

Koalas, Kiwis and Kangaroos: The Challenges of Creating an Online Australian Cultural Dictionary for Learners of English as an Additional Language

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Abstract: This article reports on an online cultural dictionary for learners of English as an Additional Language (EAL) in Australia. Potential users studying English for academic purposes in an Australian university pre-entry program informed each stage of the dictionary's creation. Consideration was given to the need for such a dictionary; terms to be included; information necessary for each entry (including audio and visual material); use of a limited defining vocabulary; example sentences; notes on each term's usage; and evaluation of user feedback once the dictionary had been launched online. Survey data indicate that users particularly value the dictionary's ease of use, example sentences, and specifically Australian content (including pronunciation given in an Australian accent). It is suggested that more entries be added, and that cultural dictionaries be created for other varieties of English, as well as for other languages.

Keywords: AUSTRALIAN, CULTURE, DICTIONARY, ENGLISH AS AN ADDITIONAL LANGUAGE, LEARNER'S DICTIONARY, ONLINE

Opsomming: Koalas, kiwi's en kangaroes: Die uitdagings in die skep van 'n aanlyn Australiese kulturele woordeboek vir aanleerders van Engels as 'n addisionele taal. In hierdie artikel word verslag gedoen oor 'n aanlyn kulturele woordeboek vir aanleerders van Engels as 'n Addisionele Taal (EAT) in Australië. Potensiële gebruikers wat Engels vir akademiese doeleindes in 'n Australiese universiteitstoelatingsprogram studeer, het die inligting vir elke fase in die skep van die woordeboek verskaf. Daar is oorweging geskenk aan die behoefte aan so 'n woordeboek; terme wat ingesluit moet word; inligting wat benodig word vir elke inskrywing (insluitend oudio- en visuele materiaal); die gebruik van 'n beperkte definiëringswoordeskat; voorbeeldsinne; notas oor die gebruik van elke term; en die evaluering van gebruikstersterugvoer nadat die woordeboek aanlyn verskyn het. Data verkry uit die vraelyste dui daarop

dat gebruikers spesifiek waarde heg aan die gebruikersvriendelikheid, voorbeeldsinne, en spesifiek Australiese inhoud (insluitend uitspraak gegee in 'n Australiese aksent). Daar word voorgestel dat meer inskrywings bygevoeg word, en dat kulturele woordeboeke geskep word vir ander variëteite van Engels, sowel as vir ander tale.

Sleutelwoorde: AUSTRALIES, KULTUUR, WOORDEBOEK, ENGELS AS ADDISIONELE TAAL, AANLEERDERSWOORDEBOEK, AANLYN

Background

Studying in another country usually requires a good command of that country's language. For example, a speaker of English as an additional language (EAL) who wants to study in an Australian university will usually need to obtain a minimum International English Language Testing System (IELTS) score of 6. However, this level of English does not prevent the student from having problems when encountering English words in daily life. For example, on arriving in Australia they might look for a meal and see the word *brekkie* on a board outside a café. Not knowing the meaning of *brekkie*, they consult a dictionary but cannot find an entry. Indeed, *brekkie* appears in only one of the major English learner's dictionaries (the *Oxford Advanced Learner's Dictionary*). They would also be unlikely to find the word in a bilingual dictionary. *Brekkie* in fact is the Australian slang word for *breakfast*. Even on deciphering this meaning, however, further problems arise: what constitutes breakfast in Australia, and when do people eat this meal?

In these days of easy Internet access (in many countries, though not necessarily throughout the vastness of outback Australia), it is relatively simple to search for a word online, using either a computer, a tablet or a mobile phone. Even then, however, the student may run into problems. *Urban Dictionary* is likely to show up first in a search for slang words such as *brekkie* (though of course the student does not initially know that *brekkie* is slang). The definitions in *Urban Dictionary* may include accurate explanations, but these can be obscured by misleading information, inaccurate spelling, or highly colourful language. *Brekkie*, for example, has three *Urban Dictionary* entries, each with an example sentence incorporating its use (given here in brackets):

1. Abbreviation of breakfast. (*Couldn't be arsed to eat brekkie this morning.*)
 2. An Australian slang term for breakfast. (*I had eggs and tomato on toast for brekkie today.*)
 3. A person who is obsessed with the breakfast club. Kinda like a trekkie. But insted a brekkie. (*Ashley is obsessed with the breakfast club i consider her as a brekkie.*)
- (*Urban Dictionary*, accessed on 3 December 2015)

The second definition here is accurate, and uses a helpful example which elaborates on the content of a possible Australian breakfast. The first definition is adequate, although the example sentence is confusing and contains a taboo

word. The third definition is confusing, badly spelled, and uninformative. Other common Australian words fare even worse on this site, with the innocent *koala* receiving 27 definitions, including the alarming and misspelt:

A very dangerous mammal that is prone to attack. Also poisonous, these are deadly beast which we must protect ourselves from. Even now many officials are considering bombing all koala habits to destroy these dangerous beasts. Alternate definiton: a whore.

It is evident, then, that students should be guided towards trustworthy dictionaries, and in fact all the six major English learner's dictionaries are freely available online: *Cambridge Advanced Learner's Dictionary (CALD)*, *Collins COBUILD Advanced Dictionary (COBUILD)*, *Longman Dictionary of Contemporary English (LDOCE)*, *Macmillan English Dictionary for Advanced Learners (MEDAL)*, *Merriam-Webster Learner's Dictionary (MWLD)*, and *Oxford Advanced Learner's Dictionary (OALD)*. Unfortunately, however, these dictionaries are mainly aimed at the British or American English markets, and fail to include many terms used in other English-speaking countries. Australia used to have a dictionary for advanced learners, the excellent *Macquarie Learner's Dictionary* (1999), but this is no longer published. The *Australian National Dictionary* (2016) and *Macquarie Dictionary* (2013) are designed for native speakers of English and do not contain all the information a learner may need. Moreover, although they are available online, they are not free to use. There is thus a need for a reliable dictionary for EAL learners in Australia, since Australian cultural references are frequently missing from the existing learner's dictionaries. A cultural dictionary of Australian terms for EAL learners would help to fill this gap, and a freely available online version would make such a dictionary easily accessible.

Literature review

In compiling a learner's dictionary, at least eleven factors need to be considered: dictionary medium; definition style; spelling variations; grammatical information; pronunciation guide; defining vocabulary; usage labels; example sentences; audiovisual material; language variety; and cultural context. All of these must relate to the needs of the proposed dictionary user, who in this case is an adult EAL learner in Australia.

