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In an article published in 2006 (Lee, 2006), Lee argued that the established view of signposting has become outdated; a more recent view would stress that signpost devices should appear to serve any user equally regardless of their language skills and proficiency level. To this end, he suggested that signposts and menu-based resources should focus more on highlighting keywords and collocations associated with a target sense (rather than trying to steer users towards the target sense themselves). In turn, the latter might be achieved by providing relevant examples or collocations at the appropriate points of a given entry, rather than by indicating the target sense directly. As far as the use of signposts and menus is concerned, he suggested that the use of these devices as a means to steer learners to the target sense (and by extension to the target lexico-grammar) is not always appropriate (Lee, 2006). For example, in the case of vocabulary learners, such a "confrontation of unnecessary information" (Lee, 2006) might lead to the learner feeling frustrated and hence to lower proficiency levels. As a consequence, Lee suggested focusing on contextualising the signpost to the target sense or collocation, thereby adapting the access devices to the requirements of the target learners. For example, signposts should adapt to learners' lack of proficiency, and long or confusing entries should be simplified. In addition, online signposting should be supplemented with offline signposting (Lee, 2006) for learners with an offline device, such as a DVD or a CD. Finally, Lee suggested that lexicographic resources should be designed in a way so as to help learners to respond to lexico-grammar prompts ("pressing the right buttons" (Lee, 2006)) rather than steering them to the target sense. To sum up, he stressed that signpost devices should be designed to make sense, to the learner, rather than to the dictionary user. This view (and the use of signposts in the present study) is in line with Bogaards' (1999) notion of "independent signposting" (independent of learners' language skills and proficiency levels), as discussed above.

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in further defence of the cobuild approach, mr. krishnamurthy subsequently responded, i do appreciate your point about the lack of 'downward mobility' of the biggest cobuild dictionary to some extent. i still feel that the rest of the cobuild apparatus --full inflected forms, full sentence definitions, incorporation of main collocates or super ordinates (where there are no prominent collocates within a semantic range), typical contexts (who does what to whom), pragmatics (when and why do speakers select this particular word, what attitude or other pragmatic aim is being fulfilled), grammar patterns, etc are where the 'downward mobility' exists--the examples are not the place. words like 'racism' and 'prejudice' are exponents of the class'something unpleasant' which has already been signalled in the definition, and 'devoted' is echoing 'in a determined way' in the definition. in sum, while this cd-rom which combines so many different resources is no doubt a wonderful resource for high-level learners, my feeling is that with a more careful and flexible approach to the selection of the content, the cobuild3 dictionary could become the esl dictionary, and one that i could recommend to a much broader range of my students. in the meantime, for my intermediate japanese learners who can't afford the pocket electronic version (a cobuild3 version of which was recently released by seiko), to ensure higher levels of comprehension, i will continue to recommend the compact print versions of the ldoce3 and the oald6. i livelli di competenza delle due versioni del longman dictionary sono ottimi. 'excelled' is meant as a matter of fact and not just an assessment of how good the dictionary is in my opinion, but i have no doubt that the electronic version is significantly better than the print version. 5ec8ef588b

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