

Introduction

Consulting a dictionary is a more complicated process than it may seem at first glance. Finding the information necessary in an entry may be successful or not, depending on the user's dictionary reference skills (Scholfield 1982; Nesi 1999: 54), but there are also other factors that influence dictionary use, such as the level of language proficiency of language learners, their motivation as well as time constraints. One of the most important factors, however, one whose effectiveness depends not on the users but rather dictionary compilers, is the user-friendliness of dictionaries (Lew 2013a: 79). In other words, if learners are to obtain pertinent information from entries, dictionaries need to be adjusted to their needs; otherwise, using a dictionary can become a serious burden. One recent attempt by lexicographers to assist users in dictionary navigation has been the introduction of sense navigation devices in entries, such as signposts and menus, which summarize in a few words what a particular sense in an entry is about. The main role of these meaning access facilitators is twofold: (1) to allow users to find the meaning they are searching for in an entry as quickly as possible; and (2) to improve the selection of senses by users, so that they manage to bring back the right meaning from dictionaries. The most obvious difference between signposts and menus regards their positioning within an entry. The former are sense cues which are located at the beginning of senses, while the latter are found at the top of an entry, and thus more distant from their respective senses. Evidence from studies comparing both systems (Lew 2010; Nesi and Tan 2011) points to the superiority of signposts. However, it still remains unclear whether combining both signposts and menus in single entries would be even more beneficial to dictionary users and, thus, this book attempts to analyze more closely the difference between signposts alone and a combination of signposts and menus, which is the primary aim of the present study (see section 3.1., which lists all the aims of the study). The paragraphs below briefly summarize what specific issues are covered in each chapter and how the book is structured. The book begins with the Introduction, followed by five chapters and a brief Conclusion. The first two chapters set the background for the study, which is the topic of the next three chapters.

Chapter 1 focuses on guiding devices in monolingual dictionaries for learners of English. Section 1.1. deals with the problems that dictionary users encounter during sense selection, while the following sections (sections 1.2.

and 1.4.) are concerned with signposting and menu systems in English learners' dictionaries and one general dictionary (the exception being the Encarta World English Dictionary): signposts in the Longman Dictionary of Contemporary English (LDOCE), guide words in the Cambridge International Dictionary of English (CIDE; spelled as "guidewords" in the following editions of this dictionary, the Cambridge Advanced Learner's Dictionary, or CALD), short cuts in the Oxford Advanced Learner's Dictionary of Current English (OALD), quick definitions in the Encarta World English Dictionary (EWED) and menus in the Macmillan English Dictionary for Advanced Learners (MED). Section 1.3. refers to the problematic aspects of signposting systems, such as their heterogeneity, vagueness, or redundancy.

Chapter 2 elaborates on the empirical studies of signposting and menu systems. Section 2.1. covers a comparison of LDOCE3 signposts and CIDE guide words (Tono 1997), the four different guiding systems in LDOCE3, OALD5, COBUILD2 and CIDE (Bogaards 1998), and an investigation of the efficacy of LDOCE4 signposts (Lew and Pajkowska 2007). Section 2.2. is concerned with the effectiveness of menus (Tono 1992; Lew and Tokarek 2010), while section 2.3. describes three studies (Lew 2010; Nesi and Tan 2011; Tono 2011) where signposting and menu systems are compared. Chapter 2 ends with a short discussion of the topics covered in the studies (section 2.4.) and introduces the reader to the research questions of the present study.

Chapter 3 contains general information about the present study: the aims of the study (section 3.1.), research questions (section 3.2.) and methodology (section 3.3.). Section 3.3. describes the design of the research, the subjects who participated in the study, the procedure of the study, the test items used and how the data were analyzed.

Chapter 4 presents the results of the study for the first eight research questions and discusses these findings. Section 4.1. summarizes the results for entry consultation time, while section 4.2. describes the results for sense selection accuracy. Chapter 4 ends with a discussion (4.3.) of both the present and previous findings.

Chapter 5 attempts to answer research questions nine and ten. In general, it is concerned with the process of sense selection and the phrasing of sense cues. Section 5.1. deals with the analysis of sense selection, section 5.2. focuses on the linguistic form of sense cues, section 5.3. discusses the findings of this chapter, while section 5.4. presents the limitations of the study.

The Conclusion, which summarizes the study findings, completes the whole book.