— *Dictionary medium*

Online dictionaries are superseding paper dictionaries, and in some cases (e.g. Macmillan) publishers are no longer producing hard copy dictionaries and are only publishing online. This is unfortunate for those people who do not have Internet access. Nevertheless, for those producing a dictionary under a limited budget, the advantages of an online dictionary are manifold. There is no limit as to space, because there are no printing costs; audiovisual material can be

incorporated more cheaply; and it is easier to update the material in the dictionary. Despite these advantages, however, it is still important that users' needs be considered and that the lexicographer should not be carried away by the potential of the new online medium (Gouws 2011: 21).

There is debate over the terminology to describe online dictionaries. Lew and De Schryver (2014: 342-344) examine the terms 'electronic dictionary', 'e dictionary', 'digital media dictionary', 'digital dictionary', and 'online dictionary', and predict that the term 'online dictionary' may well become the term favoured by lexicographers and metalexicographers. Since the dictionary described in this paper is purely online, and this term is favoured by many writers, we have chosen the term 'online dictionary' to describe our work.

— *Definition style*

The style of definition in the leading English learner's dictionaries varies. While *CALD*, *LDOCE*, *MEDAL*, *MWLD*, and *OALD* all use an analytical format (Lew and Dziemianko 2006: 229) based around a phrase (e.g. *emphasis*: special importance that is given to something (*OALD* online 7 April 2015)), *COBUILD* is distinctive in using a sentence definition (*emphasis*: **Emphasis** is special or extra importance that is given to an activity or to a part or aspect of something (*COBUILD* online 7 April 2015)). The sentence definition has been criticized for its uneconomical length (Cowie 1999: 160). However, this is no longer a problem in an online dictionary.

— *Spelling variations*

One of the most common reasons for consulting a dictionary is to verify a word's spelling (e.g. Harvey and Yuill 1997: 259), and it is standard practice in dictionaries to provide spelling variations. These variations may reflect differences within the same variety of a language (e.g. *hello/hallo/hullo* in UK English) or differences between language varieties (e.g. *litre* in UK English and *liter* in American English).

— *Grammatical information*

Information on a word's part of speech and other grammatical features is an important element in a learner's dictionary (Zgusta 2006), although it is not clear how much users refer to this information (Bogaards 2001: 105), especially if it is given in codified form (Lew and Dziemianko 2006: 226). For example, the symbol 'U' might represent the fact that a noun is uncountable, but users may be unaware of this because they fail to consult the dictionary's user guide. In fact, research suggests that users gain grammatical information more by seeing a word used in an example sentence (Dziemianko 2006) than by following a dictionary code. These reservations notwithstanding, grammatical information

can be used to good effect by learners and teachers if they are aware of its existence and usefulness.

— *Pronunciation guide*

Learners' needs, and changes in English pronunciation according to the variety of English, have led to the inclusion of IPA characters in learner's dictionaries (Häcker 2012), compared to other systems of pronunciation, such as the use of diacritics and ordinary Roman alphabetic symbols (Fraser 1997). Online dictionaries can also provide audio files, and recent research (reviewed in Lew 2015) indicates that users highly value this feature, although Lew (2015) recommends that phonemic transcriptions also be included to raise awareness of phonemic contrasts with users' first languages.

— *Defining vocabulary*

One key pedagogical factor in the design of learner's dictionaries is the use of a limited defining vocabulary (DV), so that learners are not faced with incomprehensible words in definitions. The idea of such a vocabulary was first created by West and Endicott in *The New Method English Dictionary* of 1935 (Cowie 1999: 24). In that dictionary, 1490 words were used to define 23,898 entries (Cowie 1999: 24). Even such a limited list of defining words can pose problems for learners, however, and each DV word may itself need to appear as a headword (Cowie 1999: 24). Of the current advanced learner's dictionaries, *LDOCE* was the first to use a DV of around 2000 words (Procter et al. 1978: viii-ix), based on West's (1953) *General Service List of English Words*. Most of the other learner's dictionaries also use a controlled DV. *CALD* (2008) has 2000 words; *COBUILD* (2009) has 3197; *LDOCE* (2003: 1943) has 'around 2000 common words'; *MEDAL* (2002: 1677) has 'under 2500 words'; and *OALD* (2010: R43) uses 'keywords' from the Oxford 3000 list. *MWLD* does not have a defining vocabulary, but includes a list of 3000 core vocabulary words. There is a tendency to understate the number of words used in a DV (Cowie 1999: 110), and to list only one word (the lemma) in the DV when in fact three words are used in definitions within the dictionary. For example, *COBUILD* (online, 6 March 2015) lists only *accident* in its DV, but the words *accidental* and *accidentally* are used in the definitions of *collateral damage* and *bump*, respectively.

Another problem arises when a word is needed for a definition but falls outside the DV because it is of a technical nature. Three British learner's dictionaries (*MEDAL*, *LDOCE*, and *OALD*) use small capital letters for these extra words, with either an explanation in brackets immediately after the word or a link to the extra word's entry in the main dictionary. For example, *LDOCE* (2003: 1943) defines *kangaroo* as 'an Australian animal that moves by jumping and carries its babies in a POUCH (= a special pocket of skin) on its stomach'. Similarly, *MEDAL* (2002) defines *kangaroo* as 'a large Australian animal that moves by jumping, has strong back legs, and carries its baby in a POUCH (= pocket on

the front of its body)'. *Pouch* is a technical word that is explained in the *LDOCE* and *MEDAL* definitions because it is not commonly used and so is not part of the DV. *OALD* (2010: 844) reverses the explanation and use of the word *pouch* and defines *kangaroo* as 'a large Australian animal with a strong tail and back legs that moves by jumping. The female carries its young in a pocket of skin (called a POUCH) on the front of its body.' One might question the need for the word *pouch* in this definition, since it appears after its explanation ('a pocket of skin'). *CALD* omits any reference to a pouch. *COBUILD* (2009) and *MWLD* use the word *pouch* in their definitions, but do not highlight it or explain it in any way. They do, however, define *pouch* under its own separate headword, although this is not hyperlinked from *kangaroo*. These varied examples indicate the problem of using technical or more unusual words in definitions. However, there is a limit to how simple a definition needs to be. Xu (2012: 369), for example, criticizes the *LDOCE* definition of *tabasco* as 'a very hot-tasting liquid' for being 'unnatural'. Furthermore, there are some words, such as *marsupial*, which are essential to a definition and yet hard to explain. None of the *kangaroo* definitions above includes this word, and yet, to be accurate, it is important to distinguish a mammal from a marsupial, particularly in a country such as Australia which has many marsupials.

