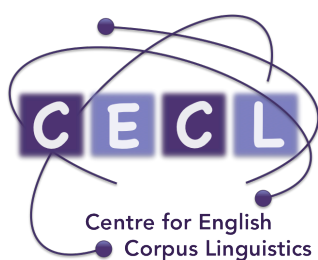


CECL Papers 5

The Louvain English for Academic Purposes Dictionary

User manual

Sylviane Granger and Magali Paquot



2022

The Louvain English for Academic Purposes Dictionary

User manual

Sylviane Granger & Magali Paquot

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Université catholique de Louvain

2022

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1. OVERVIEW

1.1. Who are the targeted users of the LEAD?

- Non-native speakers of English (**students and/or researchers**) who have to write academic texts in English (term papers, dissertations, reports, research articles) and have some difficulty using words and sequences of words typical of academic English, although they already have a higher intermediate to advanced level of English.
- **Teachers of English** as a Foreign/Second Language who can use the dictionary as a reference tool in addition to general dictionaries and/or as a companion resource within the framework of an English for Academic Purposes (EAP) course.

1.2. How can I access the information included in the LEAD?

One of the key features of the LEAD is that it makes full use of the capabilities afforded by the electronic medium in terms of **multiplicity of access modes**. The dictionary can be used:

- as a semasiological dictionary (**from word to meaning**): users can look up the exact meaning of academic words and find out how they are used in context.
- as an onomasiological dictionary (**from meaning/concept to word**) via a list of typical rhetorical or organisational functions in academic discourse (e.g. how to conclude a text, contrast ideas, refer to figures, etc.). This access mode provides users with lists of words and phrases that can be used to express a particular function, thereby helping them to widen their lexical repertoire.
- as a **semi-bilingual dictionary**: the English words and phrases can be accessed via their translation equivalents in the user's mother tongue.
- as a **writing aid**: using the "highlighter" function, users can copy-paste their own text on the interface and get direct access to the dictionary entries of all the academic words and phrases they have used to check whether they have used them appropriately. The highlighter also highlights potential errors in the text and gives direct access to error notes.

1.3 What kind of help can I expect from the LEAD?

	Type of help provided	Type of questions users may have
Word search	Meanings and uses of words + Error and warning notes + Exercises on specific words	▪ What is the meaning of a case in point? ▪ What is the typical position of <i>however</i>? ▪ What are the verbs that are typically used with the noun <i>conclusion</i>?
Search by function	List of different words used to ▪ conclude ▪ contrast ▪ refer to graphs/tables ▪ etc. + Exercises on range of words typically used to express a specific function	▪ What words or phrases can I use to refer to what an author has written other than by using the author says/shows that? ▪ What words other than <i>because</i> can I use to express a 'cause'?
Search by translation	Access to English words from the LEAD via their translation equivalents in French, Dutch, Spanish or Chinese	▪ What are the English equivalents of the French verb <i>causer</i>? ▪ What are the English equivalents of the Dutch noun <i>voorbeeld</i>?
Highlighter	Copy-paste your own text: automatic highlighting of academic words and hyperlinks to definition and use + potential errors	▪ Are the academic words in my text used appropriately? ▪ Does the dictionary contain warnings or error notes for some of the academic words I have used?
Corpus search	1) <u>More</u> authentic examples of words/sequences of words from the LEAD 2) Authentic examples of words/sequences of <u>words not included in the LEAD</u>	▪ How is the word <i>market</i> used? With which other words is it frequently used? ▪ Which is more common: <i>rate of unemployment</i> or <i>unemployment rate</i>?
Exercises	Exercises on ▪ specific words ▪ common functions in academic writing (give examples, contrast, etc.) ▪ translation exercises	▪ Does the dictionary contain an exercise on the difference between <i>like</i> and <i>as</i>? ▪ Can I practise words and phrases used to compare and contrast ideas? ▪ Is there an exercise on the different translation equivalents of the French word <i>comme</i> in English?

Answers to the questions

1) Word search

- What is the meaning of the expression *a case in point*?

a case in point (*n.*)

a clear example of the situation etc. under discussion.

*Labor negotiations between plantation employers and trade union leaders following a 1950s workers' strike on the island of St. Lucia provide **a case in point**.*

The phrase **a case in point** is typically used in the expression **X is a case in point**:

*Islands have traditionally posed difficulties for water engineers, particularly if they are densely populated or have influxes of visitors in the dry season. Jersey **is a case in point**: its rainfall is only moderate and its economy is greatly dependent on tourism.*

Figure 1: Meaning of *a case in point*

- What is the typical position of *however*?

however (*adv.*)

You can use the adverb **however** for introducing a concession, that is, to show that something remains true, valid, or accurate while establishing the truth of another statement in such a way as to make your first statement seem less important.

The adverb **however** is used:

- inside the sentence, usually enclosed by commas:

*Political leaders may help to shape a party's image. In Britain, **however**, they have a limited impact on voting behaviour.*

- at the beginning of the sentence, followed by a comma:

*A judicial investigation into his case ordered the arrest of a member of the national police. **However**, the case was passed to the military courts that revoked the arrest order.*

Figure 2: Position of *however* in a sentence

- What are the verbs that are typically used with the noun *conclusion*?

conclusion (n.)

the decision you reach or opinion you form about something after looking into the evidence

Our second tentative **conclusion** is that social services may have reduced people's subjective sense of inequality.

Collocations

Adj + conclusion

general, similar, different, main, logical, firm, tentative, obvious, important, opposite, clear, definite, certain, foregone, overall, only, final, valid, correct, erroneous, unsatisfactory

V + conclusion

reach, draw, support, base, avoid, come, lead, suggest, accept, allow, derive, resist, justify, affect, reinforce, challenge, confirm, state, escape, reject, yield

Warning!

Don't use the expression **as a conclusion** to introduce a conclusion at the end of a text. Use **in conclusion**:

Figure 3: Verbs used with *conclusion*

2) Search by function

- What words or phrases can I use to refer to what an author has written other than by using *the author says/writes that*?

LEAD **Search by function** Highlighter Corpus search Exercises Help Contact us About

Enter your search term here...

Quoting and reporting >

Others	Nouns	Verbs	Adjectives	Adverbs
ibid cf in the words of in someone's opinion in someone's view to quote sic	account answer argument assertion assumption belief claim comment contention explanation hypothesis insistence intention interpretation judgment objection observation point proposal proposition remark reply report opinion statement suggestion theory	acknowledge add admit analyse argue assert assume believe claim comment concede confirm describe discuss dispute emphasize estimate explain find focus indicate maintain mention note observe point propose	previous earlier	correctly rightly earlier previously

Figure 4: Words and phrases used for quoting and reporting

- What words other than *because* can I use to express a ‘cause’?

LEAD **Search by function** Highlighter Corpus search Exercises Help Contact us About

Enter your search term here...

Express cause and effect: Cause >

Others	Nouns	Conjunctions	Prepositions
on the grounds that on the ground that	cause factor ground origin reason root source	because for since given that	because of due to following given in view of on account of owing to

Figure 5: Words or phrases used to express cause and effect

3) Search by translation

- What are the English equivalents of the French verb *causer*?

LEAD **Search by translation** Highlighter Corpus search Exercises Help Contact us About

Enter your search term here...

Translation(s) of *causer*

bring about (vb.)
cause (vb.)
induce (vb.)
provoke (vb.)
result in (vb.)
create (vb.)
effect (vb.)
produce (vb.)

Figure 6: English translation equivalents of the French verb *causer*

- What are the English equivalents of the Dutch noun *voorbeeld*?

LEAD **Search by translation** Highlighter Corpus search Exercises Help Contact us About

Enter your search term here...

Translation(s) of <i>voorbeeld</i>	Partial match
example (n.) illustration (n.) instance (n.) model (n.) pattern (n.)	bijvoorbeeld een voorbeeld geven een voorbeeld zijn van het schoolvoorbeeld

Figure 7: English translation equivalents of the Dutch noun *voorbeeld*

4) Highlighter

- Are the academic words in my text used appropriately?

Headwords		More corpus examples from ...
subsequently (adv.)	after something else happened	Linguistics
In French	Canada <i>subsequently</i> decided not to proceed with the extradition.	
ensuite		
par la suite		

We **study** for money , we work for money , we sell ourselves , we live for **and according to** money . **And** the **more** you get , the **more** you want . Meanwhile , people forget the **real** meaning of life **and** quench their thirst at the wrong springs of enrichment . What has **become** of the primitive , the child we were once ? **Because** , if civilization is the **capacity** to live in harmony with one 's environment , **then** , the primitive is far **more** civilized than we are . **Similarly** , the poet has understood the **true value** of nature , which we keep on destroying nowadays , **as well as** the **importance** of the daily seizing of the **present** time . We have forgotten the **essential** : we have forgotten to DREAM ou life , **conditioned** by the " having " **rather than** by the " being " . **And** we unconsciously undergo the thought simplification **and** the moronic state into which television thrusts the masses [...] **Subsequently** , our so-called " democracies " are far from **developing** a **critical** outlook in its fellow citizens . **Or if it seems** so , a strong questioning of **essential** matters is never welcome . **Of course** , one has to be much **more** precise but is this the **point** , **after all** ? As an exemple , the **typically** American two-valued oriented manner of **presenting** social **and** political **facts also** testifies a **lack** of subtility that , by means of the simplification of thinking , kills imagination **and** dreaming . **As a conclusion** , I would **say** that our **modern** world , with all its tricks **and** artifices , does not **stimulate** authentic creativity , which is **vital** to the Artist , the perfect dreamer who is often condemned to live as an outcast , **or to integrate** in a **system** of which he **can only** disapprove .

Headwords		PROCESS	RESET
after all	after all 1. used when giving a reason to explain what you have just said <i>They insisted that the agreement must have the formal approval of the President and a guarantee that no subsequent action by Congress could invalidate it; after all, the future security of the United Kingdom was at stake in such a far-reaching agreement.</i>		

Figure 8: Automatic access to lexical entries in the Highlighter tool

- Does the dictionary contain warnings or error notes for some of the academic words I have used?

Error:

Learners sometimes use **because** at the beginning of a sentence to refer to the cause of something that was described in the previous sentence. Such a structure gives the text a rather informal tone and should therefore be avoided in academic writing:

- ? The situation would have been different if the army had consisted entirely of hired soldiers. **Because** soldiers would have been better trained.
- The situation would have been different if the army had consisted entirely of hired soldiers, **because** soldiers would have been better trained.

Because is sometimes used at the beginning of a sentence in academic writing, but only if it refers to the cause of something that is described later in the sentence:

- **Because** they were losing their sense of identity, the Liberals were split three ways by the 1931 election.

