable, however, it is safe to say that the basic notion of semantic research and the mentalistic views of semantics are very important ideas.

In addition, contrastive to Saussure, C.K.Oguden and I.A.Richards (1923) illustrated the meanings of the word by using a triangle. They established a sequence of cause in the linguistic symbol, thoughts, and indicators, adding the notion of Saussure's symbol to indicating objects, and also defined symbols, thoughts, and objects to represent meaning. In this regards, the LEXIS shows those things listed above with the panel of the synonyms. For example, the symbol with the notion "Shiken" in Japanese divides into three categories, such as exam, test, and quiz, in the stage of thoughts respectively, but the indicators are different from the contents of the tests. Besides, "examination" is used for those who want to take the entrance exam, "test" for special subjects, and "quiz" for doing a review of the last lesson. Unlike this, suppose that the learners misconstrue the linguistic symbol functionally and notionally, the notion of "Shiken" is against the rules of context on its own, even if they think of "Shiken" as a big picture. Moreover, they can not convey the right meanings, and the fact is that they lead to communication breakdowns.

In this respect, Firth (1957) defined the analysis of the meanings on the basis of the collocations and informants as two following ways, "a way by the context" and "a way by the observational surveys". The LEXIS is organized by taking in a lot of semantic analysis centered on collocations and becomes a collocation-centered and a meaning-centered dictionary.

5. Application to English Teaching with the LEXIS

In terms of applying the LEXIS to English teaching, we take the next points listed below into

consideration in order to teach English as effectively as possible.

1. Comprehensible input ³⁾ and $i + I$ ⁴⁾
2. Teach English in a communicative way
3. Learner- centered approach
4. oral approach
5. Listening Comprehension
6. Paraphrase thoughts and loop thoughts
7. English Composition
8. English Grammar
9. Comprehensible output by the use of the LEXIS
10. Overall use of the LEXIS with respect to all points above

Firstly, difficult to learn, the LEXIS makes it easier to understand the grammar points thoroughly. As I stated in 2-2, based on the comprehensible input as Krashen (1982) advocated, learning collocation learners learn the difference between sentences. Then they acquire other sentence structures written in the LEXIS effectively with $i + 1$ making all learners improve their English rapidly. From this standpoint, we, teachers are able to implement English classes based on form and meaning.

Secondly, in addition to fully acquiring comprehensible input, writing sentence structures which learners have so far acquiring from the LEXIS can be accurately internalized by the contents they learned with $i + 1$. Through pair-work among learners, they seem to be able to do a threshold level of communication. ⁵⁾ There are some points in common to develop communicative competence, according to Dell Hymes (1972). Then Canale (1983) makes more emphasis on discourse and strategic competence in order to nourish communication. I myself strongly agree with his opinion. Taken together, discourse competence reinforce strategic competence by acquiring sentence structure and conversation by using them as listed in the LEXIS.

Thirdly, the learner-centered approach is necessary in the classroom to improve the students' English skills. Here, I'd like to state some considerations as to how English teachers can implement the learner-centered approach. The syllabi should be drawn up together with the teacher and the learners with this approach and it should be aimed as a long-term goal in learning English.

Let me show you the language activities used in the classroom. Suppose that the language content during class is, for example, "Greeting". To begin with, the teacher and the students do

brainstorming, then, they look up a word of “how” in the LEXIS and check expressions such as “How are you? How’s everything? How’s it going? How’s life? How’s every little thing? etc.” After that, the teacher asks the students the expressions above where the students may answer “I’m fine. or Fine.” respectively. Next, the teacher suggests that the students look up the word “fine”. Through this activity, expressions and Planet Board are introduced in the section of “fine”. Referring to this, we enjoy using the LEXIS and are getting more and more interested in studying English. Hyme (1972) called this overall communication skills on the basis of communicative competence and consistency of the level of the illocutionary act.

Lastly, the fourth point is about the oral approach. I have already stated above that comprehensible input is significantly important in pair-work and question and answer activities. One more point to be stated is that in order for the students to enhance their communicative competence from the LEXIS, drawing up some phrases’ list on “greetings” and uttering them together with teachers and students are also of the highest consequence. In so doing, the students can acquire them as surely as possible. Taking the oral approach, the pattern practice, the mimicry and memorization method into the classes, as C.C.Freis (1945) advocated, seems to be a very effective way of teaching English. Besides, implementing the reproduction activities (Iwasaki,2002) is on the cutting edge in language learning, too.

Let me introduce the reproduction activity with the LEXIS in the classroom. Let us take, for example, the expression of “How are you?” A teacher suggests the students to look up this expression by using the LEXIS, then they easily find other expressions, such as “What’s up? What’s new?” from the LEXIS and seem consciously able to utter these phrases without hesitation. This makes it easier for them to be able to reproduce useful expressions with a step forward. With the use of new phrases that they learned, the reproduction activities are nicely built in the conversation and the students are able to reproduce them.