— *Usage labels*

Labels in dictionary entries enable users to know the part of speech, as well as the register, frequency, and context of a word in everyday discourse. Words that are not labeled are considered to represent standard usage (Kipfer 1984: 140), but the application of labels to entries is often problematic. Currency and frequency of use, for example, may change according to the age of the user. Furthermore, labels such as *old-fashioned* are used inconsistently in the advanced learner's dictionaries (Miller 2011), sometimes indicating that a word is used mainly by older people and at other times indicating that the word is passing out of use altogether. At the opposite end of the age spectrum, many new words used by younger age groups may prove to be ephemeral, and it is hard to keep track of these in a dictionary, although online versions make the updating process easier. Context is also important: is a word used by everyone in all circumstances, or is its use restricted in some way? It is important for learners to be aware of such details and to know which words are used in which circumstances by a certain age group (Atkins and Rundell 2008: 229). Currency and usage can be indicated in a dictionary by means of a usage label and further portrayed in the example sentences. Frequency of use information requires corpus data in order to be accurate.

— *Example sentences*

Sentences which exemplify usage are vital for learners, in that they not only explain but also model native speaker use of a language (Sinclair et al. 1987: xv).

For this reason, authentic examples of use, taken from native speaker corpora, are preferable to invented sentences. Such example sentences must, however, complement the definition. In the third *Urban Dictionary* entry quoted in the introduction to this paper, the example sentence (*Ashley is obsessed with the breakfast club i consider her as a brekkie*) adds nothing helpful to the definition. The first example (*Couldn't be arsed to eat brekkie this morning*) tells the reader that *brekkie* is something edible and that it is eaten in the morning, which is helpful. The second example sentence, however (*I had eggs and tomato on toast for brekkie today*), shows the reader that *have* collocates with *breakfast*, and that *eggs*, *tomato* and *toast* are examples of breakfast food. It is therefore much more informative, although it still does not tell the reader at what time of day the meal is eaten. Example sentences thus need to be both authentic and informative so that they illustrate the headword and show its use in a real life context. In our dictionary, example sentences were taken wherever possible from the Australian version of the VOLE corpus in Sketch Engine. Where words did not appear in the VOLE corpus, an Australian Internet search was conducted to find suitable examples. All example sentences were chosen because they not only showed the word in use in a sentence but also added a dimension of understanding to the term. As in *LDOCE* (2003), words used in the example sentences were not restricted to the defining vocabulary, as to do so would have placed unnatural limits on the examples and excluded the use of most of the authentic corpus illustrations.

— *Audiovisual material*

Dictionaries should be user friendly, with data that match what users need and that are presented 'in a convivial, pedagogical and easy-to-use way' suitable for a particular user situation (Heid 2011: 289, 290). This may entail factors such as the appearance of the dictionary interface, the layout of the contents, and the principles upon which the dictionary is based. Online dictionaries make it easier to include images, audio clips, and video clips, and to hyperlink to other entries within the dictionary. These features are not without potential problems, however. Lew (2011: 246) indicates that online dictionaries of English have not yet used video imagery to a great extent and that, in any case, animated images do not aid vocabulary retention. Other researchers (for example, Chun and Plass 1996) have indicated that static images are more effective than videos in helping users to remember vocabulary. However, it should be noted that while retention is a desirable outcome of dictionary use, initial comprehension of a term is equally important, and both static and video images may have a role to play here (cf. Atkins and Rundell 2008: 210-211; Svensén 2009: 298; Ogilvie 2011: 393). Audio files can add to the richness of an online dictionary, but so far all the main learner's dictionaries contain only British or US English pronunciation. This fails to cater for the decoding and encoding needs of language learners in other English speaking countries.

— *Language variety*

Among the countries in which a language is spoken as either a first or official language, it is inevitable that variations of that language will occur. For example, Australia has its own variety of English, originating from the children of the first British settlers who arrived in Australia early in the nineteenth century (Delbridge 1983: 36). However, Australian English only came to be recognized in its own right a few decades ago (Peters 2001). Apart from its own pronunciation, Australian English is often marked by colloquial terms and informality of style (Peters 2007: 251) with a tendency to shorten words, so that *biscuit* becomes *bikkie* and *breakfast* becomes *brekkie*. Informality is seen in words such as *Kiwi*, used to refer to inhabitants of New Zealand, and *Pom/Pommy* used (not always flatteringly) to refer to a British person.

— *Cultural context*

In addition to style and pronunciation, each variety of a language reflects the culture in which it is used. The word 'culture' refers to the values, beliefs and customs held or practised by a social group over the generations (Bolaffi et al. 2003: 61). Culture may be made explicit through language, and, in fact, Zgusta (2006) emphasizes that every word of a language is 'embedded in culture' (p. 114). A cultural dictionary may include terms that are not unique to a particular culture, but may have special significance within it or be used frequently by people in that country (Béjoint 2011).

Because a cultural dictionary could include references to events, such as Australian Rules football matches, and other items, such as road signs, the phrase 'culturally bound term' is useful. A culturally bound term is 'a cultural entity that is unique to a particular language and culture in a country, or has a unique meaning in that country among a certain cultural group' (Kwary and Miller 2013).

A dictionary of Australian culturally bound terms could benefit international students, migrants, tourists, and business people visiting the country, as well as anyone who is simply curious to see a list of terms commonly associated with Australia. Because Australia is a vast country, with six states and two territories, culturally bound terms may differ from place to place. Nevertheless, many terms are commonly used throughout the country.

Study

Aim

This action research study focuses on the needs of international students in Adelaide, the capital city of the state of South Australia. It details the process by which an online Australian cultural dictionary was created and provides guidelines for those wishing to construct a similar resource.

Ethics approval for the study was obtained from the University of Adelaide's ethics committee, and all students involved in the study received information and complaints procedure sheets, and signed a consent form. There were nine stages in the dictionary's development.

Stage 1

In order to establish which words needed to be included in an Australian cultural dictionary (ACD) for EAL learners, a paper questionnaire was administered to 269 international students on a 20 week pre-enrolment English program (PEP) which prepared them for entry to a South Australian University. (Please see Appendix 1 for details of the questionnaire.) The questionnaire requested details of each student's age, gender, home country, and first language. Students were then asked what information they would like to find in a dictionary (e.g. definition, part of speech, pronunciation). Finally, they were asked to list three Australian words or expressions that they found hard to understand, and requested to say where they had found out the meaning of that word, whether they had used a dictionary, and, if so, how helpful that dictionary had been. The three words or expressions most frequently elicited from all the students were then incorporated in a second written questionnaire.

