

DICTIONARY SKILLS IN TEACHING ENGLISH AND GERMAN AS A FOREIGN LANGUAGE IN HUNGARY

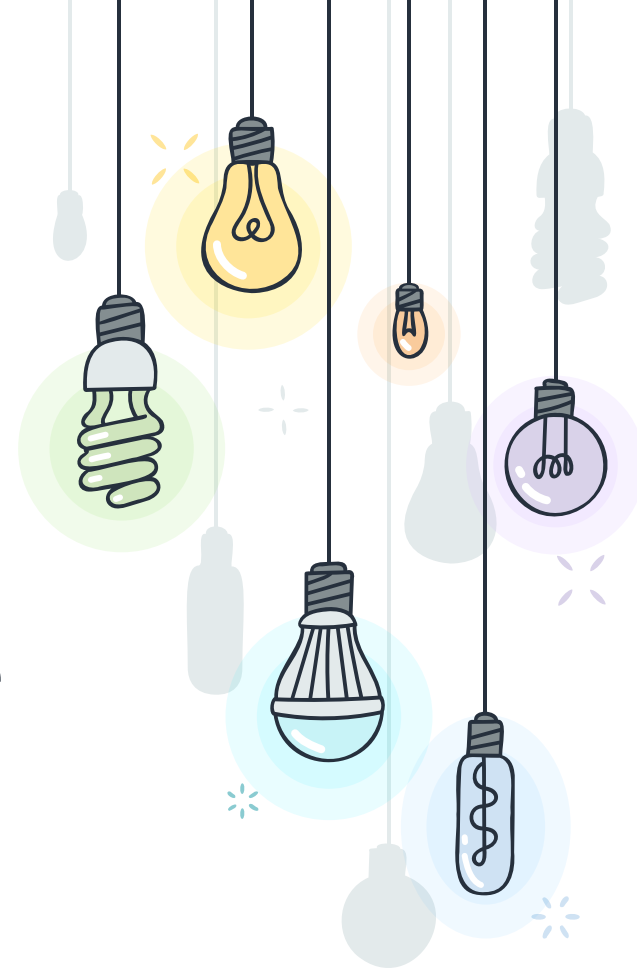
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K R E | Károli Gáspár University
of the Reformed Church in Hungary

OUTLINE

- **background** to the Hungarian situation by explaining the problems we have to face
 - overview of research on Dictionary Use
 - the National Curriculum concerning dictionary skills
 - lexicographic training course in universities
- details of our **2020 research on dictionary use** of students of ESL and GSL
 - Aims, methods and participants
 - Results
 - Conclusions



1

RESEARCH INTO DICTIONARY USE

In Hungary



❁ RESEARCH AND MAIN RESULTS

- Hungarian National Sociolinguistic Survey (1988)
 - participants mostly (50% or more) used: spelling dictionary, dictionary of foreign words, Hungarian defining dictionary
- Márkus and Szöllőssy (2006)
 - students have serious deficiencies in dictionary skills
 - their language and dictionary use awareness are very low
- Gaál (2016)
 - they mainly use online dictionaries (45%) ⇒⇐ less than 10% used mainly or exclusively a printed dictionary
- Dringó-Horváth (2017)
 - they had mastered dictionary skills in a self-taught way
 - Dictionary didactics as such was very low estimated



2

THE NATIONAL CORE CURRICULUM

Dictionary skills



THE NATIONAL CORE CURRICULUM



While researchers are increasingly emphasising the importance of reference skills and dictionary use in education, the **national core curriculum** provides no guidance on how to teach dictionary skills. The document sets out the following objectives:...

- use age-appropriate digital and traditional dictionaries
- use footnotes, digital and print dictionaries to interpret text independently (passive use)
- use print and digital aids and dictionaries to create texts (active use)

task of language teachers to communicate this knowledge, but very few universities offer lexicographic courses



3

UNIVERSITIES

Lexicography courses



HUNGARIAN UNIVERSITIES WITH LEXIKOGRAFIE



Universities are **not prepared to teach lexicography**, even though dictionaries play an important role from primary school to university education and beyond (support lifelong learning).

Here is the list of universities offering lexicographic courses or training:

- University of Debrecen
- Eötvös Loránd University, Budapest
- University of Miskolc
- Károli Gáspár University of the Reformed Church in Hungary, Budapest



4

DICTIONARY USE- 2020 STUDY

Aims, methods and participants



* RESEARCH QUESTIONS AND METHOD

RQ1: What trends can be identified in **dictionary use**, especially regarding new features of digital dictionaries?