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We **study** for money , we work for money , we sell ourselves , we live for **and according to** money . **And** the **more** you get , the **more** you want . Meanwhile , people forget the **real** meaning of life **and** quench their thirst at the wrong springs of enrichment . What has **become** of the primitive , the child we were once ? **Because** , if civilization is the **capacity** to live in harmony with one 's environment , **then** , the primitive is far **more** civilized than we are . **Similarly** , the poet has understood the **true value** of nature , which we keep on destroying nowadays , **as well as** the **importance** of the daily seizing of the **present** time . We have forgotten the **essential** : we have forgotten to DREAM ou life , **conditioned** by the " having " **rather than** by the " **being** " . **And** we unconsciously undergo the thought simplification **and** the moronic state into which television thrusts the masses [...] **Subsequently** , our so-called " democracies " are far from **developing** a **critical** outlook in its fellow citizens . **Or if it seems** so , a strong questioning of **essential** matters is never welcome . **Of course** , one has to be much **more** precise but is this the **point** , **after all** ? As an example , the **typically** American two-valued oriented manner of **presenting** social **and** political **facts also** testifies a **lack** of subtlety that , by means of the simplification of thinking , kills imagination **and** dreaming . **As a conclusion** , I would **say** that our **modern** world , with all its tricks **and** artifices , does not **stimulate** authentic creativity , which is **vital** to the Artist , the perfect dreamer who is often condemned to live as an outcast , **or to integrate** in a **system** of which he **can only** disapprove .

PROCESS
RESET

Error:

Don't use the expression **as a conclusion** to introduce a conclusion at the end of a text. Use **in conclusion**:

As a conclusion, women have gained freedom and independence thanks to the feminist movement.

In conclusion, women have gained freedom and independence thanks to the feminist movement.

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sun

Figure 9: Warnings and error notes in the Highlighter tool

5) Corpus Search

- How is the noun *market* used? With which other words is it frequently used?

> 18	EC0008-02	To fix ideas , we consider a labor market setting in which jobs are characterized by their attributes . Workers (sellers) m
> 19	EC0013-07	. ZP25 is thus a dummy for being assigned to treatment in a labor market with a rate of 25% assignment . As before , control variables are individual chara
> 20	EC0013-07	for young unemployed workers diminishes with the fraction of treated workers in a labor market , which could be a sign of externalities . Gautier et al . (2011)
> 21	BU0027-10	both a way for the parents to buffer against the inefficiencies of a labor market , and is not simply a matter of income necessity , but corresponding to the paren
> 22	EC0008-02	to unobserved heterogeneity , there is a selection problem . To take a labor market example , workers who choose to work in jobs with a low fatality risk are likely
> 23	EC0013-07	by interacting both the treatment dummy and the dummy that indicates that a labor market was treated with an interaction of a bad labor market dummy (which varies at t
> 24	EC0001-01	electoral outcomes . Because they potentially influence so many voters , anxieties about labor market conditions may have more important political consequences than actual conditi
> 25	EC0001-01	data , in particular , show a tremendous increase in worker anxieties about labor market prospects after the peak of the financial crisis in 2008 and 2009 . They also sho
> 26	EC0001-01	conditions . Perception measures point to a tremendous increase in worker anxieties about labor market prospects after the financial crisis of 2008 , an increase that persists through Au
> 27	EC0001-01	those who experience a displacement event . Third , high worker anxiety about labor market conditions is likely to undermine consumer confidence and depress consumptio
> 28	EC0001-01	to undermine consumer confidence and depress consumption expenditure . Fourth , perceptions about labor market conditions have important influences on policymaking , politics , and electoral o
> 29	EC0001-01	direct effects on job-losing workers and their families . Second , perceptions about labor market conditions are likely to influence search behavior by employed and unemployed
> 30	EC0001-01	measures , it is natural to ask how worker anxieties and perceptions about labor market conditions track actual conditions . Evidence on this issue is potentially informa
> 31	EC0001-01	categorical response questions that are useful for gauging cyclical movements in perceptions about labor market conditions . One question asks the respondent about the perceived likelihood th
> 32	EC0001-01	data , in particular , point to a dramatic deterioration in perceptions about labor market conditions and prospects after the financial crisis - a deterioration that persists
> 33	EC0001-01	A long-running source of data on perceptions about labor market conditions is the General Social Survey (GSS) , a repeated cross-sectional hous
> 34	EC0001-01	at very low levels ever since . This evidence suggests that perceptions about labor market conditions respond rapidly to actual conditions .
> 35	EC0001-01	in figures 7 and 8 and table 3 indicates that worker perceptions about labor market conditions are closely attuned to actual conditions . The Gallup polling data , in
> 36	EC0010-01	Policies that spend government funds to help unemployed workers find work (active labor market policies) may lower unemployment but are unlikely to be pursued in the face of
> 37	EC0013-07	results suggest that the current enthusiasm among policy makers in Europe for active labor market programs should be tempered because most available evidence in their favor do
> 38	EC0013-07	only when the worker has found a stable job . Unlike other active labor market policies , whose effects have in general be found to be weak , most studies tend
> 39	EC0001-01	, and the likelihood of wage cuts closely track cyclical fluctuations in actual labor market conditions . Perception measures point to a tremendous increase in worker anx
> 40	EC0001-01	, ease of job finding , and other labor market prospects to actual labor market conditions . The available evidence indicates that cyclical fluctuations in worker
> 41	EC0001-01	available evidence indicates that cyclical fluctuations in worker perceptions and anxieties track actual labor market conditions rather closely , and that they respond quickly to deteriorations in the

> 1	ANT019-02	of particular religious entrepreneurs to retail their religious traditions successfully in a highly competitive market of religious possibilities using expert media strategies (Stolo
> 2	EC0003-06	for assets . In the model , collateral values are determined in a competitive market for assets . As described in Section I at date-1 , a fraction γ of
> 3	EC0011-04	up to the market quantity in an uncontrolled market – even in a competitive market (see fig. 1) . More generally , when goods are rationed , total
> 4	EC0011-04	would imply that consumers lose from a price control . (In a competitive market , pass-through = Elasticity of Supply/ [Elasticity of Supply + E
> 5	EC0004-05	only finitely lived , but if they can sell their shares in a competitive market , they will presumably seek to maximize long-run profits (see
> 6	EC0004-05	concerns models in which finitely-lived owners of firms sell their shares in a competitive market at retirement . We conjecture that there is no equilibrium in wh
> 7	EC0022-05	. Schemes that assign the good randomly and allow resale may outperform the competitive market in terms of Utilitarian efficiency . The socially optimal mechan
> 8	EC0022-05	other) . We compare three popular assignment methods : (1) competitive market (CM) , wherein the good is sold at a market-clearing price ; (
> 9	EC0022-05	We show that while the competitive market method dominates random assignment without resale , it is s
> 10	EC0022-05	, agents with low wealth who would not get the good in the competitive market may now receive it . When resale is permitted , the low-valuation
> 11	EC0022-05	As a consequence , more high-valuation agents consume the good than in the competitive market . By the same logic , the lower the assignment price is , the m
> 12	EC0022-05	the latter . The only reason that final allocations are inefficient in the competitive market , for example , is the lack of a means for such redistribution to
> 13	EC0022-05	.) The typical allocation in our model , including that of the competitive market , will not attain V^* .
> 14	EC0022-05	We now study the performance of three assignment methods : (1) Competitive market (CM) ; (2) random assignment without resale (RwoR) ; and
> 15	EC0022-05	and (3) random assignment with resale (RwR) . A competitive market operates according to the standard textbook description , and
> 16	EC0022-05	a unit , and the price adjusts to clear the market . The competitive market outcome can also be replicated when lobbyists offer nonrefu
> 17	EC0022-05	Military Recruitment : an all-volunteer army corresponds to the competitive market as tax-financed salaries and benefits are used to attract the e
> 18	EC0022-05	2.2 . Competitive Market (CM) .
> 19	EC0022-05	The competitive market yields an average per-unit value of <gap reason="formula"/> T
> 20	EC0022-05	Two points are worth making . First , the inefficiency of the competitive market is attributable to the wealth constraints . If the agents were n

Figure 10: Examples of frequent premodifiers of *market: labor and competitive*

- Which is more common: *rate of unemployment* or *unemployment rate*?

Results: 5 hit(s)	DOWNLOAD CONCORDANCE IN .XLSX (MAXIMUM: 10,000 HITS)	DOWNLOAD CONCORDANCE IN .CSV (MAXIMUM: 10,000 HITS)
1 ECO006-01	supply decisions meant that the hypothesis of a "natural" or non-accelerating-inflation rate of unemployment (NAIRU), as a medium-run proposition, was false. Steven Davis and	
2 ECO006-01	increases in unemployment from recessions "have a direct impact on the 'natural' rate of unemployment " around which an economy would oscillate. Others had argued that W	
3 ECO003-02	rise following the opening of trade, which leaves unchanged or reduces the rate of unemployment . (b) The hiring rate is strictly lower in the open economy than	
4 ECO003-02	in the open economy than in the closed economy, which raises the rate of unemployment .	
5 ECO007-01	forecast for the unemployment rate as a measure of each quarter's natural rate of unemployment , u^* . From this we construct the expected unemployment gap in quarter	

Results: 151 hit(s)	DOWNLOAD CONCORDANCE IN .XLSX (MAXIMUM: 10,000 HITS)	DOWNLOAD CONCORDANCE IN .CSV (MAXIMUM: 10,000 HITS)
1 ECO010-01	is understandable given the performance of unemployment. By June 2010 the German unemployment rate was already below its precrisis level, and in a number of other northern count	
2 ECO010-01	by the markets have had to tighten their budgets so much that the unemployment rate has risen under the austerity. But the same picture using unemployment rate	
3 ECO012-04	in online Appendix C that qualitatively similar results obtain using forecasts of the unemployment rate . Panel A in figure 1 presents time series of actual inflation, in	
4 ECO012-04	forecasters about the 10-year-ahead inflation rate and the natural level of unemployment rate has been suggested as evidence for the model of Patton and Timmermann (2	
5 ECO012-04	forecasts for a number of economic variables, including the CPI and the unemployment rate for future periods such as 6 or 12 months ahead. We use only the forecasts	
6 ECO012-04	real GNP/GDP growth, a measure of inflation, and the unemployment rate , with additional variables released in recent years. July forecasts are for both	
7 ECO008-01	changes. The table shows the estimated coefficients for the change in the unemployment rate in the household's state of residence, the changes in household income and	
8 ECO008-01	, the level of household income, and the level of the state unemployment rate , but the coefficients are not reported.	
9 ECO008-01	significant. Conditional on the other variables, the change in the state unemployment rate is not significant, nor is the level of state unemployment rate (not shown)	
10 ECO008-01	state unemployment rate is not significant, nor is the level of state unemployment rate (not shown). One might have expected these variables to have a significant	
11 ECO008-01	also similar, although the estimated coefficient on the change in the state unemployment rate is much larger and statistically significant at the 9 percent level for the 2005-	
12 ECO008-01	, the interaction between the debt-service burden and the level of the state unemployment rate , is added, to explore the hypothesis that a higher debt-service burden is more	
13 ECO009-01	's objective, and forecast unemployment was too high relative to a sustainable unemployment rate . All else equal, such a configuration of forecasts calls for more expansionary	
14 ECO009-01	few years, which, studies indicate, have significantly lowered the sustainable unemployment rate . Yet the Riksbank in response has made only a small adjustment to its estim	
15 ECO009-01	, together with a higher estimated potential output and a lower estimated sustainable unemployment rate , would strengthen the case for more expansionary policy in Sweden.	
16 ECO009-01	and a measure of resource utilization (such as the gap between the unemployment rate and an estimate of the sustainable rate), and by specifying a quantitative me	
17 ECO009-01	I have come to the conclusion that the gap between the unemployment rate and an estimate of the sustainable rate is the best measure of resource utiliz	
18 ECO009-01	have become more skeptical about measures of potential output. Estimating the sustainable unemployment rate is less difficult and carries less risk of big mistakes. One can thus have a	
19 ECO009-01	One can thus have a more open and transparent discussion about the sustainable unemployment rate than about potential output. I discuss some problems relating to the Riksbank	
20 ECO009-01	target variables. For the former, it is the gap between the unemployment rate and any short-run NAIRU or equilibrium unemployment rate that is relevant. F	
21 ECO009-01	is the gap between the unemployment rate and any short-run NAIRU or equilibrium unemployment rate that is relevant. For use as a target variable, however, I am convinced	
22 ECO009-01	I am convinced that the relevant measure is the gap between the actual unemployment rate and the sustainable rate. Using instead a short-run NAIRU as a target and sta	
23 ECO009-01	result of such a vote about the FOMC's estimate of the sustainable unemployment rate .	