Stage 2

The second questionnaire (see Appendix 2) presented a new group of international students on the PEP course ($n = 337$; similar demographics to the first group) with three terms (*koala*, *brekkie*, and *Royal Adelaide Show*) highlighted as problematic by students responding to the first questionnaire. These terms were presented in three ways:

Version A: existing online dictionary entries for *koala* (OALD online), *brekkie* (Macquarie Dictionary), and *Royal Adelaide Show* (based on the entry for *show* in CALD online)

Version B: our own definition, together with IPA pronunciation, pictures, parts of speech, and example sentences

Version C: our own definition, together with IPA pronunciation, pictures, parts of speech, and example sentences, amplified by historical and more encyclopaedic information, together with a word history

The majority of the students (75%) preferred version B. In other words, they wanted a definition that was more complete than that found in a normal learner's dictionary, but they did not want to be swamped by encyclopaedic information or etymology. This is in line with Szczepaniak and Lew (2011)'s suggestion that users may pay little attention to etymological information in a dictionary entry.

Stage 3

A third questionnaire (see Appendix 3) was later presented online to a third cohort of students from the same course (n = 97), in order to cross check the suggestions in questionnaire 1 and elicit more terms necessary for an Australian cultural dictionary.

Stage 4

The terms suggested by students in questionnaires 1 and 3 were conflated, and any words or expressions mentioned at least twice were included in a database, leading to the following entries: *Aboriginal; the Adelaide Festival; the Adelaide Fringe; the Royal Adelaide Show; Anzac day; Anzac biscuit; arvo; Aussie; Aussie Rules; barbie; barrack for; bbq; beaut; bickie/bikkie; big/small bickies/bikkies; bokie; billy; bloke; bludge; bludger; bogan; Bottoms up!; brekkie; budgie smugglers; bush tucker; byo; Centrelink; chip; chook; Christmas Pageant; cricket; Dagwood dog; deli; dingo; (duckbill) platypus; dob in; dummy; dummy run; dunny; echidna; eftpos/EFTPOS; emu; esky; fair enough; footy; g'day; goanna; Good on ya!; heaps; Hills hoist; Hockey-roo; hoon; hotel; How are you going?; How's it going?; It's your call; kangaroo; kiwi; Kiwi; kiwifruit; koala; lamington; lolly; marsupial; mate; Milo; No worries; O-Bahn; outback; pie floater; pokies; Pom; Pommy; (I) reckon; rort; sanga; See ya; She'll be right; showbag; Socceroo; Strine; spill; spruik; stoush; stubby holder; sunnies; sweet as; swag (=collection); swag (=bedding roll); Tasmanian devil; tax file number; tea (= evening meal); thongs; tracky dacks; tragic; Ugg boots; Uluru; ute; Vegemite; wallaby; Wallaby; What are you after?; What's up?; wombat; yakka; Zombie Walk.*

Some terms not unique to Australia (*alpaca; the Ashes; Brussels sprout; cheers; cuppa; Long time no see; spread oneself too thin; Sugar!; ta; tea; tram; vertical garden; yonks; and yummy*) were salient to the participants and so were also included in the dictionary. Other terms (e.g. *chip, hotel, lolly*) may appear in British dictionaries, but have a different meaning in Australia. Only 28 of the terms appeared in all the 'Big 6' English learner's dictionaries, while 31 did not appear in any of them.

Stage 5

An online Australian cultural dictionary for English language learners was then developed, based on the terms in the database. For each word, the part of speech, IPA pronunciation, and grammatical information (e.g. countable or uncountable noun) were provided. A simple definition was then written. The resulting definitions were circulated in an online survey to 20 adult native speakers of English in Australia who had lived for most of their lives in that country, with the request that they check the definitions for adequacy and accuracy. Changes were then made to the definitions based on the feedback of these speakers.

Stage 6

All the words used in the definitions, including information on part of speech and usage, were made into a corpus and analysed for frequency using Adelaide Text Analysis Tool (AdTAT) concordancing software (The University of Adelaide 2013). Numerals were removed from the resultant word list, as were words which were explained in the definition (e.g. *backyard* (*garden*)) or had their own definition (e.g. *marsupial* is used in various definitions, but has its own definition). Equivalents in other languages (such as *Salut* for *Cheers*) were also removed, and so were proper nouns relating to inventors (e.g. the Hills hoist: *named after its inventor, Lance Hill*). Another list was made in which only root words (such as *quick* or *sandwich*) were included in the defining vocabulary, and related parts of speech and plural forms (such as *quickly*, *sandwiches*) were removed. This resulted in a defining vocabulary of 845 words, 146 of which do not appear in any form in the *Academic Word List* (Coxhead 1998) or the *New General Service List* (Browne et al. 2013). Some of these, such as *Australia*, were not thought to present any difficulty to learners. However, there were still words in the defining vocabulary which occurred only once and which might not be entirely simple for learners. For example, *desiccated*, though it is the correct name of a type of coconut product, was thought to be too complicated, so the explanation *dried* was added in brackets afterwards. After all explanations had been added and simplifications made where possible, 33 words remained which might have been problematic for learners.

Stage 7

A fourth questionnaire was formed around these 33 defining vocabulary items to check student understanding of the terms. This online questionnaire was completed by 35 students on the PEP course (25 male, 10 female, average age 22, with 66% from China). This was a convenience sample, as all the students on the course were invited to complete the survey, but only 35 responded. Most of the students (89%) had been in Australia for one to four months, and their global IELTS scores ranged from 5 to 7, with many (71%) in the 5.5 to 6.5 brackets.

This defining vocabulary questionnaire gave the participants four possible meanings for a word and a 'don't know' option. For example, to test the understanding of the phrase *arcade game* the first question asked 'Which one of these is the best example of an arcade game?', with the answer options of 'darts', 'baseball', 'a poker machine', 'snooker' and 'I don't know'. Owing to the nature of the online survey program (SurveyMonkey) at that time, it was not possible to include a picture for each possible meaning. Twenty-four words were understood by 80% or more of participants. The remaining words were *arcade game*, *fairground*, *frankfurter*, *lizard*, *malted*, *oats*, *overhead*, *eucalyptus* and *spikes*. These words were either removed from the defining vocabulary or explained further. For instance, *lizard* is essential to the definition of *goanna*, but the defi-

inition was extended to 'Any type of Australian monitor lizard (a reptile with legs) from 20 centimetres to 2 metres long'. The word *oats* was retained in the definition of *ANZAC biscuit*, as oats are a central ingredient, and the more generic word *grain* might also not be recognized by students. *Eucalyptus* (with its more common alternative *gum*) was retained in the definition of *koala* because koalas are most commonly found in eucalyptus trees and eat eucalyptus leaves. The phrase *long soft spikes* was retained in the definition of *echidna* because the more suitable alternatives — *quills* or *spines* — were thought to be even less recognizable by students. Even the more established learner's dictionaries have trouble with defining *quills*: 'any of the long sharp pointed hairs on the body of a porcupine' (*CALD*); 'one of the long pointed things that grow on the back of a porcupine' (*LDOCE*); 'a long thin sharp object like a stick that grows from the body of porcupines and some other animals' (*MEDAL*); and 'one of the long sharp stiff spines on a porcupine' (*OALD*). We rejected *spines* because of possible confusion with *vertebrae*.