RQ2: To what extent can dictionary use be identified in participants' **former studies**?

RQ3: What are their **attitudes** towards dictionaries and towards teaching and learning dictionary skills?

Method: self-constructed questionnaire, 21 background questions and a total of 53 statements forming 15 scales (five-point Likert scale). + interviews

the **reliability** of most scales (9 / 11) is ensured as their **coefficients exceed the .60 threshold** indicated in the literature (Dörnyei and Taguchi 2010)



Highest level of foreign language teaching qualification

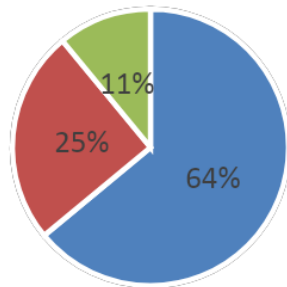
* PARTICIPANTS

Graduate and postgraduate students of EFL and GFL at the Karoli Gaspar University between 2014–2020 (**n=197**)

Age: from 21 to 63; with an average of 34 years ($SD=10,76$)

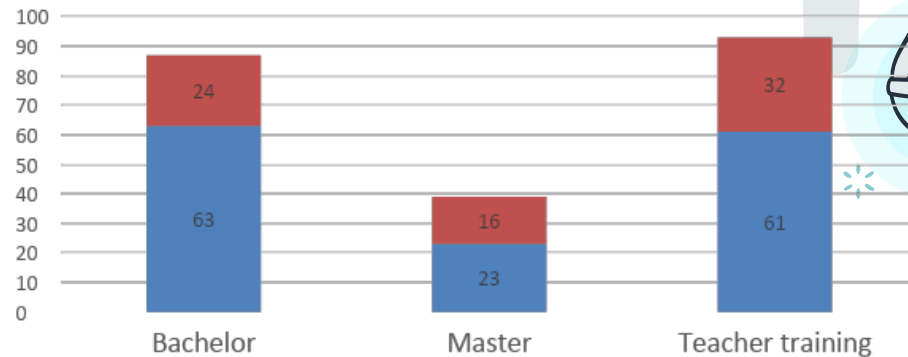
Sex: 85% Female; 15% Male

Languages



English German Both (E+G)

Students



English German

5

DICTIONARY USE - STUDY

Participants' dictionaries and
dictionary use habits



* THEIR DICTIONARIES AND WILLINGNESS TO PAY

	%	N
paper-based dictionary	95,4%	188
offline dictionary app on some smart device	52,8%	104
downloadable digital dictionary on their computer	26,9%	53
purchase translator-device	9,1%	18
purchase online dictionary	8,6%	17

- a **significant** – about **95%** of the research participants still have a paper-based dictionary.
- Only **8,6%** subscribe to some online dictionary by purchasing it, which is in line with the **low willingness to pay** shown in other research in this area.

(cf. Gaál, 2016; Dringó-Horváth, 2017)

* DICTIONARIES USED

	Mean	SD
online dictionaries	4,63	0,78
search engines (e.g. Google)	3,82	1,20
paper-based dictionary	2,68	1,35
translator application/program (e.g. Google Translate)	2,53	1,53
offline dictionary app on some smart device	2,44	1,50
downloadable digital dictionary on their computer	1,76	1,25

although almost all respondents have a printed dictionary, their use is only ranked third, with **online dictionaries** and even **search engines** being much more popular among users.

USE OF UNIQUE FEATURES RELATING TO DIGITAL DICTIONARIES

	Mean	SD
I use the extra content related to other dictionaries or corpora.	3,53	1,45
I use the multimedia elements of the dictionary (audio, video..).	3,25	1,36
I regularly update my dictionary as offered by the publisher.	1,84	1,27
I allow the publisher to monitor my user habits to improve.	1,67	1,16
I supplement the information in the dictionary (adding words).	1,44	0,99
I customise the user settings (colours, font size, hide/show information).	1,30	0,75

- The relative importance of links to other dictionaries and corpora has been confirmed by several surveys, other unique characteristics (e.g. multimedia) are rated as (partly) unimportant – **reliability, up-to-dateness and a good navigation are more important Factors.**
⇒ the new features are relatively unknown.