Figure 11: Comparison of the frequency of *rate of unemployment* and *unemployment rate*

6) Exercises

- Does the dictionary contain an exercise on the difference between *like* and *as*?

search Exercises Help Contact us About

Exercise list

- > Add information
- > Compare and contrast
 - Gap fill 1
 - Gap fill 2
 - Gap fill 3
 - Gap fill 4
 - Multiple choice
 - Word building
 - 'as' vs. 'like'
 - 'on the contrary' vs. 'on the other hand'
- > Express cause and effect
- > Introduce a concession
- > Introduce a topic
- > List and sequence
- > Quoting and reporting
- > Give examples
- > Reformulate
- > Express personal opinion
- > La traduction de 'comme'

'as' vs. 'like'

Multiple choice

Fill in the gaps in the following sentences with like or as.

- The politicians did not act _____ they had promised to do.
 - ☐ as
 - ☐ like
- Salvador Dali is considered _____ the greatest artist of the surrealist movement.
- In London, _____ in Washington, there are special measures in place to tackle traffic congestion.
- He is regarded _____ the front runner in the race for leadership of the party.
- The Irish fisheries ministry said today that in the course of the meeting, the Ministers, _____ they had undertaken to do during a meeting with the Federation of Irish Fishermen on Friday last, impressed upon the Commissioner the serious difficulties and the depth of feeling of Irish fishermen.
- People who say they sleep _____ a baby usually don't have one. (Leo J Burke).
- If we do not act boldly to confront this crisis, it could lead to social unrest and political instability in many parts of the world, _____ we have already witnessed.
- _____ his fellow Spaniard Picasso, Dali became obsessed with the image of sleep.
- It is not considered good style to write _____ you speak.

Figure 12: Exercise on *as* and *like*

- Can I practise words and phrases used to compare and contrast ideas?

Compare and contrast: Describing differences >

Others compared to compared with as compared to as compared with even so	Nouns contrast difference distinction the contrary the opposite the reverse	Verbs compare contrast differ differentiate distinguish	Adjectives contrary contrasting different differing opposite reverse unlike	Adverbs by comparison by contrast conversely in comparison in contrast on the contrary on the other hand
--	--	---	---	--

Conjunctions whereas while	Prepositions as against as opposed to by comparison with contrary to in comparison with in contrast to in contrast with unlike versus
---	---

Exercises
Comparing and contrasting: Gap fill 1
Comparing and contrasting: Gap fill 2
Comparing and contrasting: Gap fill 3
Comparing and contrasting: Gap fill 4
Comparing and contrasting: Multiple choice
Comparing and contrasting: Word building
'on the contrary' vs. 'on the other hand'

Figure 13: List of exercises on ‘Compare and contrast: Describing differences’

Exercise list

- > Add information
- ✓ Compare and contrast
 - Gap fill 1
 - Gap fill 2
 - Gap fill 3
 - Gap fill 4
 - Multiple choice
 - Word building
 - 'as' vs. 'like'
 - 'on the contrary' vs. 'on the other hand'
- > Express cause and effect
- > Introduce a concession
- > Introduce a topic
- > List and sequence
- > Quoting and reporting
- > Give examples
- > Reformulate
- > Express personal opinion
- > La traduction de 'comme'

Comparing and contrasting

Multiple choice

Choose the correct alternative to fill in the gap in each of the following sentences.

- The difference _____ price is not significant.

☐ in
☐ of
- Children do not play marbles any more, as _____ about thirty years ago.
- Maria sings _____ an angel.
- Many garden pests cause little real damage. _____, some insects can infect raspberries with incurable diseases.
- She doesn't seem anxious; _____ she looks very calm.
- Young children cannot always make the _____ between fiction and reality.
- There is some evidence that women have to work harder than men for _____ salary.
- The technology sector is going through a difficult time. More traditional manufacturing companies, _____, are performing well.
- Equality means that women should have exactly the same rights _____ men.
- The two versions of the symphony are _____ in many ways.

Figure 14: Multiple choice exercise on ‘Compare and contrast’

- Is there an exercise on the different translation equivalents of the French word *comme* in English?

search Exercises Help Contact us About

Exercise list

- > Add information
- > Compare and contrast
- > Express cause and effect
- > Introduce a concession
- > Introduce a topic
- > List and sequence
- > Quoting and reporting
- > Give examples
- > Reformulate
- > Express personal opinion
- ✓ La traduction de 'comme'
 - The translation of Fr. 'comme' (1)
 - The translation of Fr. 'comme' (2)

The translation of Fr. 'comme' (1)

Multiple choice

Look carefully at the following French sentences and their translations into English. Choose the correct alternative to fill in the gap in each English translation.

- A l'époque, certains parlaient d'"Etats-Unis d'Europe", comme si on voulait effacer les différents qui firent éclater l'Europe il y a cinquante ans.
At the time, some people talked of a "United States of Europe", _____ if they wanted to forget the disagreements which caused Europe to break up fifty years previously.

☐ as
☐ such as
☐ as well as
☐ like
- Comme le montre cette énumération, les membres de ces institutions sont indépendants face à leurs pays.
_____ this list shows, the members of these institutions are independent of their countries.
- L'identité des autochtones comme celle des immigrants ne risquent-elles pas de se diluer dans le cosmopolitisme?
Does the identity of native people _____ that of immigrants risk becoming diluted in cosmopolitanism?
- Ils ne parviennent pas à considérer l'Europe comme leur seule et unique patrie.
They are unable to consider Europe _____ their one and only country.
- La mentalité nationaliste est comme un boulet à traîner.
A nationalist mentality is _____ a ten-ton weight.
- Les services traditionnels comme les transports, les banques et les assurances seront régis par le principe de la reconnaissance mutuelle.

Figure 15: Exercise on the translation of French *comme*

1.4 What kinds of words can I expect to find in the dictionary?

Types of words you will find:

In the LEAD you will exclusively find words and groups of words that are very often used in **academic** texts, whatever the discipline (currently linguistics, psychology, business, medicine, etc.). This includes:

- **Nouns:** abstract nouns such as *argument*, *issue* or *evidence*, nouns used to refer to text elements such as *term*, *figure* or *chart*, etc.
- **Verbs:** verbs that are typically used to argue or report results, such as *argue*, *reveal*, *appear*, mental verbs such as *assess*, *examine* or *interpret*, etc.

- **Adjectives:** adjectives used to express relationships between ideas such as *additional*, *alternative* or *following* or to express judgements such as *adequate*, *prime* or *critical*, etc.
- **Adverbs:** especially adverbs used to structure your text such as *consequently*, *however* or *therefore* or to evaluate such as *adequately*, *arguably* or *presumably*, etc.
- Complex **prepositions** such as *contrary to*, *irrespective of* or *in view of* and complex **conjunctions** such as *as long as* or *given that*.

Rigorous methods have been used to identify the words included in the LEAD and the way they are used. A large number of research articles written by expert writers in many disciplines were examined to identify the most frequent words and sequences of words typical of academic discourse and determine the way these are used by expert writers. The dictionary currently has c.1, 200 entries but words are being added on a continuous basis. Suggestions are welcome (cf. [‘Contact us’](#) box)

Types of words you will not find:

- **Technical words** and phrases that are **specific to your discipline** such as *market* (economics) or *liposome* (medicine) are not included in the LEAD. You will find information on these kinds of words in more technical dictionaries.
- You should also not expect to find in the LEAD everyday **words** that are **not specific to academic discourse** such as *rich*, *live* or *chair*. For this purpose, you had better consult general dictionaries.



When the word or phrase you search for does not have an entry in the dictionary, you will be automatically directed to the word in the online Macmillan Dictionary.