Stage 8

After all words and multimedia files had been collected, a new dictionary database was created using TLex software. For the sake of data standardization, the database was saved in TLex format (tldict file), meaning that all features of the software could be used easily. Next, the collected words were put into the database as new entries. Details were given for each word, including lemma sign, pronunciation/phonetic symbols, part of speech label, definition, and examples. Multimedia files (pictures, sounds, and videos) were assigned to the entries. The database was then exported into an HTML file. One HTML file was generated from each entry/word; all labels for the entries were included.

As TLex exports HTML files in plain text, an interface template for the dictionary website had to be designed (see Figure 1). In making the interface template, we considered consistency and predictability (Lynch and Horton 2008) in terms of the layout of the website and its paths or navigational links. Different pages on the site used the same template, and this was designed to be interesting for users and easily accessible. Links or elements were created and put on all HTML pages, which were designed to be accessible through devices such as desktops, tablets, and mobile phones. Therefore, the dimension of the interface template was set to be dynamic, having the ability to adapt to the height and width of the device screen.

In order to make a website easily accessible, HTML files and their components such as photos and audios must be small in size. Therefore, all multimedia files were compressed and resized. A domain name/hosting, www.culturaldictionary.org, was created, and all HTML files and the multimedia components were uploaded. HTML5 audio player was set as the player for the audio files because it is small, can be opened using most browsers and is routinely used for playing audio files on the Internet. However, we found that

only Firefox, Chrome, Safari, Opera, and Internet Explorer 9 and above supported the HTML5 audio standard, and the audio files did not work on Internet Explorer 8 or earlier. We therefore added this caveat to the website. Rather than hosting video files on the website, the videos were uploaded to YouTube with links embedded on the HTML pages of the dictionary website. To track the traffic data of the website, Google analytics code was put on the home page.



Figure 1: A section of the main page of the *Australian Cultural Dictionary* website

Features of the *Australian Cultural Dictionary*

The ACD is a freely accessible online dictionary with 119 entries in its initial phase. Figure 2 shows an example of the dictionary entry for the headword *kangaroo*.

As can be seen in Figure 2, an entry consists of a headword, pronunciation, grammatical information, usage note, definition, example, and a picture. Some entries, such as the entry for *kangaroo*, also contain a video and hyperlinks to other entries (in this case, to the word *marsupial*). The headword and pronunciation are placed in the first line. Each headword has its own entry. The headwords with spelling variations, i.e. *bickies/bikkies* and *big/small bickies/bikkies*, as well as *EFTPOS/eftpos*, are presented in the same entry. The pronunciation is given in IPA characters and audio files that use either a male or female voice with an Australian accent. Therefore, users who cannot read IPA characters can listen to the pronunciation from the audio file.



Figure 2: The entry for the headword *kangaroo* on the *Australian Cultural Dictionary* website

The second line consists of the grammatical information and usage note. As shown in Figure 2, the grammatical information is not abbreviated (for example, C or U/NC), but spelled out (i.e. 'countable noun') to make it easier for users to understand. The usage notes are included so that dictionary users are aware of the register of each term, and of occasions for its use. Common terms like *the Ashes* (relating to cricket) are marked 'This is the usual term used by all speakers'. More restricted forms are marked 'This term is used by many speakers' (e.g. *barrack for*); 'This term is used by some speakers' (e.g. *arvo*); 'This term is used by some speakers, often in the older age groups' (e.g. *sanga*); or 'This term is used by some speakers, often from the younger age groups' (e.g. *What's up?*). Common words such as *Aussie*, which are not official terms but are frequently used, are marked 'This term is used by speakers of all ages'. Special circumstances are noted, such as 'This term is used by many people when writing an invitation' (e.g. *bbq, byo*).

The definitions present an initial phrase followed by an explanatory sentence where necessary. As explained previously, the definitions are written using a limited defining vocabulary to make it easier for the users to comprehend them. Hyperlinks to other entries in the ACD are also provided. After the definition, there is an example sentence. Example sentences were taken wherever possible from the Australian version of the VOLE (Varieties of Learner English) corpus in Sketch Engine. Where words did not appear in the VOLE corpus, an Australian Internet search was conducted to find suitable examples. All example sentences were chosen because they not only show the word in use in a sentence but also add a dimension of understanding to the term. As in *LDOCE* (2003), words used in the example sentences are not restricted to the defining vocabulary, as to do so would have placed unnatural limits on the

examples and excluded the use of most of the authentic corpus illustrations.

All entries include a photograph. Although there is debate in the literature about the use of photographs rather than drawings (Szczeplaniak and Lew 2011: 330), it was more economical for us to take our own photographs or to buy stock photographs, rather than to commission drawings from an artist. Videos are also provided in those cases where a moving image would add useful information to an entry. For example, a video of a kangaroo jumping provides a vivid demonstration of its distinctive motion which it is hard to capture in words or even in a photograph. The number of videos was also restricted due to time limitations in filming and editing.

Evaluation and discussion

Two consecutive new cohorts of PEP students were informed of the ACD website in 2015, and a notice was put on the dictionary's homepage inviting participants to complete an online evaluation in return for a \$10 book voucher. By the end of November 2015 there were 53 responses in total (55% male; 45% female). Most respondents (89%) were aged between 20 and 39 and all came from non-English speaking countries, with nearly three quarters (74%) from China. All but one of the respondents were living in Australia at the time of undertaking the survey. The survey asked detailed questions about the dictionary website (see Table 1 for questions and responses). In addition, there were two open-ended questions asking about the best features of the dictionary and suggestions for improvement (summarised in Table 2).

