by isolated definitions and annotations. Thus the phonology, morphology, syntax and concept are all representational forms of lexical meaning under semantic and pragmatic cognitive constraints, integrated to represent lexical meaning in a multi-dimensional way. Due to the anisomorphism between different cultures and languages, learners from different language communities have different cognitive patterns in L2 acquisition, and a single learner's dictionary cannot satisfy all learners from different communities, so it is essential to compile different dictionaries targeted at different learners.

Michael Rundell began his speech by reviewing the current state-of-the-art in the use of corpora (including learner corpora) in the production of learner's dictionaries, with particular reference to examples of usage, collocations, and the role of metaphor. Then he argued that the use of corpus data in dictionaries is implicit rather than explicit: what users see in their dictionaries is not the primary language data that lexicographers work with, but generalizations from this data made by the editors. Finally he explored some of the possibilities of giving dictionary users more direct access to corpora with the help of emerging technologies.

Yukio Tono argued that information from learner corpora has been used for learner's dictionaries for more than a decade, but it seemed that the analysis was rather limited in scope and the information provided was fragmental in nature, showing only individual lexico-grammatical usage problems of learners. Therefore, a more systematic approach should be adopted in the analysis of learner corpora in order to obtain information that is useful for improving the content of language teaching materials, including dictionaries. He also discussed the potential benefits of such information for pedagogical lexicography.

Zheng Ding'ou discussed the problems concerning the translation of polysemous verbs in a bilingual learner's dictionary (Chinese-English) under compilation, centering on valency items in the light of the French lexicon-grammar. Vincent Ooi introduced the tenets of the 5-circle lexicographic model originally used to relate Singaporean-Malaysian English to British and American English, and argued that such a model served not only to 'harmonize' the notion of international intelligibility but also to 'balance' Asian and Western realities in the dictionary. Chen Guohua held that one of the most important factors that hinder the development of collocation studies is the lack of a proper definition of collocation. He defined a construction as two words that combine to form a unit, and a collocation in one language in terms of a corresponding construction in another language. Robert Lew discussed new ways of indicating meaning in electronic dictionaries, such as pictorial illustrations, animation and videos, and examined whether the dictionary users always appreciate and benefit from them. Pedro Fuertes-Olivera discussed some basic and general requirements that specialized monolingual dictionaries must have when aiming to solve the needs of learners enrolled in ESP courses. He argued that specialized dictionaries for ESP students must be all-inclusive, i.e. adding encyclopaedic/conceptual information to the linguistic information normally given. Sandro Nielsen defined pedagogical lexicography by the objective to develop principles and guidelines that help practitioners to produce lexicographical tools that fulfil the needs of specific types of users in specific types of situations in the real world, and argued that the dictionary should be analysed in terms of three significant features, namely lexicographic functions, lexicographic data and lexicographic structures. Finally, he believed that the modern theory of dictionary functions opens up exciting new possibilities for theoretical and practical lexicography and encourages lexicographers to adopt a new way of thinking when planning and compiling dictionaries.

The closing ceremony was devoted to these three questions: What should the next-generation learner's dictionaries be like? What could a corpus further offer for dictionary making? and, What is the relationship between printed and electronic dictionaries?

The Second International Symposium on Lexicography and L2 Teaching and Learning will be held at Sichuan International Studies University in 2010.

ASIALEX 2009: The Sixth ASIALEX Conference

ASIALEX 2009 is the 6th biennial conference of the Asian Association for Lexicography. The conference is hosted by King Mongkut's Institute of Technology Ladkrabang in Bangkok, Thailand from 20 to 22 August 2009. Its purpose is to promote activities in various areas of lexicography by offering a forum for the exchange of ideas, the presentation of research achievements, and the discussion of future directions. With the theme 'Dictionaries in Education', the main aims of this three-day conference are to examine research into dictionary use and users in Asia, training in dictionary use and dictionary skills in education.

We are delighted to have five distinguished keynote speakers: Michael Hoey (University of Liverpool), Pam Peters (Macquarie University), Gregory James (Hong Kong University of Science and Technology), Theraphan Luangthongkum (Chulalongkorn University) and Suwilai Premsrirat (Mahidol University). Speakers include Heming Yong (China), Shigeru Yamada (Japan), Z. Iqbal (Pakistan), G-M. de Schryver (Belgium/South Africa), Amy Chi and Lan Li (Hong Kong). The highlights of the social program include the conference reception and the Bangkok temple and city tour.

Jirapa Vitayapirak
President of ASIALEX (2008-2009)
http://www.kmitl.ac.th/asialex/