1.5 How is the dictionary organised?

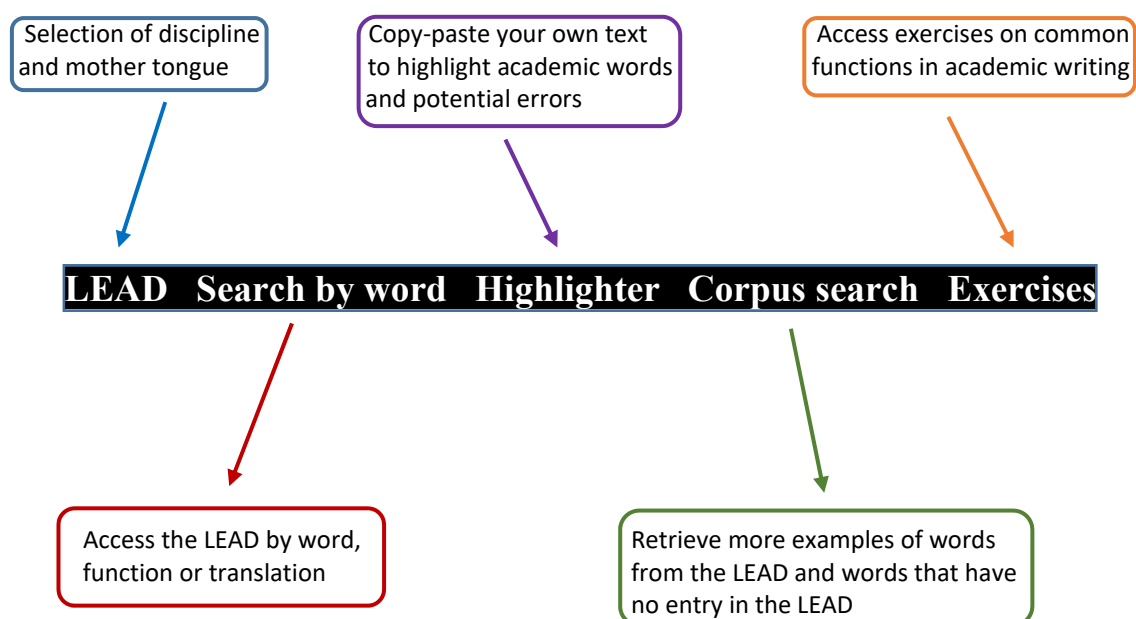


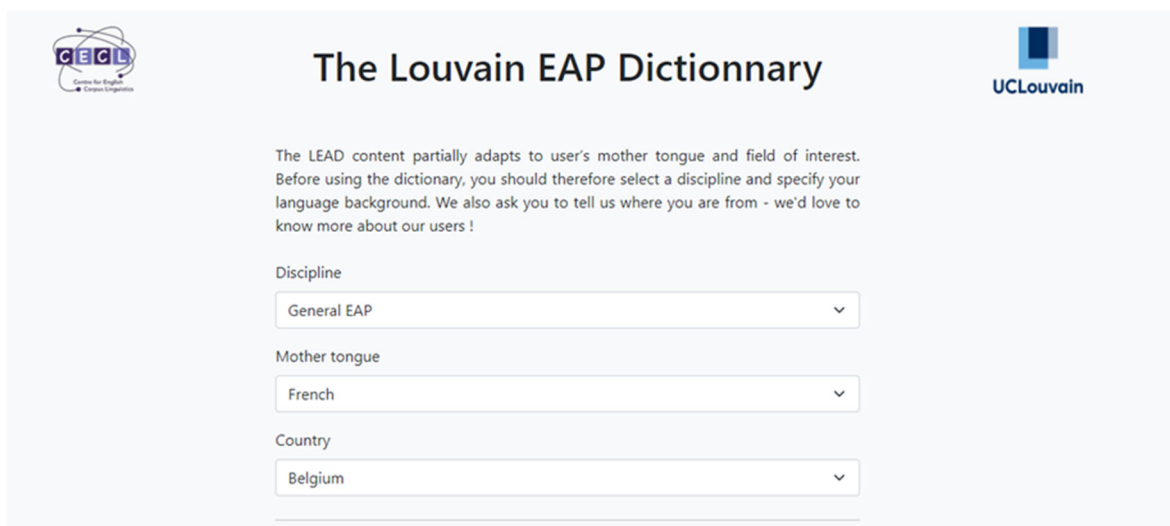
Figure 16: Organisation of the LEAD

1.6 Does the dictionary provide the same information for all users?

The information included in the LEAD is not exactly the same for all users. The content is **adapted to the user's native language** (currently French, Dutch, Spanish and Chinese) and **discipline** (linguistics, literature, sociology, anthropology, education, psychology, economics, business, law, political science and medicine).

In order to get access to information specific to your profile, you should select your discipline and specify your language background before using the dictionary or via the “welcome” header of the menu.

👉 Note that if you select “general EAP” as a discipline on the homepage, you will get examples from various different disciplines.



The Louvain EAP Dictionary

The LEAD content partially adapts to user's mother tongue and field of interest. Before using the dictionary, you should therefore select a discipline and specify your language background. We also ask you to tell us where you are from - we'd love to know more about our users !

Discipline
General EAP

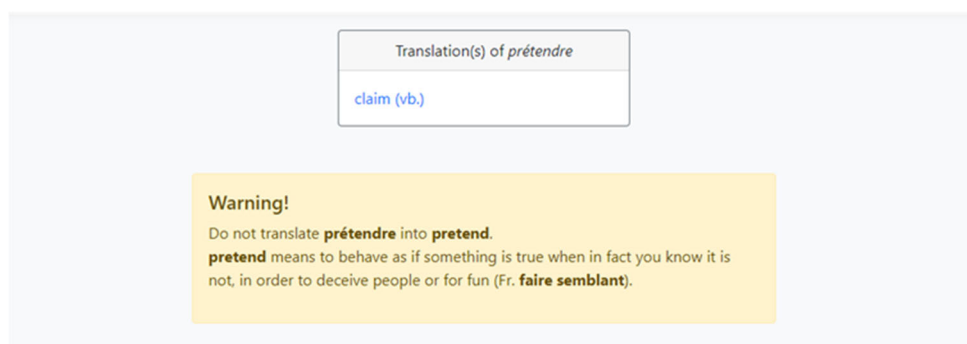
Mother tongue
French

Country
Belgium

Figure 17: LEAD homepage: selection of discipline and mother tongue

1) Native language

- Via the [SEARCH BY TRANSLATION](#) tool, users can get access to English words from the LEAD by entering their translation equivalents in their native language.
- Users can also get access to specific notes on errors that are typically made by learners with the same native language such as the erroneous translation of the French 'prétendre' by its false friend 'pretend' (see Figure 18).



Translation(s) of *prétendre*

claim (vb.)

Warning!
Do not translate **prétendre** into **pretend**.
pretend means to behave as if something is true when in fact you know it is not, in order to deceive people or for fun (Fr. **faire semblant**).

Figure 18: Warning note on the translation of the French verb *prétendre*

2) Discipline

- Examples you get by clicking on 'collocations' and 'lexical bundles' (see Figure 19) are extracted from research articles from your own discipline. As a result, the examples provided are more relevant for users.

Figure 19: Access to discipline-specific examples

The screenshot shows a dictionary interface for the word 'factor'. On the left, there are panels for 'Function' (Express cause and effect, Cause) and 'In French' (facteur, élément). The main entry for 'factor (n.)' is defined as 'a fact or situation' and includes two bullet points: 'Scientists think disease in frogs is caused by a factor' and 'A second major factor in the development of the disease is the environment'. A pop-up window titled 'Examples for: important' is open, showing several sentences with 'important factor' highlighted. An orange arrow points from the word 'important' in the pop-up to the 'Collocations' panel on the right. The 'Collocations' panel lists 'Adj + factor' (other, important, major, significant, main, key, different, relevant, associated, contributing, various, crucial, additional, external, causal, only, contributory, underlying), 'V + factor' (identify, consider, involve, relate, find, know, examine, become, include, mention, show, control, suggest, establish, describe, discuss, list, measure), and 'factor + V' (influence, affect, contribute, determine, cause, lead, explain, play, account, relate, operate, increase, shape, tend, bind, constrain, need, inhibit, involve, act, regulate, underlie, vary). Below this is a 'Lexical bundles' panel with 'factor in', 'factor of', and 'factor for'.

2. DETAILED DESCRIPTION

2.1. WORD SEARCH

❖ What kinds of words can I search for in the WORD SEARCH tool?

Words included in the LEAD	Examples	Words not included in the LEAD	Examples
Cross-disciplinary academic words → words - Nouns - Verbs - Adjectives - Prepositions - Conjunctions → sequences of words	<i>issue, argument, scope</i> <i>claim, quote, argue</i> <i>significant, relevant</i> <i>as regards, besides</i> <i>albeit, since, whereas</i> <i>it seems that, as far as</i> <i>... is concerned, on the other hand</i>	General English words Discipline-specific academic words	<i>afraid, alcohol, desire</i> <i>market</i> (economics) <i>testimony</i> (law), <i>memory</i> (psychology)

❖ Does the dictionary provide some information on words for which there is no lexical entry in the LEAD?

There are no entries for general English words and discipline-specific English words in the LEAD. However, the dictionary provides examples extracted from a corpus of expert texts in your discipline, which will allow you to form an idea of the frequency and use of the word.

What type of information does a word entry in the WORD SEARCH tool typically give?

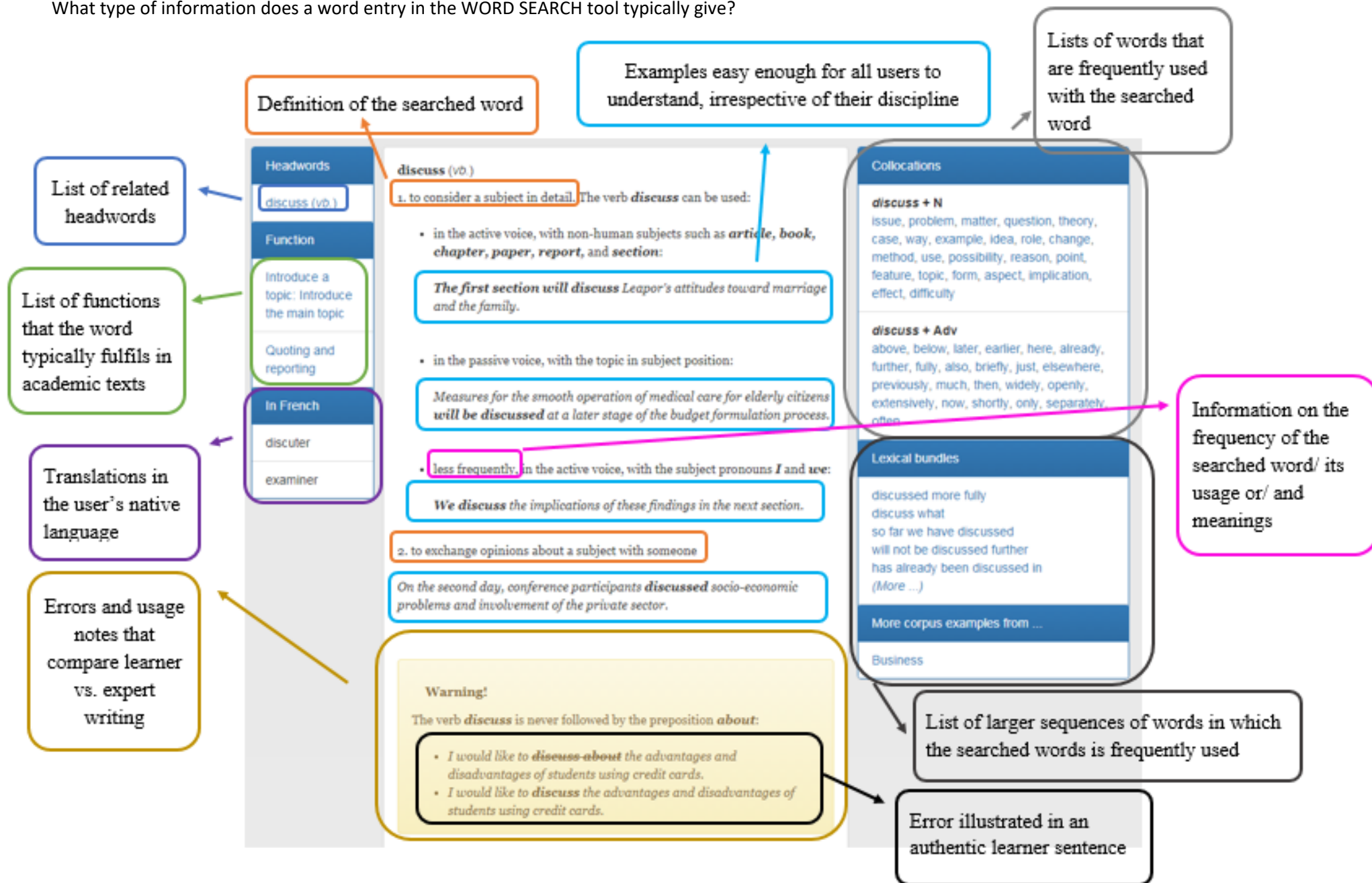


Figure 20: Information included in dictionary entries

❖ **Where can I find examples that are specific to my discipline?**

→ Examples users get when clicking on specific **collocations or lexical bundles** (see figure 21 below) of the searched word come from academic texts representing their selected discipline.