Table 1: Respondents' answers (n = 53) to questions about the *Australian Cultural Dictionary*

	Strongly agree	Agree	Partly agree	Neither agree nor disagree	Partly disagree	Disagree	Strongly disagree
1. I prefer online dictionaries to paper dictionaries.	28%	33%	13%	17%	4%	4%	0%
2. I often look in a dictionary to help me know how to spell a word.	15%	38%	31%	9%	7%	0%	0%
3. This dictionary has enough detail in the definitions	11%	69%	16%	2%	2%	0%	0%
4. The grammar information (e.g. countable/uncountable noun) in this dictionary is helpful	28%	35%	26%	9%	2%	0%	0%

5. The definitions in this dictionary are easy to understand	20%	69%	7%	2%	2%	0%	0%
6. The spoken (audio) pronunciation in this dictionary is helpful.	39%	37%	17%	7%	0%	0%	0%
7. The details about how to use the words in this dictionary are useful (e.g. "This term is used by many speakers").	31%	39%	24%	4%	2%	0%	0%
8. The example sentences help me to understand how to use the words in the dictionary.	33%	50%	15%	0%	2%	0%	0%
9. The photographs in this dictionary are helpful	31%	39%	28%	2%	0%	0%	0%
10. The videos (used for some terms in this dictionary) are helpful.	31%	51%	7%	11%	0%	0%	0%
11. I would like to see more videos on the website for this dictionary.	27%	44%	11%	18%	0%	0%	0%
12. I like the fact that this dictionary can help me with Australian (rather than British or American English) terms.	44%	42%	12%	2%	0%	0%	0%
13. This dictionary is more useful than my bilingual dictionary for helping me to understand Australian terms.	25%	53%	16%	4%	2%	0%	0%
14. This dictionary is more useful than an English learners' dictionary for helping me to understand Australian terms.	16%	44%	27%	11%	2%	0%	0%
15. This dictionary stimulates my interest in learning Australian terms.	16%	42%	24%	16%	2%	0%	0%

16. This dictionary will help me to use these terms correctly when I speak or write English in future.	20%	50%	22%	6%	2%	0%	0%
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Table 2: Summary of respondents' (n = 53) qualitative feedback on the *Australian Cultural Dictionary*

17. The best feature(s) of this dictionary was/were:	Audio Easy to understand Easy to use Example sentences Free Pictures
18. This dictionary might be improved in future by:	Larger font More entries More example sentences Offline platform

The percentages below, based on the data in Table 1, mainly refer to the total number of respondents who agreed or strongly agreed with a statement.

With regard to general dictionary use, fewer students than expected (61%) preferred online to paper dictionaries. There were also only 53% who used a dictionary to check spelling (although this figure is much higher than Harvey and Yuill's (1997: 259) finding of 24%).

The restricted DV was obviously effective, as 89% of users found the definitions easy to understand. Most of them (80%) also agreed that the ACD provides enough detail in its definitions. Grammatical information was useful for 64% of respondents, indicating that users do actually use (or claim to use) this information (cf. Bogaards 2001). The audio pronunciation was well received (76%), and 70% found the usage information helpful. Example sentences were also thought to be beneficial (83%). Both photographs and videos were considered helpful, but the videos were appreciated more than the photographs (i.e. 82% for videos and 70% for photographs). In addition, 71% requested more videos in a future edition.

Participants particularly liked the Australian focus (86%), and 78% found the ACD more useful than their usual bilingual dictionary for understanding Australian terms. However, only 60% found it more useful than their English learner's dictionary. Nevertheless, only 28 of our terms appeared in all the Big 6, and 31 terms were not in any of the Big 6.

More than half the respondents (56%) said the dictionary stimulated their interest in learning Australian terms. This shows that the ACD could be used as a tool to introduce EAL learners to Australian terms and to encourage better understanding of Australian culture.

Answers to the open ended questions suggested that participants appreciated the fact that the dictionary was free, easy to use and easy to understand. They also particularly liked the audio files and pictures. For the further development of the ACD, they wanted more entries and more example sentences, and would have liked offline availability and a larger font. At the moment, the default font type and size of the definition in the ACD is Verdana 10.5, which is actually similar to the font size of the other online learner's dictionaries. In addition, users can use the Ctrl + buttons on their keyboard if they want a larger font size.

Conclusion

The ACD was an experiment in creating a specialized dictionary to meet a perceived need. Its reception indicates that the need was largely met, particularly in relation to the dictionary's Australian focus, its use of videos and spoken pronunciation, its example sentences and the clarity of its definitions. Useful information was also gained about certain dictionary use habits, the main findings here being that only 61% of participants preferred online to paper dictionaries and 53% of participants used dictionaries to help with spelling.

The data indicate that students do indeed appreciate cultural information in a dictionary, and that this need may not be met in current learner's dictionaries or bilingual dictionaries, particularly if the target culture is not that of the UK or the US. It is therefore suggested that the current ACD be expanded by using words found in the indices of books on Australian culture or by collecting additional data using the method explained in this article. We also suggest that similar dictionaries be created for other varieties of English and for other languages.

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Appendix 1: Cultural dictionary questionnaire 1

Please fill out the following information and answer the questions. Your answers will remain entirely confidential.

Gender Male Female **Age**

Home country

First language

We would like to know what Australian words (e.g. *kangaroo*), expressions (e.g. *no worries*) or events (e.g. *an Aussie Rules football game*) you find hard to understand.

When you look for an Australian word, expression or event, what information would you like to find? (You can tick as many answers as you like.)

- A definition
- The pronunciation
- The part of speech (Noun, Verb, etc.)
- Example sentences
- A picture
- An audio file
- A video file
- The history of the word, expression or event
- The register of the word or expression (formal, taboo, etc.)
- Other (please specify)

Please give information about 3 Australian words, expressions or events below.

Question 1

1a. Australian word, expression or event

1b. How did you find the meaning of this Australian word, expression or event?

- From a friend
- From a book about Australian culture

- From the Internet (not an online dictionary)
- From a dictionary (paper or online)
- Other source (please specify)

1c. If you used a dictionary, what was the title of the dictionary? (Please write what you can remember. e.g. dictionary.com, Oxford, etc.)

1d. If you used a dictionary, how helpful was the information provided in the dictionary?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Very much | A bit | Undecided | Not at all |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1e. If you did not use a dictionary, please give your reasons.

Question 2

2a. Australian word, expression or event

2b. How did you find the meaning of this Australian word, expression or event?

- From a friend
- From a book about Australian culture
- From the Internet (not an online dictionary)
- From a dictionary (paper or online)
- Other source (please specify)

2c. If you used a dictionary, what was the title of the dictionary? (Please write what you can remember. e.g. dictionary.com, Oxford, etc.)

2d. If you used a dictionary, how helpful was the information provided in the dictionary?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Very much | A bit | Undecided | Not at all |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2e. If you did not use a dictionary, please give your reasons.

Question 3

3a. Australian word, expression or event

3b. How did you find the meaning of this Australian word, expression or event?

