

are widely available nowadays, but, in addition, seeks to apply the results of sound experimental research concerning the behaviour of language learners and dictionary users in various situations and at different levels. At Van Dale (see Bogaards and Hannay 2004) we are taking some cautious steps along this very promising path. It will certainly be a long way.

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# Longman Słownik współczesny angielsko-polski polsko-angielski: The First Active Bilingual Dictionary for Polish Learners of English

Arleta Adamska-Sałaciak

The following is a brief characterisation of *Longman Słownik współczesny angielsko-polski polsko-angielski* (LSW).<sup>1</sup> After giving some general information about the dictionary, I shall focus on those features which make it the first active dictionary of the bilingual type on the Polish scene.

LSW is aimed at Polish learners of English. Its primary target audience are *gymnasium* (junior high) and *liceum* (high school) students, i.e., people in the 13-19 age group, with a command of English ranging from beginner to upper-intermediate. This does not mean the dictionary has nothing to offer to older or more advanced learners. On the contrary, the quality of the translations (which can only be appreciated when compared – by speakers fluent in both languages – with those in other local bilingual dictionaries) and the wealth of usage information (on which more below) make it a suitable tool also for more ambitious language tasks, especially of the encoding type.

The dictionary is corpus-based. For English, it relies on the Longman Spoken and Written English Corpus; for Polish,

a 10-million word corpus (90 per cent written, 10 per cent spoken) was gathered specially for this project.<sup>2</sup> The written part of the corpus consists of fiction (mostly for teenagers), fragments of textbooks in various school subjects, and newspaper and magazine articles. For the spoken part, everyday conversations were recorded (with the participants' permission) and subsequently transcribed.

In numerical terms, the scope of LSW is outlined in the table below.<sup>3</sup>

It should be noted that there are quite a few English-Polish / Polish-English dictionaries of comparable (physical) size. Many of them contain, or claim to contain, substantially more entries. However, these

Arleta Adamska-Sałaciak is head of the Department of Lexicology and Lexicography at the School of English, Adam Mickiewicz University in Poznan. Her academic interests include also: history of the English language, history and philosophy of linguistics, semantics, and English phonetics and phonology. She has co-authored and edited five bilingual dictionaries with English and Polish, including LSW.  
arleta@ifia.amu.edu.pl

	English-Polish	Polish-English
headwords	20,554	17,964
run-ons	2,685	2,345
phrasal/reflexive verbs	1,167	777
fixed expressions	8,034	12,927
examples	25,105	33,075
senses	31,402	25,278
translations	39,308	44,240

Table: The scope of LSW in numerical terms<sup>3</sup>



**Longman Słownik  
współczesny  
angielsko-polski  
polsko-angielski**

Jacek Fisiak, Arleta  
Adamska-Sałaciak, Mariusz  
Idzikowski, Ewelina Jagła,  
Michał Jankowski, Robert  
Lew  
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are all dictionaries with virtually no depth, where a typical entry consists of one sense with a single equivalent, or sometimes several equivalents with no indication of the differences between them. None of them is based on a Polish corpus. By contrast, the entries in LSW, especially those for high-frequency items, are more elaborate, with clear discrimination of senses and equivalents, rich collocational information, and carefully chosen, corpus-derived example sentences.

The English wordlist of LSW is largely co-extensive with that of the fourth edition of the *Longman Active Study Dictionary of English* (LASDE4), the main additions being recent neologisms (e.g. text message as both noun and verb) and a host of geographical names. The main source for the Polish word list was the Polish corpus, checked against the reversal of the English-Polish side and occasionally supplemented by material drawn from the most recent monolingual dictionaries of Polish.

Although the English-Polish side started out as a bilingualisation of LASDE4, the result is not a semi-bilingual dictionary like, e.g., the Polish version of *Oxford Wordpower* (OW) – a publication similar in size and reasonably popular with Polish students.<sup>4</sup> In the case of LSW, English definitions have been removed and whole entries reorganised (through splitting and merging of senses), so that what we get is a new bilingual dictionary, with precise contextual equivalents of the different senses of the headwords rather than just broad translational hints typically found in semi-bilingual dictionaries.

All illustrative examples in LSW are English ones. This means that, contrary to expectations, the examples in the Polish-English part are in the dictionary's target language: English, not Polish. The rationale for that is quite simple. LSW is a directional dictionary, in particular, it is explicitly addressed to Polish learners of English, not to native speakers of both languages. It can reasonably be assumed that Poles do not need to be told how Polish words are used, or at least, that it is not the kind of information for which they need a dictionary of English. It thus seemed to make more sense to provide them with English sentences and sentence fragments illustrating the various translations of the individual senses of Polish headwords. This facilitates the retention of new items by repeated exposure; at the same time, the user is given immediate confirmation that the English equivalent that they are offered really works in a particular context. Most importantly, learners can use the examples as models for their own production in

English. The presence of L2 examples in the L1-L2 part of the dictionary eliminates the need to go to the L2-L1 part, or to consult a monolingual dictionary of L2, each time the learner wants to use a newly found L2 item in their linguistic production. Thus, the main criticism levelled against traditional bilingual dictionaries, i.e., that they offer little or no help in encoding, does not apply to LSW.