For example, if the user selects business as his or her main discipline, when clicking on the verb collocate of the noun *evidence* in the right-hand column (see Figure 21 below), the user is presented with five examples of the selected word combination (here *provide + evidence*) from research articles in business in a box that opens in the main frame.

→ Examples **in the main frame** of the word entries are not specific to the user's discipline. These are generic examples, i.e. examples that are easy enough for all users to understand, irrespective of their disciplinary background.

The screenshot displays the LEAD dictionary interface for the word "evidence". On the left, a sidebar lists grammatical categories: "In French", "élément", "données", "preuve(s)", "témoignage", "signe", and "indice". The main content area is divided into two columns. The left column, titled "evidence (n.)", contains two numbered definitions. Definition 1, "information, facts or physical signs that makes you believe that something exists or is true", is highlighted with an orange box and includes two bullet points with generic examples. Definition 2, "the information that is used in court to try to prove something", is also highlighted with an orange box and includes a bullet point with a generic example. The right column, titled "Collocations", lists "Adj + evidence" and "V + evidence" with various adjectives and verbs. Below this, "evidence + V" and "Lexical bundles" are listed. A green arrow points from the "V + evidence" section to a pop-up window titled "Examples for: provide". This pop-up window shows two examples of the word combination "provide evidence" from academic texts, each with a thumbs-up icon and a score of 0.

Figure 21: Generic and discipline-specific examples in the LEAD

❖ **Where can I find additional examples?**

You can get more examples of the searched word in context by clicking on the link in the box ‘More corpus examples from’ at the bottom of the right-hand menu. You will be redirected to a page from the [CORPUS SEARCH tool](#) and get additional authentic examples from your own discipline.

The screenshot shows a dictionary interface with three main panels. The left panel contains 'Function' (Compare and contrast: Describing differences) and 'In French' (à la différence de, par opposition à, à l'inverse de). The middle panel shows the entry for 'in contrast to (prep.)', including its usage and example sentences. The right panel shows 'Lexical bundles' (this is in contrast to, stand in contrast to) and a box with 'More corpus examples from...' and a link to 'Economics'. A red arrow points from this link to a list of corpus examples below.

in contrast to (prep.)

The prepositions **in contrast to** and **in contrast with** are used to emphasize a clear difference between two things being compared:

- Voter turnout in local elections was frequently as low as 25 per cent, **in contrast with** over 70 per cent in national elections.
- Government decisions in Britain are made in the name of the Cabinet, **in contrast to** the United States where they are made in the name of the President.

The prepositions **in contrast to** and **in contrast with** are mainly used inside the sentence, but they are sometimes found at the beginning of the sentence:

- **In contrast to** reptiles which are unable to run actively for more than a few minutes, many mammals remain active for hours at a time without fatigue.

Lexical bundles

this is in contrast to
stand in contrast to

More corpus examples from...
[Economics](#)

[in contrast to](#) the case where the liquidity shock is comparatively small , the next proposition analyzes the

SRTM data to calculate the mean uphill slope in each grid cell . [in contrast to](#) elevation , there are some statistically significant , but relatively small , differences in slope

the member state where the bank is located to fund its bailout stands [in contrast to](#) policy in the United States , where the specific state location is not the determinant

making clear its goals for lower long-term bond yields . This policy — [in contrast to](#) one that only provides liquidity to banks — could also conceivably help reduce the bank-sovereign

Proposition 3 , she maximizes consumption utility . This example illustrates that , [in contrast to](#) hyperbolic discounting and the laboratory evidence supporting it , our model predicts no present bias

[in contrast to](#) standard theories , our model can accommodate a combination of high responsiveness to monetary incentives

consumer in Example 2 , therefore , the runner exhibits time inconsistency . [in contrast to](#) that exercise-for-health example , however , in this case our model says that the runner

at enlistment to link soldiers to their potential access to Rosenwald schools . [in contrast to](#) the census , however , we do not know rural status . Instead , we

and Ridder 2003 ; Chay et al . 2009) . Note that [in contrast to](#) studies that use a selection equation (e.g . , propensity score) with a sample

shift effect by holding V_i and e_i constant for $\langle \text{gap reason} = \text{formula} \rangle / \rangle$, which , [in contrast to](#) Section III.C , is a feasible thought experiment here as each wage corresponds to a

Figure 22: More corpus examples of *in contrast to* in economics

❖ **Can I get in the LEAD an idea of the words that are frequently used together with the word I am looking up?**

Each entry of the dictionary provides you with a list of words that are frequently used with the searched word. These words are referred to in the LEAD as ‘**collocations**’.

👉 Collocations are sorted by order of decreasing frequency.

Example: you would like to know which verb can be used with the noun *issue*. In the right column of the dictionary entry of the noun, you get a list of verbs that are often used with *issue* in academic writing. For each selected word combination you also get access to up to 5 example sentences from academic texts in your discipline.

👉 In the ‘collocation’ box of the noun you also get ideas of adjectives you can use with the noun *issue*: **important** issue, **major** issue, **fundamental** issue, **related** issue etc.

The screenshot shows a dictionary entry for the noun **issue** (n.). The entry includes a definition: "an important subject that people discuss and have opposing views about (esp. also [question](#))". It also features a section for "Examples for: address" with three example sentences, each with a green thumbs up icon and a red thumbs down icon. The right column contains a "Collocations" section with three sub-sections: "Adj + issue" (important, major, central, other, key, main, preliminary, particular, specific, fundamental, crucial, wider, complex, general, certain, difficult, real, contentious, related, whole), "V + issue" (raise, address, discuss, consider, involve, become, resolve, take, identify, examine, remain, clarify, settle, confuse, tackle, cover, face, confront, explore, ignore), and "issue + V" (arise, affect, involve, become, concern, seem, emerge, require, need, receive, remain, divide, dominate, lie). Below the collocations is a "Lexical bundles" section with examples: "the issue of", "the issue is whether", "there is the issue of", "what is at issue is", "relevant to the issue of", and a link to "(More...)".

Figure 23: Collocations of the noun *issue*

❖ Does the LEAD provide information on larger sequences in which my search word is frequently used?

The box “lexical bundles” in the right column of each dictionary entry gives you examples of preferential word sequences in which you could use the searched word.

Example 1: when looking at the sequences of words in which *argue* is often used, you can notice that this verb is rather used in passive sequences such as *it has been argued that*, *it can be argued that* than in actives sequences such as *some/many people argue that* or *one can argue that*.

- 👉 For each selected lexical bundle you also get access to up to 5 examples sentences from academic texts in your discipline.
- 👉 Lexical bundles are sorted by order of decreasing frequency
- 👉 If you click on “(More...)” (see figure 21) you will get more examples of recurrent lexical bundles in which the searched word is used.

The screenshot displays the Cambridge Academic Word List interface for the verb 'argue'. On the left, a sidebar provides additional context: 'Function' (Quoting and reporting), 'In French' (affirmer, argumenter), and 'Collocations' (argue + N: case, need, point, issue, way, contrary; argue + Adv: also, strongly, further, earlier, then, convincingly, here, sometimes, later, above, elsewhere, often, persuasively, thus, instead, already, well, now, recently, plausibly, consistently, successfully). The main content area shows the definition of 'argue (vb.)' and a list of example sentences. A green box highlights the 'Lexical bundles' section, which lists: 'it has been argued that', 'it can be argued that', 'argue for', 'argue against', 'argue about', and a '(More...)' link. A green arrow points to this section.

Figure 24: Lexical bundles of *argue*

- ❖ Does the LEAD include extra information specifically designed to help users avoid frequent errors?

The dictionary explicitly draws users' attention to a range of problems that non-native speakers experience when writing academic texts.

▪ Warning boxes

Common learner errors are addressed in dictionary entries in “**warning**” boxes which typically provide a description of an attested learner error, followed by an indication of the form that should have been used instead.

- 👉 The error is illustrated in an **authentic** learner sentence and corrected.

Warning!

Don't use **even if** to introduce a concession:

- ~~Even if~~ I agree that the school system is defective, home schooling is not a good alternative.
- **Even though** I agree that the school system is defective, home schooling is not a good alternative.

Even if is used for introducing a condition, not a concession:

Even if these descriptions are valid, they still leave open a number of questions.

Compare:

Even though these descriptions are valid, they still leave open a number of questions.

In the second sentence, the writer knows and accepts that the descriptions are valid. In the first sentence, s/he does not.

Figure 25: Warning note on the use of *even if*

▪ **'Be careful!' notes**

In some dictionary entries, you may also encounter "Be careful!" notes on:

- **Problems of 'register'**: the following note (see Figure 26) warns you against the use of *of course* in academic writing, showing you on a chart that this adverb is much more frequently used in speech than in academic texts.

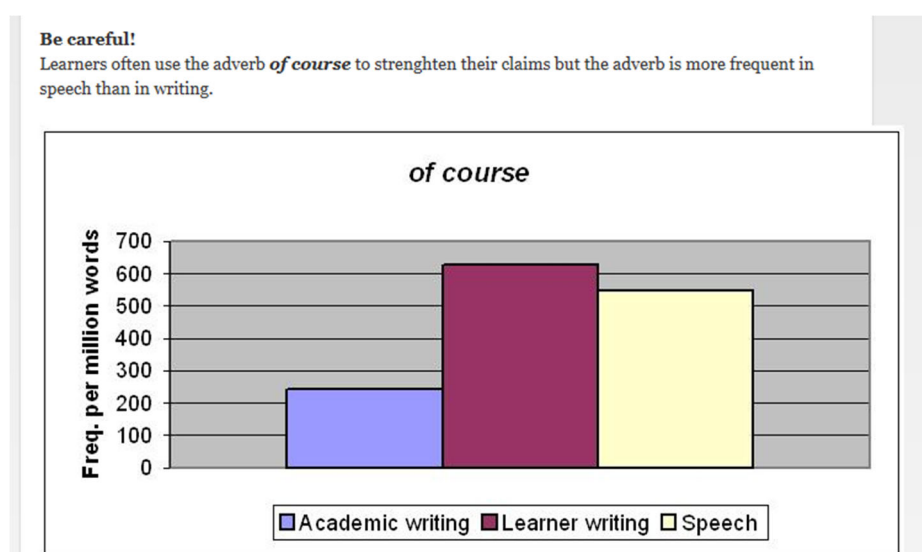


Figure 26: 'Be careful' note on the use of *of course*

- Frequency of close synonyms in academic writing: the note on figure 24 shows you that the adverb *similarly* is more frequently used in academic writing than its synonym *in the same way*.