In addition, many learners can make good use of the LEXIS so as to strengthen the learners’ listening skills. I am surprised that beginner and intermediate learners think that they do not need to use a dictionary at all when studying listening comprehension, and as listening is easy compared to reading, they do not use it. Let us raise an example such as “I’m lookin’ forward to hearin’ from you”. As long as the learners do not know assimilation and grammar, they can not understand the linking sounds such as lookin’ and hearin’ and the usage of “as “ as a preposition. In this regard, the LEXIS finely delineates these phonological explanations. If the learners do not realize them,

they will never acquire listening skills at all . For instance, there is a “fill-in-the-blank” exercise as one of the typical listening exercises. If only they could understand the knowledge of assimilation and grammar, they could easily fill in the blanks. Like this, on the basis of overcoming listening and idioms, the LEXIS is indispensable for the success of learning English and plays an important role for self-study.

According to Iwasaki (2002), he pointed out the following points, such as paraphrase thoughts and loop thoughts, whenever you look up answers in the LEXIS. As an example, he also refers to the difference between Japanese and English respectively. How do you all express “kasawo sasu” and “jishowo hiku” in every day conversation? Using the paraphrase thought, let us think of “kasawo sasu” as “kasawo hiraku” and also think of “jisyowo hiku” as “jisyowo tukau”. Then simply put, these two phrases should be “open an umbrella” and “use a dictionary” respectively. In terms of this standpoint, by putting it simply, we apply the paraphrase thought to speaking and writing. Meanwhile, with the use of the loop thoughts, the learners find it easier to translate “use” and “open” as they should be “hiku” and “sasu” in Japanese respectively. The loop thinking would be a great help for beginner and intermediate learners. We would then be able to polish our English skills by thinking loop thoughts and cultivating paraphrase thoughts. The LEXIS is, needless to say, drawn up to be able to learn more easily in this regard.

Lastly, there are some points in common that I have stated so far. By paraphrasing Japanese, we can not only bridge the gap between Japanese and English, but reconfirm English grammar as we can use in the idiom of “I’m lookin’ forward to hearin’ from you.” I believe that a lot of outputs with examples of sentences listed in the LEXIS makes learners acquire correct expressions, grammar, and structures naturally and effortlessly.

6. Conclusion

Introducing the handy LEXIS to classes, and applying it to teaching English are significantly important elements in that the learners will use the LEXIS over and over again to grasp the correct meanings and usages and that the teachers will be able to proceed with the class as effectively as possible. With this, it is a good first step to acquire a good command of English.

It goes without saying that whether or not learners use the dictionary makes a big difference in English skills, it is true that many learners study English the hard way by not knowing how to use it. So far, the use of the dictionary in class is rather bottom-up. However, with the top-down

use of the LEXIS makes it possible to learn English more vividly by focusing on collocation, loop thoughts and paraphrasing thoughts. This makes it possible for us to teach English in an effective way.

The LEXIS is the dictionary of the 21st century as we take a hard look at the future in order to implement the communication-centered approach of teaching English. I do hope that many people can speak good English and communicate well with the improvement of dictionary skills.

As a final remark, I would like to give special thanks to Mr. Sylvain Bergeron, English teacher at Ikuei Junior College and Mr. Kawamura of Tokai University, one of the members of the LEXIS Dictionary project team, who encouraged me to write this paper and who gave me some good advices. And I also would like to pay a great respect to Professor Akasu of Toyo University, a great pioneer in the field of lexicology, who put some spurs to our study group members from time to time.

Notes

- 1) The 103 native speakers respondents are as follows: Australia 7, New Zealand 5, Canada 9, British 41, Americans 41. The total is 103. Please refer to the home page. <http://www.co.jp/>
- 2) Saussure expresses the visual perception as human beings' sensible phenomenon. He clearly defined the meanings as "expressing" and "to be expressed" respectively.
- 3) To understand meanings makes learners acquire a lot of comprehensible input.
- 4) The letter "i" represents the learners' current English skills "i+1" means "i" plus "1" which is the learners' slightly higher level of English skills to be acquired.
- 5) This is a very basic skill of communication necessary to speak English.

Appendix

The members of the LEXIS project team asked the question of "What is your favorite feature of this dictionary?" within their 800 questionnaire of Japanese teachers of English in junior high school, senior high school, junior college, and university. The result of it is as follows:

Planet Board	71%	Collocation	25%
Etymology and Witty Remarks	41%	New Words	25%
Colloquial Expressions	34%	Communicative Expressions	24%
Pragmatics	33%	Examples	11%
Synonyms	30%	A Heart mark for Eiken	9%

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LEXIS 英和辞典を使用した英語教育 理論的考察とその応用

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概 要

本論文は、2003年に刊行された LEXIS 英和辞典というコミュニケーション中心の英和辞典を取り上げ、語彙、語法、文体論、プラネットボード、語用論、意味論といった英語の辞書において必要不可欠な項目を英語教育の観点から、または学習者の観点から深く考察したものである。それによると、LEXIS 英和辞典はまさに学習者が辞書を使用して各自学習できるように配慮されていることが伺える。その一つがプラネットボードと呼ばれるものであり103人の英語母語話者に「あなたならAとBではどちらの表現を使用しますか」という質問を投げかけアンケートを取り、より詳しいデータに基づき英語母語話者ならではのニュアンスの違いなどをふんだんに英和辞典に盛り込むことにより、学習者はもとより英語教育従事者にとっても新鮮で新しい情報が掲載されており、今までの英和辞書の概念を覆すような大変斬新な英和辞典つまりバイリンガルディクショナリーとなったのである。この点に着目し LEXIS 英和辞典を英語教育に応用したらどのような効果が期待できるのかを辞書学的観点から考察したものが今回執筆させていただいた論文である。