Language awareness als wichtige Voraussetzung für eine erfolgreiche Benutzung von Wörterbüchern

Language awareness - an important prerequisite for a successful use of dictionaries
Outline

1. Research into dictionary use
2. Results of dictionary use by foreign language learners
3. Language Awareness as an important prerequisite for a successful use of dictionaries
4. Conclusion
1. Research into dictionary use

- «all empirical research regarding the use of lexicographic reference works[…]» (Wiegand et al. 2020: 130)

- Youngest research field of Lexicography
  - in the very early beginning: „research“ by publishing houses
  - has become an autonomous discipline in the scientific-theoretical sense and with an official academic status. (Herbert-Ernst Wiegand 1936-2018)
  - > 2021: more than 350 (empirical) studies related to the use of dictionary
  - focus on active user in a concrete situation of usage
User

- **Who are the users?**

- Current production is intended for **foreign language learners** (Domínguez Vázquez/Valcárcel Riveiro 2014)

- Users‘ needs have become a central issue not only for practical lexicography but also for lexicographic theory

- «The aim of dictionary user research is to study how human users interact with dictionaries with the aim of making this interaction more effective (improving success), more efficient (faster), and more satisfying (pleasant to use).» (Lew/De Schryver 2014: 344)

- Research into dictionary use can make an important contribution to lexicographical practice and theory (taking into consideration the potential user)
2. Results of dictionary use by foreign language learners

➢ Foreign language learners are not really qualified users.

Type of dictionary:
- Bilingual dictionaries
- Online-dictionaries, especially „alternative e-dictionaries“ (Nesi 2012) („glossary“) or translation programs (i.e. google translate)
- Increasing tendency of app use

Situation of usage:
- Reading and translation, also writing

Act of usage:
- Decoding (looking-up the meaning, pronunciation, grammatical information)
- Encoding (in bilingual dictionaries: equivalents)
  ➢ No differenciation between look-ups in decoding and encoding process

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Parallelism in the use of paper dictionaries and online dictionaries/apps (Nied Curcio 2014, 2015), i.e.
- looking-up isolated words (search string)
- concentration on the first hit (even if google)
- only 1 website or 1 app!
- don‘t read/scroll the entire entry
- looking for (nearly identic) examples
- (if) read from top to bottom
- metalinguistic information remains unnoticed

- Nearly all the studies show that foreign language learners have great difficulties in using online dictionaries an apps. (even if digital natives)

- Minimal knowledge of the existing dictionaries
- Little self-reflection on their own dictionary use
- Do not exploit the full technical and multimedial potential!
The difficulties with „combination of words“

The recognition of the „combinations“ (phrases, expressions, idioms, constructions,…):

continuum (Simone 2007)

- Transparent sequences
- Prefered combinations of words
- Partly idiomatic combinations
- Fully idiomatic combinations

- e.g. gente in piazza, keine Frage, das lassen wir mal dahingestellt,…

perdere il treno = den Zug verpassen ≠ den Zug *verlieren
Obwohl ich studiere, **wohne** ich noch **mit** meinen Eltern.

allora cerco ehm vivere leben vedo se mi da qualche informazione # ok cerco leben bei

**BSR-Study**
(Müller-Spitzer/ Domínguez Vázques/ Nied Curcio/ Silva Dias/ Wolfer 2018)

https://cdn.pixabay.com/photo/2017/05/08/09/43/business-2294966_1280.png
Task: to correct sentences in German with typical interferences (false friends, polysemy, valency, collocations…)

Tabelle 1: Stimulus-Sätze der Studie.

<table>
<thead>
<tr>
<th>ID</th>
<th>Satz</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meine Nachbarin möchte immer alles wissen. Sie ist sehr <strong>kurios</strong>.</td>
</tr>
<tr>
<td>2</td>
<td>Leider kann ich heute nicht Tennis spielen. Ich bin zu <strong>besetzt</strong>.</td>
</tr>
<tr>
<td>3</td>
<td>Bist du <strong>bereit</strong>? Wir müssen jetzt los, wir sind sowieso schon zu spät dran.</td>
</tr>
<tr>
<td>4</td>
<td>Kein Problem, wenn der Zucker <strong>beendet</strong> ist, ich nehme dann <strong>Honig</strong>.</td>
</tr>
<tr>
<td>5</td>
<td>Ich bin <strong>einverstanden</strong> mit dir.</td>
</tr>
<tr>
<td>6</td>
<td>Das erlaube ich dir nicht. Es ist <strong>außer Frage</strong>.</td>
</tr>
<tr>
<td>7</td>
<td>An unserem Forschungsinstitut ist Ihnen unsere Bibliothek 24 Stunden zur <strong>Verfügung</strong>.</td>
</tr>
<tr>
<td>8</td>
<td>Obwohl ich studiere, <strong>wohne</strong> ich noch mit meinen Eltern.</td>
</tr>
<tr>
<td>9</td>
<td><strong>Wenn</strong> ich zur Schule ging, habe ich viel Sport gemacht.</td>
</tr>
<tr>
<td>10</td>
<td>Morgen habe ich einen Arzttermin und kann deshalb nicht <strong>in die Klasse gehen</strong>.</td>
</tr>
</tbody>
</table>
Type of resource