- From a friend
- From a book about Australian culture
- From the Internet (not an online dictionary)
- From a dictionary (paper or online)
- Other source (please specify)

3c. If you used a dictionary, what was the title of the dictionary? (Please write what you can remember. e.g. dictionary.com, Oxford, etc.)

3d. If you used a dictionary, how helpful was the information provided in the dictionary?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Very much | A bit | Undecided | Not at all |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

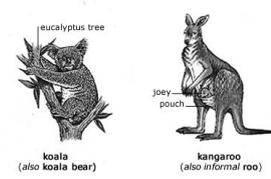
3e. If you did not use a dictionary, please give your reasons.

Appendix 2: Cultural dictionary questionnaire 2

The following are dictionary entries for 3 different words or expressions. For each one, please indicate which version you prefer and state your reason in the box at the end of each page. On the last page there is a question about your first language. Please complete all four pages of the questionnaire.

Your answers will remain entirely confidential.

Question 1

<p style="text-align: center;">Version A koala <i>BrE</i> /kəʊˈɑ:lə/ <i>NA mE</i> /kouˈɑ:lə/ (also koala 'bear') noun an Australian animal with thick grey fur, large ears and no tail. Koalas live in trees and eat leaves.</p> <p>Marsupials</p>  <p>koala (also koala bear)</p> <p>kangaroo (also informal roo)</p>	<p style="text-align: center;">Version B koala /kəʊˈɑ:lə/ noun (countable) A koala is an Australian animal about 75cm long with thick grey fur, which lives in trees and feeds on gum (eucalyptus) leaves. They are sometimes called 'koala bears', but they are not bears.</p> <p>e.g. <i>We went to a wildlife park and saw a koala sleeping in a tree.</i></p>  <p style="text-align: center;"><u>Link to a Video File about Koalas</u></p>	<p style="text-align: center;">Version C koala /kəʊˈɑ:lə/ noun (countable) A koala is an Australian animal about 75cm long with thick grey fur, which lives in trees and feeds on gum (eucalyptus) leaves. Koalas sleep up to 18 hours a day. They are sometimes called 'koala bears', but they are not bears.</p> <p>e.g. <i>We went to a wildlife park and saw a koala sleeping in a tree.</i></p> <p>Koalas are marsupials, so they carry their young in a pouch.</p> <p>The word 'koala' is based on an Australian Aboriginal word.</p>  <p style="text-align: center;"><u>Link to a Video File about Koalas</u></p>
<p>The version I prefer is (write A, B, or C):</p> <p>The reason:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		

Question 2

<p>Version A brekkie /'breki/ noun (Colloquial) breakfast</p>	<p>Version B brekkie /'breki/ Countable noun (colloquial) breakfast The first meal of the day. Typical Australian breakfast dishes are cereal with milk; toast; and coffee, tea or fruit juice. e.g. "What did you have for brekkie?" "Oh, not much — just toast and Vegemite."</p>  <p><u>Link to a Video File about brekkie</u></p>	<p>Version C brekkie /'breki/ Countable noun (colloquial) breakfast The first meal of the day. Typical Australian breakfast dishes are cereal with milk; toast; and coffee, tea or fruit juice. e.g. "What did you have for brekkie?" "Oh, not much — just toast and Vegemite." 'Brekkie' is short for 'breakfast'. Many Australian words are shortened in this way. They are informal, but not rude. You would use them when talking to friends.</p>  <p><u>Link to a Video File about brekkie</u></p>
<p>The version I prefer is (write A, B, or C):</p> <p>The reason:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		

Question 3

<p>Version A Royal Adelaide Show /'rɔɪəl 'æd.leɪd 'ʃəʊ/ Noun [C] an agricultural event at which a group of related things are available for the public to look at <i>There were some amazing animals and cakes at the Show.</i></p>	<p>Version B Royal Adelaide Show /'rɔɪəl 'æd.leɪd 'ʃəʊ/ Countable noun a week-long annual agricultural show, at which you can see animals, birds, plants, cakes and other produce. There are also fair-ground rides, and children in particular enjoy buying 'showbags', which contain many different items ranging from lollies (sweets) to football paraphernalia.</p> <p>e.g. <i>We went to the Show and saw some beautiful cows and horses. I really liked the decorated cakes. The kids loved the rides, and of course they liked the showbags too!</i></p> <p> <u>Link to a Video File about the Show</u></p>	<p>Version C Royal Adelaide Show /'rɔɪəl 'æd.leɪd 'ʃəʊ/ Countable noun a week-long annual agricultural show, at which you can see animals, birds, plants, cakes and other produce. There are also fair-ground rides, and children in particular enjoy buying 'showbags', which contain many different items ranging from lollies (sweets) to football paraphernalia.</p> <p>e.g. <i>We went to the Show and saw some beautiful cows and horses. I really liked the decorated cakes. The kids loved the rides, and of course they liked the showbags too!</i></p> <p>The Royal Adelaide Show dates back to the Adelaide Produce Show in 1840. It is now held in a special location at Wayville. Showbags were originally bags with free samples of produce from the show. The word 'showbag' is sometimes used ironically in other contexts where you are offered a bag with free information or samples.</p> <p> <u>Link to a Video File about the Show</u></p>
<p>The version I prefer is (write A, B, or C):</p> <p>The reason:</p> <p>.....</p>		

Question 4

Do you find the following things helpful when you use a dictionary?

- | | | | |
|---|-------------|---------------|--------------|
| 1. Definition | Not helpful | A bit helpful | Very helpful |
| 2. Part of speech (noun, adjective, etc.) | Not helpful | A bit helpful | Very helpful |
| 3. Information on whether a noun is countable | Not helpful | A bit helpful | Very helpful |
| 4. Word history (where the word comes from) | Not helpful | A bit helpful | Very helpful |
| 5. Picture | Not helpful | A bit helpful | Very helpful |
| 6. Pronunciation | Not helpful | A bit helpful | Very helpful |
| 7. Example sentence | Not helpful | A bit helpful | Very helpful |
| 8. Register (when to use the word) | Not helpful | A bit helpful | Very helpful |
| 9. Would you like to see a video of someone using the words? | No | Undecided | Yes |
| 10. Would you like to hear the words spoken in an audio file? | No | Undecided | Yes |

Please fill out the following information. Your answers will remain entirely confidential.

Gender Male Female **Age**

Home country

First language

English dictionary I usually use.....

Thank you very much for completing the questionnaire.

Appendix 3: Cultural dictionary questionnaire 3

Please fill out the following information and answer the questions. Your answers will remain entirely confidential.

Gender Male Female **Age**

Home country

First language

How often do you use a dictionary?