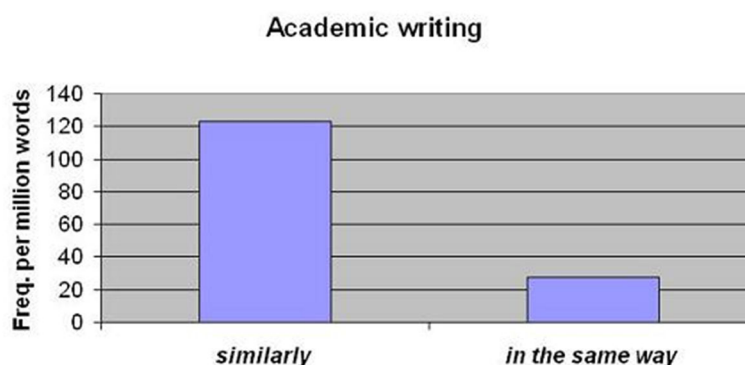


Figure 27: Note on the frequency of *similarly* and *in the same way* in academic writing

- Other problems linked to frequency of use: the note on Figure 25 compares the position of *however* in learner and expert writing.

Be careful!

Learners often use the adverb *however* at the beginning of a sentence. In academic writing and professional reports, *however* is more frequently used inside the sentence.

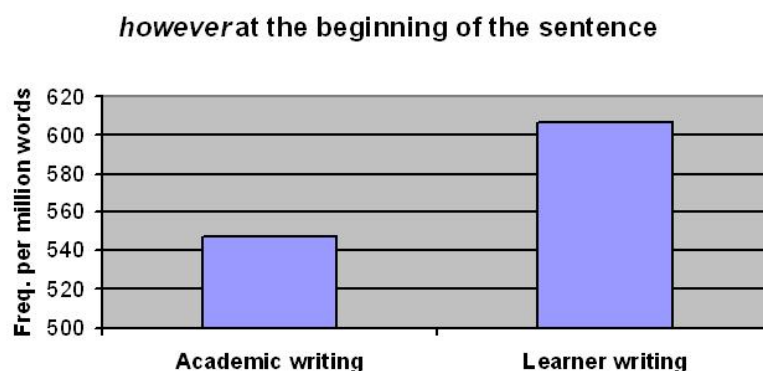


Figure 28: ‘Be careful!’ note on the position of *however* in a sentence

2.2 SEARCH BY FUNCTION

❖ What is meant by rhetorical/organizational functions?

When writing an academic paper or report, you usually tend to use specific words or sequences of words to express particular ‘functions’ such as concluding, referring to tables and graphs, reformulating, expressing certainty or possibility, express personal opinion, etc.:

- When **summarising** information, for instance, you will use sequences of words such as *in a nutshell*, *in brief*, *to sum up*, *in short*, etc.

- When **quoting** what you have read in the literature you will very likely use specific verbs and nouns such as those illustrated in the following sentences:

→ *Herbert (1978) **suggests** that conference interpreting began only during the First World War, while before that international conferences were held in French.*

→ *As **Davies (1981) has pointed out**, speech is the basic tool of the social worker.*

→ *Poor air quality in passenger aircraft cabins is endangering our health, according to a Canadian academic. However, his **claims** have been attacked by both industry groups and a leading aviation health expert, who say it has no foundation in science.*

❖ How does the SEARCH BY FUNCTION tool work?

It has been proved that learners tend to systematically use the **same** words/sequences of words to express a particular function:

- To **introduce an example**: they use adverbials such as *for instance* or *for example* too often whereas they could also use verbs such as *illustrate* or *exemplify*, the noun *illustration* or the abbreviation *e.g.*
 - *A defensive strategy is built in order to protect the European market and to try to find inside the Community, resources which are comparable to what is offered in the other countries (**for example** cars, raw materials, services, industry ...).*
 - *A defensive strategy is built in order to protect the European market and to try to find inside the Community, resources which are comparable to what is offered in the other countries (**e.g.** cars, raw materials, services, industry ...).*
- To **express ‘cause’** learners frequently use the adverb *because* instead of using other words such as *given (that)* or *in view of*.
 - *Nevertheless, **because** those governments left such an enduring legacy, the limits of their policy appraisal need to be stressed.*
 - *Nevertheless, **given that** those governments left such an enduring legacy, the limits of their policy appraisal need to be stressed.*

Via the SEARCH BY FUNCTION tool of the LEAD, you can get access to a list of typical rhetorical or organisational functions in academic discourse. Selecting one of these functions provides you with a list of words/sequences of words that are typically used to serve this function

in academic texts. As shown in Figure 29, words are categorized according to part-of-speech (nouns, verbs, adjectives, etc.) and sorted alphabetically. Each word is also clickable and gives access to its full lexical entry.

For example, you want to find alternatives to the verb *explain* when reporting what someone else has written (e.g. *this author **explains** that...*). The dictionary (see Figure 29) will not only suggest other verbs such as *argue*, *indicate*, *maintain* or *point*, but will also offer a wide variety of other words/ expressions (not only verbs also nouns, prepositions, etc.) that could be used to quote and report: *in the words of*, *account*, *remark*, *suggestion*, *according to*, etc.

Quoting and reporting >				
Others	Nouns	Verbs	Adjectives	Adverbs
ibid cf in the words of in someone's opinion in someone's view to quote sic	account answer argument assertion assumption belief claim comment contention explanation hypothesis insistence intention interpretation judgment objection observation point proposal proposition remark reply report opinion statement suggestion	acknowledge add admit analyse argue assert assume believe claim comment concede confirm describe discuss dispute emphasize estimate explain find focus indicate maintain mention note observe point	previous earlier	correctly rightly earlier previously

Figure 29: SEARCH BY FUNCTION tool

2.3 SEARCH BY TRANSLATION

❖ Can I look up a word in the dictionary via its translation in my mother tongue?

The LEAD can also partially adapt itself to your native language. It is a “semi-bilingual dictionary” which allows you to access English words and sequences of words by entering their equivalents in your mother tongue (currently French, Dutch, Spanish and Chinese).



Figure 30: Search by translation function

2.4 HIGHLIGHTER

❖ How does the HIGHLIGHTER tool of the LEAD work and why is it very helpful for learners?

The LEAD is a tool that users are expected to consult when they have a particular need (e.g. they don't know the meaning of a word or don't know how to use it). The problem is that there are many **difficulties** of which learners are **unaware** and that they will therefore not spontaneously check in the dictionary.

- A learner might, for instance, not realise that he/she should not use *as a conclusion* to introduce a conclusion or *because* at the beginning of a sentence.

How can the HIGHLIGHTER tool of LEAD help solve this problem?

During or after the writing, users can copy-paste their text on the HIGHLIGHTER section of the LEAD. The tool will then automatically highlight all the academic words from the LEAD in the text and words that are not correctly used, giving them the opportunity to check the definition of those words and identify the way these words are used.

- Thanks to the HIGHLIGHTER tool of the LEAD (see Figure 31) the learner in the above example will be able to notice that he/she should not use *because* at the beginning of his sentence and *as a conclusion* to introduce his/her conclusion.
- He could also check if he/she correctly used academic words/sequences of words such as *according to*, *subsequently* or *after all* which have an entry in the dictionary.

All the words that have an entry in the dictionary are clickable and appear in **bold blue font**; phrases are **underlined**. Potential errors, highlighted in **orange**, and real errors, highlighted in **red**, are also clickable and give users direct access to the warning/error notes (see Figure 31).

We study for money , we work for money , we sell ourselves , we live for and according to money . And the more you get , the more you want . Meanwhile , people forget the real meaning of life and quench their thirst at the wrong springs of enrichment . What has become of the primitive , the child we were once ? Because , if civilization is the capacity to live in harmony with one 's environment , then , the primitive is far more civil nowadays , as well as the DREAM ou life , condition the moronic state into w critical outlook in its fellow be much more precise b social and political facts . As a conclusion , I would to the Artist , the perfect disapprove . On the other

For your information

Learners sometimes use **because** at the beginning of a sentence to refer to the cause of something that was described in the previous sentence. Such a structure gives the text a rather informal tone and should therefore be avoided in academic writing:

- ? The situation would have been different if the army had consisted entirely of hired soldiers. **Because** soldiers would have been better trained.
- The situation would have been different if the army had consisted entirely of hired soldiers, **because** soldiers would have been better trained.

Because is sometimes used at the beginning of a sentence in academic writing, but only if it refers to the cause of something that is described later in the sentence:

- **Because** they were losing their sense of identity, the Liberals were split three ways by the 1931 election.

Reset

Figure 31: HIGHLIGHTER tool

2.5 CORPUS SEARCH

❖ What does the CORPUS SEARCH tool give access to?

Via its CORPUS SEARCH tool, the LEAD:

- gives access to **more examples** of academic words and sequences of words included in the LEAD.
- makes it possible to check how to use **words/sequences of words** that are **not covered in the LEAD** (e.g. everyday words such as *dispose of* or *smart* or discipline-specific terms such as *monetary* (economics) *tribunal* (law) or *subconscious* (psychology)).



If you select a specific discipline before entering the dictionary or via the “welcome” header of the menu, examples you will get in the CORPUS SEARCH tool will be extracted from collections of **authentic academic texts from your discipline**.

❖ How does the CORPUS SEARCH tool work?

The search interface allows you to query a range of 1-million word discipline-specific corpora developed within the framework of the Louvain English for Academic Purposes Dictionary (LEAD) project as well as the 15 million word academic component of the British National Corpus.

You can access the search tool in two different ways (Figure 32):

- 1) By clicking on 'More corpus examples from' when you have entered a particular search item (e.g. *in contrast to*) using the 'Search by word' tab and want to get more examples than those that are available in the dictionary entry;
- 2) By clicking on 'Corpus search' in the main menu bar at the top of the screen.

Figure 33 shows some of the additional examples obtained when clicking on the 'More corpus examples from' in the entry for *in contrast to* (total number of hits: 332).