The type of resource used has an impact on the quality of the corrections

1. The use of a machine translation tool is proportionally related to fewer correctly processed sentences (statistically significant)

2. The use of dictionaries with parallel texts (Linguee, Reverso Context,…) is related to more correctly processed sentences (almost statistically significant: 1,92) > words in context
Search strings

When using a search engine: the search string contains metalanguage terms.

When using a dictionary: the search string is mostly an isolated word.
Participants who spend more time on resources (> 20’) are more likely to find the correct answer

(Average difference in seconds is small but significant)
Time - Language Awareness ???

1. **Spending more time on the resources means initiating a process of reflection?**

2. **Do successful students demonstrate a higher Language Awareness (LA)?**

3. **How does LA manifests itself?**
3. Language Awareness as an important prerequisite for a successful use of dictionaries

**LANGUAGE AWARENESS:**

«[…] explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use.»

- awareness of polysemy, awareness of word combinations/collocations, etc.
- metalinguistic knowledge
- awareness of the contrastivity between L1 and L2.

**LANGUAGE LEARNING AWARENESS**

- use of strategies
- looking up synonyms
- reading carefully
- double check (changing the language direction)
BSR-Study: Detailed analysis (Think-aloud-protocol)

Successful student

E.g.:

perdere il treno
(polysemic verb, partly idiomatic combination)
E.g.: *Ich möchte ein Stipendium beim DAAD bewerben.*

- They read from top to bottom.
- They focus on a wrong hypothesis.
- They look for a solution similar to their L1!
UNSUCCESSFUL STUDENTS

1. Students are not aware of the contrastivity and try to find information which confirm a 1:1 equivalence. (reason for overlooking important information on the screen and not )

2. They don’t have a good knowledge of the language. They confuse grammatical terms.

3. Students look up isolated words.

4. They don’t use strategies and don’t find a good hypothesis.

SUCCESSFUL STUDENTS

1. Successful students compare between the two languages. They are aware of the contrastivity between L1 and L2.

2. They have a good explicit knowledge of the foreign language.

3. They use different strategies for solving a lexical problem.

4. Successful students don’t look up only isolated words.

5. They are able to identify the language problem and find the right hypothesis to solve the problem.

6. The use another L2 (English) as a relay language, e.g. lo zucchero è finito > run out of > leer sein/ zu Ende sein

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SUCCESSFUL STUDENTS

L1 ↔ L2 ↔ L3 ↔ Lx

Reflexion

Sprachbewusstheit

UNSUCCESSFUL STUDENTS

L1

Reflexion

Sprachbewusstheit
successful use of dictionaries/online resources

Language Awareness

Comparison of Language
4. Conclusion

The best dictionary is not useful if students

➢ don‘t know it,                          \quad \text{dictionary teaching}
➢ don‘t know how to use it,
➢ are not aware of the contrast between languages
➢ are not aware of their own ,,dictionary user behaviour“
\quad \text{foreign language teaching}
Challenges

1. **Contrastive Teaching in Foreign Language Learning/Teaching:**
   - To motivate comparison of languages and to encourage the metalinguistic reflection
   - To teach language learning strategies (e.g. dictionary use)
   - To help students to build a language (learning) awareness

2. **Explicit and implicit Training in Dictionary Use**
   - Dictionary use as part of language learning process
   - Dictionary use as part of promotion of the media literacy

3. **Learner’s Lexicography (lexicographical practice):** need to consider user studies, need to know who is the potential user of the future dictionary

4. **More discussion between lexicographers, linguists, computer scientists and the users (teachers, students, …)**
References


Thank you – Danke – Grazie