Never Once a week Several times a week Once a day More than once a day

If you use a dictionary, what kind do you prefer? Please tick only one box.

- Mostly paper dictionary
- Mostly online dictionary (via computer, tablet or iPad)
- Mostly online dictionary (via mobile phone)
- Mostly electronic dictionary (installed in a computer or tablet)
- Mostly mobile dictionary (installed in a mobile phone)
- Mostly pocket electronic dictionary

Why do you prefer this kind of dictionary?

.....

We would also like to know what Australian words (e.g. *kangaroo*), expressions (e.g. *no worries*) or events (e.g. *an Aussie Rules football game*) you find hard to understand.

Please list up to 5 Australian words, expressions or events that are/were difficult to understand.

1. Australian word, expression or event

.....

2. Australian word, expression or event

.....

3. Australian word, expression or event

.....

4. Australian word, expression or event

.....

5. Australian word, expression or event

.....

Appendix 4: Cultural dictionary questionnaire 4

Thank you for taking part in this survey.

We are trying to develop a list of words to define other words in a dictionary. We therefore want to see which words people know and which words are too hard to use in a dictionary definition.

Please match each word with the best meaning from the choices below. We are not testing your knowledge; we are testing whether our definitions will work. Therefore, if you don't know an answer, please tick 'don't know' instead of guessing.

1. Which one of these is the best example of **an arcade game**?
 - a. darts
 - b. baseball
 - c. a poker machine
 - d. snooker
 - e. I don't know

2. Which one of these is the best example of **artwork**?
 - a. a painting
 - b. a cake
 - c. a tractor
 - d. a tablecloth
 - e. I don't know

3. What is a **bikini**?
 - a. a short dress
 - b. a two piece swimsuit
 - c. a blouse
 - d. a type of biscuit
 - e. I don't know

4. What is a **cabbage**?
 - a. a gun
 - b. a vegetable
 - c. a taxi
 - d. a drink
 - e. I don't know

5. What is **charcoal**?
 - a. something you put in a gun
 - b. something you use to wash clothes

- c. something you burn to cook food
 - d. something you mix with fruit juice
 - e. I don't know
6. What is a **circus**?
- a. a place full of machines
 - b. a place with clowns, animals and acrobats
 - c. a place like a factory
 - d. a place where they make ice cream
 - e. I don't know
7. What is a **coconut**?
- a. a hard brown nut with a white inside
 - b. a vegetable with a purple skin
 - c. a bird with long feathers
 - d. a type of dog
 - e. I don't know
8. What is a **cookie**?
- a. Someone who cooks (another word for 'chef')
 - b. an animal
 - c. a type of pasta
 - d. Something sweet that you eat (another word for 'biscuit')
 - e. I don't know
9. Which one of these is usually **crispy**?
- a. a banana
 - b. a piece of cheese
 - c. bubblegum
 - d. a potato chip
 - e. I don't know
10. Which one of these do people usually do at a **fairground**?
- a. go on exciting rides
 - b. practise cooking
 - c. do their homework
 - d. sunbathe
 - e. I don't know
11. What is a **frankfurter**?
- a. a type of vegetable
 - b. a type of food used in a hot dog
 - c. a piece of furniture
 - d. another word for an essay
 - e. I don't know

12. What is **gambling**?
- dancing at a disco until you fall over
 - drinking too much alcohol
 - risking money to try and win more money
 - walking in the country until you are very tired
 - I don't know
13. What is a **grill**?
- a metal frame to cook meat on
 - a kind of potato found in Australia
 - a person who is new to an area
 - a type of insect that lives in cities
 - I don't know
14. What is a **gum**?
- a type of Australian animal
 - a type of Australian tree
 - a type of Australian beer
 - a type of Australian aeroplane
 - I don't know
15. Where would you find **lenses**?
- in a forest
 - in the clouds
 - in a pair of glasses/spectacles
 - in a kitchen
 - I don't know
16. What is a **lizard**?
- a reptile
 - a rock
 - a crack in the ground
 - a kind of elephant
 - I don't know
17. What is a **lollipop**?
- a kind of green vegetable (e.g. a bean)
 - a hard sweet on a stick (e.g. a Chupa Chup)
 - a kind of song you hear at bedtime
 - an Australian bird
 - I don't know
18. Which one of these drinks is **malted**?
- tea
 - coffee

- c. soda water
 - d. Ovaltine/Horlicks
 - e. I don't know
19. What is a **motorcycle**?
- a. a fast car
 - b. a boat with an engine
 - c. a two wheeled vehicle with an engine
 - d. a fast bird like an eagle
 - e. I don't know
20. What are **oats**?
- a. a way of measuring speed
 - b. a type of grain
 - c. a type of beer
 - d. a way of planting vegetables
 - e. I don't know
21. Which one of these is **oval**?
- a. a tree
 - b. a bottle
 - c. an orange
 - d. an egg
 - e. I don't know
22. Where would you see **overhead** wires?
- a. under you
 - b. above you
 - c. inside a table
 - d. on your feet
 - e. I don't know
23. What is a **pea**?
- a. a brown bird
 - b. an orange fruit
 - c. a green vegetable
 - d. a purple fish
 - e. I don't know
24. What does '**p.m.**' mean?
- a. in the afternoon
 - b. in the morning
 - c. at dawn
 - d. just after midnight
 - e. I don't know

25. What is **poker**?
- a drink
 - a kind of mobile phone
 - a book
 - a card game
 - I don't know
26. Which one of these is usually **rectangular**?
- a cat
 - a pearl
 - a book
 - a flower
 - I don't know
27. What do you do with **sandals**?
- Wear them on your head
 - Eat them with a spoon
 - Wear them on your feet
 - Cook them in the oven
 - I don't know
28. Which one of these is often made of **sheepskin**?
- a cake
 - a drink
 - a rug
 - a pencil
 - I don't know
29. What is a **snack**?
- an animal with no legs
 - something quick to eat
 - something to put on the wall
 - a zoo animal
 - I don't know
30. Which one of these has **webbed** feet?
- an elephant
 - a lion
 - a cat
 - a duck
 - I don't know
31. What is a **eucalyptus**?
- a type of tree
 - a type of bird

- c. a type of game
 - d. a type of song
 - e. I don't know
32. What do you usually find at the **beach**?
- a. machines and factories
 - b. trees and sheep
 - c. sea and sand
 - d. pandas and cats
 - e. I don't know
33. Which one of these animals has **spikes**?
- a. a tiger
 - b. a cow
 - c. a rabbit
 - d. a porcupine
 - e. I don't know

Thank you for completing the questionnaire.

Please click 'done' to submit your answers and exit the survey.