Like the examples in the English-Polish part, those in the Polish-English part also come from the Longman Spoken and Written English Corpus and from the Internet. This being the case, one might wonder what the role of the Polish corpus was in the project. For one thing, it served as a basis for extracting the Polish word list, proving to be an especially rich source of collocations and other fixed expressions, often too recent or too colloquial (but nonetheless frequent, especially among young people) to feature in the traditionally conservative monolingual dictionaries of Polish. The Polish corpus was also critical in deciding upon sense discrimination and the ordering of senses within entries. Finally, better English equivalents could be provided thanks to the large number of collocates found in the Polish corpus: by comparing groups of collocations across the two languages it was possible to fine-tune the translations.

As a rule, the English examples are not translated into Polish, except in cases where a structural difference between the two languages makes word-for-word translation impossible, thus posing too big a challenge for the user. Even then, it is normally only the difficult fragment itself, and not the whole sentence, that is translated. The reader might wonder what *difficult* means here, or rather: *difficult for whom?* Since the target audience of LSW encompasses learners of different proficiency levels, attempts were made to exercise some control over the complexity of examples. In particular, whenever the corpus afforded a choice, the simplest possible sentences were opted for as illustrations of basic senses of common words, the assumption being that the entries or entry fragments in question would be of interest primarily to beginners. If no simple example was available, rather than making one up, we took an authentic sentence from the corpus (sometimes shortening it) and provided a translation in brackets.

The practice of leaving most examples untranslated is one of the features distinguishing LSW from another bilingual Longman publication, the *Longman Dicionário Escolar inglês-português*

*português-inglês* (LDE). That dictionary gives English examples in the English-Portuguese part, Portuguese examples in the Portuguese-English part, and translates all of them. The example sentences, which come from corpora of English and Brazilian Portuguese (Harmer 2002: iv), appear to have been considerably simplified. The most likely reason is that LDE seems to be aimed primarily at beginner and pre-intermediate Brazilian learners of English, a feature which is also reflected in the dictionary's coverage.<sup>5</sup>

LSW has a number of extra features which are meant to assist in language learning and at the same time increase the book's attractiveness. An insert in the middle contains a section on life in the UK and the US, a communication skills bank (with expressions used in various everyday situations, such as giving advice or extending an invitation), a grammar section (with information on English tenses, the passive, reported speech, etc), a false friends section, and the mandatory list of irregular verbs. The end matter features, among other things, a list of popular e-mail and text-message abbreviations with their Polish equivalents.

Interspersed among entries in the main body of the dictionary are a few dozen grammar boxes (e.g. on the English articles, individual modal verbs or irregular plurals) and well over six hundred usage notes. The latter focus on important lexical and grammatical differences between English and Polish, on meaning and register differences between similar and/or frequently confused English items, as well as on instances where no exact equivalent exists in the target language for a given source language item. In general, the idea was to highlight points of special difficulty for the Polish learner. The authors of LSW have all at some point taught English to Poles. Being native speakers of Polish, we have also learnt English as a foreign language ourselves – and are still learning it. Thanks to this insider's perspective, we hope to have come up with notes that are of more relevance to Polish learners of English than the one-size-fits-all usage advice dispensed by monolingual dictionaries.

LSW is the second Longman dictionary produced by a team of lexicographers at the School of English of Adam Mickiewicz University in Poznan. Its predecessor, *Longman Podreczny Słownik angielsko-polski polsko-angielski* (LPS), came out in 1999. In terms of the number of entries, the English-Polish side of LPS was about a quarter smaller; its Polish-English side was essentially a Polish-English index.

Predictably, experience gained in the preparation of LPS proved invaluable in the course of work on the later project.

To those familiar with recent developments in the area of bilingual pedagogical lexicography, the dictionary presented here may not appear particularly revolutionary or even innovative.<sup>6</sup> However, in the Polish context it is a huge step forward. We are confident that LSW will serve its users well. One prerequisite for that is that Polish teachers of English must forget what they themselves have been taught, namely, that all bilingual dictionaries are merely poor relations of monolingual ones. The reactions we have had so far, from teachers and students alike, are encouraging. We would like nothing better than for our dictionary to set a standard aimed at by any new arrival on the Polish dictionary scene which aspires to be taken seriously.

#### Notes

1. I am grateful to Mariusz Idzikowski, Ilan Kernerman and Robert Lew for commenting on drafts of this paper.
2. The corpus is the property of Pearson Education Ltd.
3. The apparent discrepancy in the number of headwords and fixed expressions between the two sides is a result, mainly, of the treatment of Polish noun+adjective compounds of the type *stacja benzynowa* "petrol station". Such compounds are nested in the entries for their headnouns (and included in the above count as fixed expressions), whereas English compounds head separate entries. All run-ons (deadjectival adverbs, deverbal nouns, etc) are accompanied by their L2 equivalents. All English phrasal verbs and most Polish reflexive verbs (except those with no corresponding non-reflexive form) are nested within entries for the respective main verbs. If we count run-ons and phrasal/reflexive verbs, the actual number of entries is closer to 24,000 (E-P) and 21,000 (P-E).
4. The first semi-bilingual work of reference in the English-Polish context was the Kernerman dictionary of 1990, followed by its 1996 and 2002 incarnations (see EDSP, EPLD and PS in the References). The later arrival, OW (1997, 2002), has since dominated the semi-bilingual dictionary scene in Poland.
5. These remarks are not meant as an exhaustive comparison of the two dictionaries, but merely as a brief indication of the differences in their design and execution. This may give a better idea of LSW to readers who are familiar with LDE.