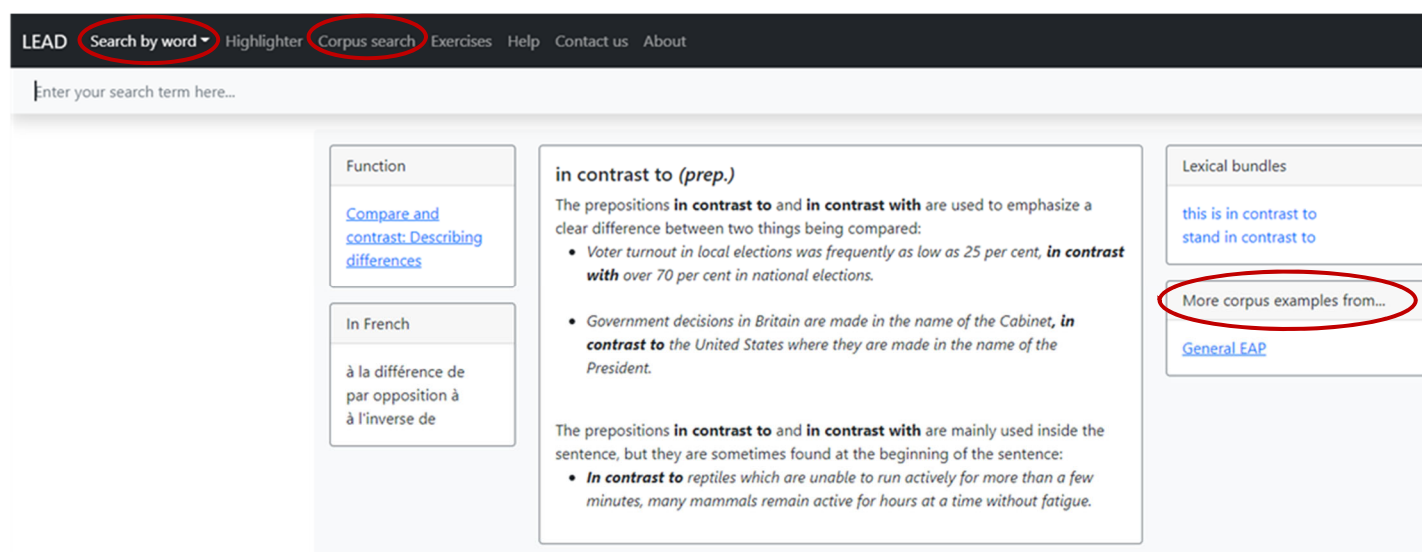


Figure 32: Search options

LEAD		
Results: 332 hit(s) Download Concordance in .xlsx (Maximum: 10,000 hits) Download Concordance in .csv (Maximum: 10,000 hits)		
> 1	ATA	Sometimes psychoanalysis claims to be a genuinely scientific activity , in contrast to , say , Jungian mystagogy ; at other times , when confronting the proponents of
> 2	ATA	In contrast to the poststructuralists , whose concern with actual literary texts is perfunctory or marginal
> 3	AGA	, income maintenance , and (down to 1973) full employment , in contrast to the social misery after 1919 .
> 4	AGA	The supply side was elevated in contrast to , Keynesian demand management .
> 5	AGB	Wundt wrote that about " horde , meaning ... an unorganized , in contrast to an organized , tribe of people ...
> 6	AGR	In contrast to Nottingham , London or industrial America , his capering redskins of Mornings in Mexico
> 7	AGD	In contrast to Descartes 's emphasis on a self-constituting autonomy born of certitude , Augustine 's
> 8	AGD	relate to the " other " ; it is what post/modernists aspire to in contrast to the negative , paranoid , fearful way of relating to the other which produces (
> 9	AGU	In contrast to de Santillana 's uninterrupted thirty pages of text , Kemp 's thesis is amply illustrated
> 10	ANT	a cultural consistency both on the past and on the present inhabitants , in contrast to the heterogeneity of benighted foreigners .
> 11	ANT	all innocence , explained that Japan was an " intelligent society " , in contrast to the United States , because " in America there are many Blacks , Puerto Ricans
> 12	ANT	State thus preceded the creation of a popular nationalism for these countries (in contrast to most later cases) , and , indeed , one could say that the manufacture
> 13	B2C	In contrast to this , extrinsic factors like food supply and predation are held by other workers to
> 14	B2C	have been eaten by large owls are also likely to be broken , in contrast to the bones of the smaller species that may be present in the same pellet .
> 15	B2C	In contrast to the barn owl , the snowy owl is represented by only a single pellet sample
> 16	B2C	This gerbil is strictly nocturnal in contrast to some of the more common rodents , and as a result it suffers more predation
> 17	B2C	It is one of the most specialized feeders amongst the owls in contrast to the closely related tawny owl , which is one of the least specialized species .
> 18	B2C	Diurnal birds of prey in contrast to the owls , the significance of diurnal birds of prey as accumulators of bone has
> 19	B2C	In contrast to this , the digestion of upper and lower isolated incisors follows no set pattern .
> 20	BNS	In contrast to its initial responsibilities , MDC is now operating in localities with a significant indigenous
> 21	BNS	In contrast to existing local authority plans , LDDC explicitly encouraged mainly private housing to develop
> 22	BNS	Equally , the lack of pressure for land has meant , in contrast to LDDC , that MDC has not had to decide whether existing firms should be forced
> 23	BNS	Of the active membership ninety percent were homeowners , but in contrast to the two neighbourhoods presented above , their average length of tenancy was twenty-

Figure 33: Additional corpus examples of *in contrast to*

By clicking on the Corpus search tab in the main menu bar, it is also possible to effect corpus searches independently of any dictionary entry. This option allows you to refine your search. As shown in Figure 34, the box in the middle of the search interface (‘Disciplines’) allows you to select one or more academic disciplines. The box to the right (‘Scientific journals’) allows you to be even more selective and opt to search in one or more specific scientific journals in a given discipline. In Figure 34 the search is restricted to Business texts and will be carried out in all the business journals as no selection has been made in the ‘Scientific journals’ box.

LEAD		
Welcome! This interface allows you to query a range of 1 million word discipline-specific corpora developed within the framework of the Louvain English for Academic Purposes Dictionary (LEAD) project as well as the 15 million word academic component of the British National Corpus. The box on the right allows you to select one or more academic disciplines. You can also be more selective and opt for specific scientific journals in a given discipline.	Disciplines select: all none ☐ Anthropology ☒ Business ☐ Economics ☐ Education ☐ Law ☐ Linguistics	Scientific journals ☐ Business: Journal ☐ Business: Journal ☐ Business: Journal ☐ Business: Market ☐ Business: The Lea ☐ Economics: Brook

Figure 34: Search scope: disciplines and journals

It is possible to search for general academic words that have an entry in the dictionary and those that don't. It is also possible to search for English for Specific Purposes (ESP) terms in the discipline-specific corpora (e.g. *contract enforcement* in Law or *prepositional phrase* in Linguistics).

As shown in Figure 35, you can carry out two kinds of search: Simple search or Advanced search. Figure 36 illustrates the search for the connector *therefore* in the whole EAP corpus using the 'Simple search' function. The search returns 8,498 occurrences of the searched word.

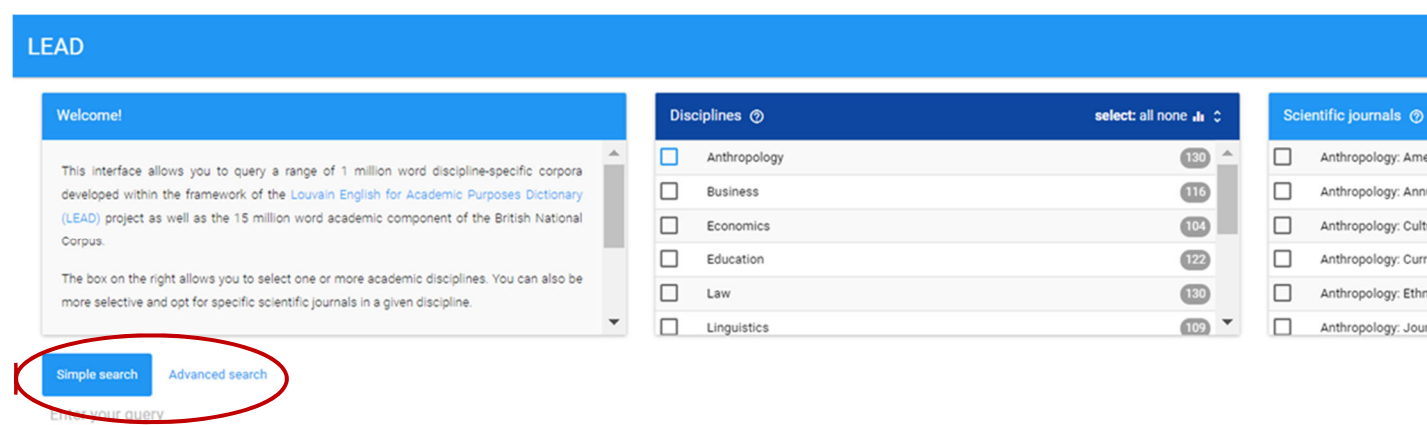


Figure 35: Simple and Advanced search

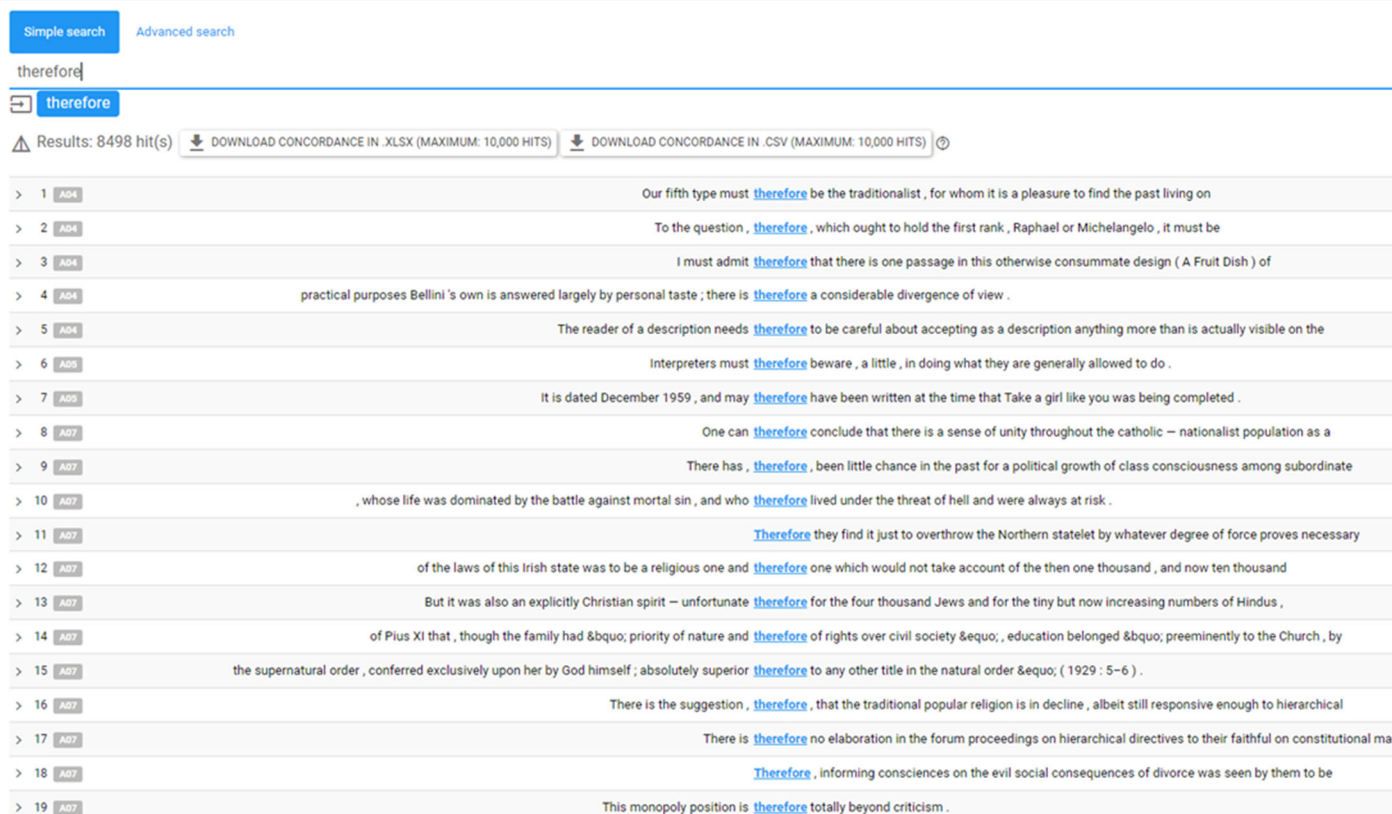


Figure 36: Simple search: *therefore*

The concordance lines can be sorted in three different ways using the ‘sort’ module (red box in Figure 35):

- (i) Clicking on the first button in the ‘sort’ menu sorts all the concordance lines by the words that appear to the left of the search string (e.g. in a left sort of *contrary*, occurrences of *on the contrary* will be displayed before occurrences of *quite the contrary* and *to the contrary*);
- (ii) Clicking on the second button in the ‘sort’ menu sorts the concordance lines according to the search string itself (e.g. occurrences of *However* used initially with a capital *H* will be grouped separately from occurrences of *however* with lower case *h*);
- (iii) Finally, if the user clicks on the third ‘sort’ button, the tool will sort the concordance lines according to the words that appear to the right of the search string (e.g. in a right sort of *result*, occurrences of *result from* will be displayed before instances of *result of*).