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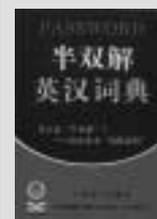
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6. See, e.g., Back (2004) or other papers in the Bilingual Lexicography section of Williams and Vessier (2004).

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**chłopczyk** *n* (little) boy

**chłopiec** *n* **1** boy; a school for boys **2** (*sympatia*) boyfriend — **chłopięcy** *adj* boyish: a slim, boyish figure

**chłosta** *n* flogging — **chłostać** *v* flog: Thieves were flogged in public.

**chłód** *n* **1** (zimno) chill: There was a chill in the early morning air. **2** (*obojętność*) coldness, coolness: He detected coolness in her tone.

**chmiel** *n* hops

**chmura** *n* **1** cloud: stormy clouds **2** **chmura dymu/kurzu** *itp.* cloud of smoke/dust etc

**chmurzyć** *v* **chmurzyć się** cloud over: The sky's really clouding over; I think we're in for a storm (=czeka nas burza).

**chochlik** *n* **1** (*duśzek*) gremlin, goblin, imp **2** także **chochlik drukarski** misprint, typo

**choć** *conj.* *part* **1** **patrz** **choć** **2** **choć** **coś** that's something: At least we have some money left. That's something, isn't it (=choć coś, nie)?

**choć** *conj.* *part* **patrz** **choć**

**choć** *conj.* *part* **1** (*mimo że*) (even) though, although: I seem to keep gaining weight, even though I'm exercising regularly. | Although it was raining we decided to go for a walk. **2** (*ale*) though: I don't really like classical music, though I did enjoy the Pavarotti concert. | I think she's Swiss, I'm not sure though. **3** (*przynajmniej*) at least: I think you should at least consider his offer (=powinnoś choć rozważyć jego propozycję). **4** **choć raz** (just) for once: Just for once I'd like to see him cook dinner.

**choćby** *conj.* *part* **1** *even*: He didn't want to stay, even for a while (=choćby na chwilę). **2** (*nawet gdyby*) even if: I'll never speak to her again, even if she apologises (=choćby (nawet) mnie przeprosiła). **3** **choćby nie wiem co/gdzie itp.** no matter what/where etc: No matter how hard he tried (=choćby nie wiem jak się starał), he couldn't get her to change her mind.

**chodak** *n* clog

**chodnik** *n* **1** (*na ulicy*) pavement *BrE*, sidewalk *AmE* **2** (*dywan*) runner

**cholera** *n* **1** (*przekleństwo*) shit, damn, goddammit *AmE* **2** (*choroba*) cholera

**cholerny** *adj* damned, bloody *BrE*: That bloody fool, Hodges! — **cholernie** *adv* damn, bloody *BrE*: damn good

**cholesterol** *n* cholesterol

**chomik** *n* hamster

**chorągiew** *n* flag — **chorągiewka** *n* flag: The children waved their flags as the Queen went by.

**chorąży** *n* warrant officer

**choreografia** *n* choreography — **choreografika** *n* choreographer

**choroba** *n* **1** disease, illness, sickness: He suffers from (=cierpi na) heart disease. | She missed a lot of school because of her illness. | an insurance policy against long-term sickness **2** **choroba lokomotywna** travel/motion *AmE* sickness **3** **choroba morską** seasickness: **cierpieć na chorobę morską** be seasick

**illness, disease, sickness**

**UWAGA**

**illness** odnosi się zasadniczo do stanu złego samopoczucia i długości jego trwania, **disease** natomiast do przyczyny, która ten stan wywołała. Mówimy więc: She died after a long illness. | How many working days have you missed through illness? | She suffers from a rare disease of the central nervous system. Gdy mowa o nazwach chorób, narządach nimi dotkniętych czy sposobach ich przenoszenia, używamy wyrazu **disease**: Alzheimer's disease | a kidney disease | a sexually transmitted disease | infectious disease. Wyjątkiem jest choroba umysłowa (*mental illness*), jak również choroba śmiertelna lub bardzo ciężka (*terminal/critical/serious illness*). Rzeczowniki **sickness** można w pewnych kontekstach używać wymiennie z **illness**: working days lost due to sickness. Ponadto **sickness** oznacza też 'mdłości', w związku z czym występuje w nazwach chorób, które się w ten sposób objawiają, takich jak np. choroba morską. **Sickness** oznacza również chorobę w sensie przonałnym: He said the idea of 'success' was part of the sickness of Western culture.

Extract from the Polish-English part of  
Longman Słownik współczesny angielsko-polski polsko-angielski