As shown in Figure 37, the Advanced Search option allows you to search not only for word forms but also for lemmas. As appears from the results displayed at the bottom of the figure, the search does not only return the form *discuss* but also other forms of the lemma DISCUSS (*discussed*, *discussing*).

LEAD

be more selective and opt for specific scientific journals in a given discipline.

Sociology

☒ General EAP

501

☐ Anthropology: Ethnology
☐ Anthropology: Journal

Simple search

Advanced search

(lemma:discuss) +

Form (case insensitive) equals Form (case insensitive)

Form (case sensitive) equals Form (case sensitive)

Lemma equals discuss

Part of speech equals Part of speech

Simplified Part of speech equals Simplified part of speech

Any word ☐

← MOVE TO THE LEFT

→ MOVE TO THE RIGHT

DELETE THIS WORD

DELETE THE QUERY

SEARCH

(lemma: discuss)

Results: 4368 hit(s)

DOWNLOAD CONCORDANCE IN .XLSX (MAXIMUM: 10,000 HITS)

DOWNLOAD CONCORDANCE IN .CSV (MAXIMUM: 10,000 HITS)

1 AD4 of art criticism will receive preference in the choice of what is quoted or **discussed** .

2 AD4 critic in this case deliberately avoided the historical context of the pictures she was **discussing** .

3 AD4 After the first two chapters , it **discusses** where and how to read art criticism .

4 AD4 for Degas , but he dropped logical connection in language , even verbs when **discussing** Monet 's spontaneous art .

5 AD4 Neither of these works , nor two more which are to be **discussed** , have attempted to integrate Eastern with Western art .

Figure 37: Advanced search for the lemma DISCUSS

❖ **What can I do if I don't find any instances of a word/ sequence of words in the CORPUS SEARCH tool?**

Instead of restricting your search to a specific discipline, you could select “general EAP”. You will then have access to a larger number of authentic texts, which will probably increase your chances of finding the word/sequence of words you want to check.

37

2.6 EXERCISES

- ❖ **What kinds of exercises are included in the LEAD and how can I have access to these exercises?**

The LEAD dictionary also aims to help non-native speakers consolidate or test their knowledge of academic vocabulary and currently includes c. 45 exercises available from:

- (1) **Lexical entries of words in the WORD SEARCH tool:** some lexical items have been found to be particularly error-prone and specific exercises target learners' difficulties. For example, the LEAD not only describes the common confusion between 'on the other hand' and 'on the contrary' or between 'i.e.' and 'e.g.' in error notes but also offers exercises that target these specific problems.

LEAD

Search by word ▾

Highlighter

Corpus search

Exercises

Help

Contact us

About

Enter your search term here...

Function

[Reformulate, paraphrase and clarify](#)

In French

à savoir
c'est-à-dire
soit

Exercise

['i.e.' vs. 'e.g.'](#)

i.e.

The abbreviation **i.e.** (short for 'id est', the Latin equivalent of **that is**) is used to give a more precise explanation of something you have just mentioned:

*The police now have up to ninety-six hours, **i.e.** four days and nights, to detain people without charge.*

The abbreviation **i.e.** follows a comma or is used between brackets:

*Finno-Ugric languages (**i.e.** Finnish, Estonian and Hungarian) lack grammatical gender and thus use one pronoun for both he and she.*

More corpus examples

[Linguistics](#)

Warning!

Do not use **i.e.** to introduce examples. The abbreviations **i.e.** and **e.g.** are often confused but they are not the same.

- Nowadays children play with technological toys (**i.e.** video games).
- Nowadays children play with technological toys (**e.g.** video games).

Learning tip:

You can use the following mnemonic for remembering the difference between **e.g.** and **i.e.**:

The abbreviation **e.g.** is followed by **example(s) given** and **i.e.** introduces an **illuminating explanation**.

'i.e.' vs. 'e.g.'

Multiple choice

Fill in the gap in each of the following sentences by choosing the correct alternative. ⌵

1

In English, the letter 'a' is unusual in that it can be followed by any other letter but some combinations, _____ 'ae' as in 'Caesar', are much less common than others.

☐ i.e.
☐ e.g.

2

The hippopotamus is an example of a pachyderm, _____ a large animal with thick skin.

☐ i.e.
☐ e.g.

3

The characteristics of Katakana English, _____ words imported from English and modified to suit Japanese speakers, include the creation of words by combining existing English words (e.g. salaryman) and the shortening of words (e.g. remokon for remote control).

☐ i.e.
☐ e.g.

4

Children must be accompanied by adults (_____ people over the age of 18).

☐ i.e.
☐ e.g.

5

Although there are many different types of engineering (_____ aerospace, chemical, civil and nuclear), the fundamental nature of engineering is similar.

☐ i.e.
☐ e.g.

6

The advice centre can offer basic information about a range of common problems, _____ health, debt, housing, and employment.

☐ i.e.
☐ e.g.

7

Previous poverty assessments of Burkina Faso neglected some important methodological issues. They were therefore misleading and led to the so-called Burkinabè Growth-Poverty Paradox, _____ increasing poverty despite sustained macro-economic

☐ i.e.
☐ e.g.

Figure 38: Exercises available in the lexical entries of the LEAD

- (2) The ‘Search by function’ access mode: rhetorical functions are accompanied by a number of exercises that cover a whole range of lexical items typically used to express them.

The image shows a web interface for adding information. At the top, there's a section titled 'Add information >'. Below it, there are five boxes representing different lexical categories: Adjectives (further, next), Adverbs (besides, furthermore, in addition, moreover, further), Conjunctions (and), Prepositions (besides, in addition to), and Determiners (another, other). Below these boxes is a red-bordered box containing a green header 'Exercises' and two options: 'Adding information: Gap fill' and 'Adding information: Multiple choice'. A red arrow points from the 'Gap fill' option to a detailed exercise page below.

The detailed exercise page is titled 'Adding information' and 'Gap fill'. It contains a instruction: 'Fill in the gaps in each of the sentences with a word or phrase from the box. You will need to use one option twice.' Below the instruction is a box with the words: 'in addition - further - besides - next'. There are five numbered sentences with gaps to be filled:

- _____ being paid less per hour, many women work fewer hours than their male counterparts.
- _____ to including olive oil with most meals, the typical Mediterranean diet is very high in vegetables and fruit.
- In a _____ move to improve the cash flow situation of small businesses, the Inland Revenue will extend the quarterly payment scheme to benefit an additional 40,000 employers.
- It may be helpful to read some of the books on the reading list. A _____ possibility is to do one of our short introductory courses online.
- Once the shortlist has been drawn up, the _____ step is to invite all the candidates for interview.

Figure 39: Exercises available from the SEARCH BY FUNCTION tool

- (3) The ‘Exercise’ page: via the ‘Exercises’ tab you can also have access to exercises on common rhetorical functions (compare and contrast, give examples, quote and report, etc.).

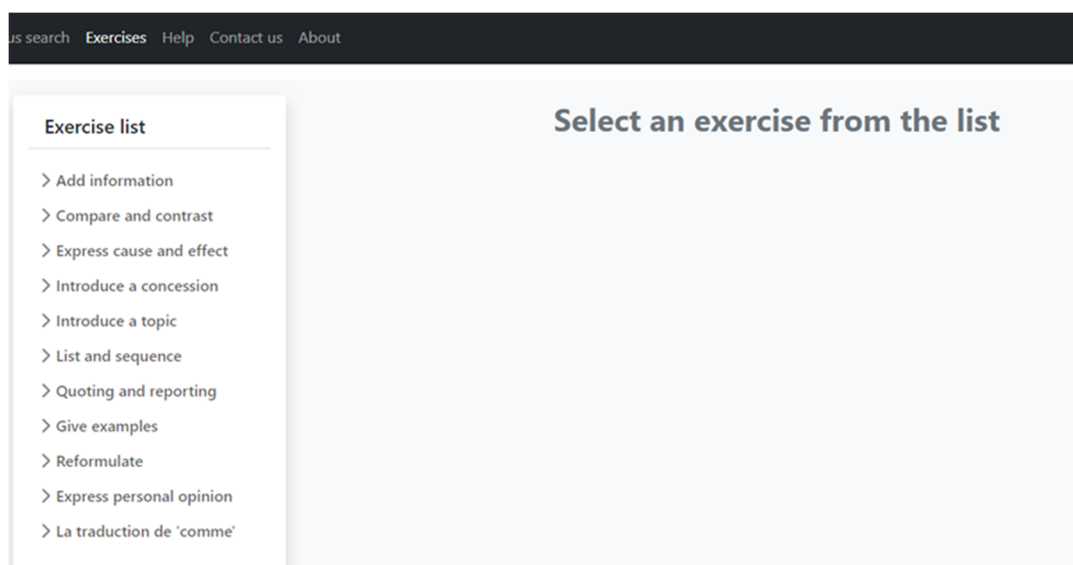


Figure 40: Exercises on rhetorical functions via the EXERCICES page

EXTRA INFORMATION AND REFERENCES

❖ Where can I find more detailed information and description of the LEAD?

Granger, S. & Paquot, M. (2015). Electronic lexicography goes local: Design and structures of a needs-driven online academic writing aid. *Lexicographica - International Annual for Lexicography* 31(1), 118-141.

Paquot, M. (2012) The LEAD dictionary-cum-writing aid: an integrated dictionary and corpus tool. In Granger, S. & Paquot, M. (eds) *Electronic Lexicography*. Oxford University Press.

Granger, S. & Paquot, M. (2010) Customising a general EAP dictionary to meet learner needs. In Granger, S. & Paquot, M. (eds) *eLexicography in the 21st century: New challenges, new applications. Proceedings of ELEX2009*. Louvain-la-Neuve, Presses universitaires de Louvain, 87-96.