* USE OF GUIDES AND AIDS

	Mean	SD
I look through the list of abbreviations in dictionaries.	3,16	1,32
In dictionaries, I read the dictionary sample page.	2,69	1,45
I usually review the guide to dictionary use in dictionaries.	2,40	1,31
I always read the introduction and the preface.	2,14	1,28

Unfortunately, according to the responses received, **participants do not or only superficially use the guides and aids.**

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DICTIONARY USE - STUDY

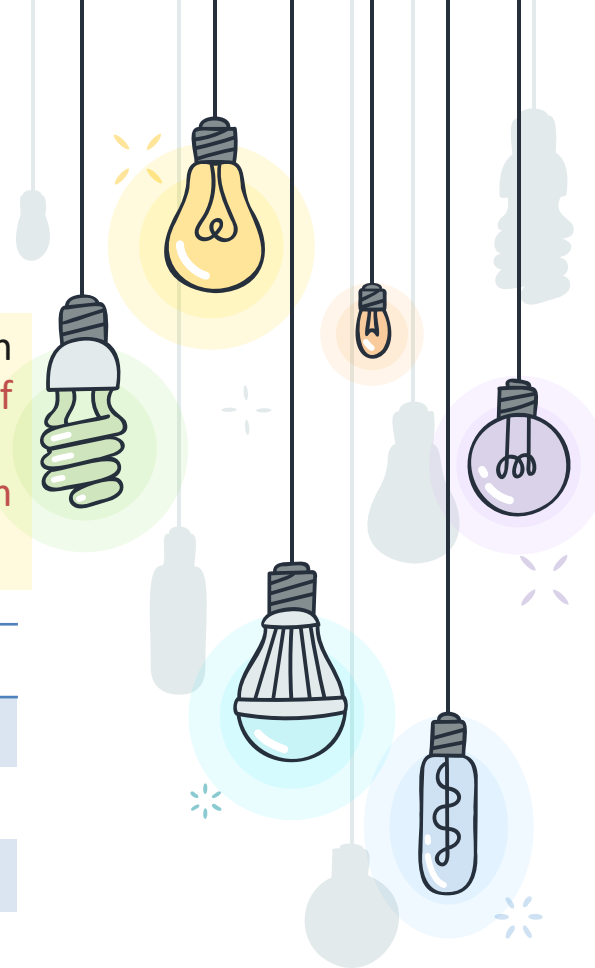
Participants' attitudes and previous experience in learning to use a dictionary



PREVIOUS EXPERIENCE IN LEARNING TO USE A DICTIONARY

A high proportion of respondents feel it is important to teach dictionary use at school – as part of language classes: **an average of around 4.5**
– however, results show that this is mostly not the case: **most of them learned it in a self-taught way.**

I learned how to use a dictionary ...	Mean	SD
... on my own, in a self-taught way.	3,62	1,19
... during my higher education studies	2,55	1,46
... during elementary school education.	2,26	1,46
... during high school education.	2,11	1,23



❁ DICTIONARY USE (KNOWLEDGE AND SKILLS) IN CLASS

In class we discussed ...	Mean	SD
The different types of dictionaries and contained info	3,84	1,26
The structure and code systems of dictionary entries	3,22	1,42
the various search methods and techniques	3,22	1,42
the structure, organizational principles of dictionaries	3,15	1,51
critical attitude for the interpretation and selection of information	2,68	1,39
Additional functions of digital dictionaries	2,28	1,41

- Only **basics of dictionary use** are usually taught, a better explanation of dictionary use appears only to a small extent
- Unfortunately the introduction to **digital dictionaries appears only marginally** (←most used)

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DICTIONARY USE - STUDY

Participants' experience in teaching to use a dictionary

75.6% (n=149) have at least one year of teaching experience (private tutoring, compulsory teaching practice, language schools, primary or secondary school)



❁ DICTIONARY USE (KNOWLEDGE AND SKILLS) IN CLASS

In class we discussed ...	Mean	SD
The different types of dictionaries and contained info	3,81	1,22
the various search methods and techniques	3,50	1,32
critical attitude for the interpretation and selection of information	3,41	1,25
The structure and code systems of dictionary entries	3,72	1,37
the structure, organizational principles of dictionaries	2,67	1,38
Additional functions of digital dictionaries	1,67	0,90

- Different order: search methods and critical attitude are more important
- only two of the seven statements have an average of 3.5 or higher, which reflects the findings of previous research: dictionary didactics is not necessarily an essential part of language lessons
- Again: the introduction to digital dictionaries appears only marginally (←most used)

*MOTIVATION AND SUPPORT OF DICTIONARY DICATICS

	Mean	SD
I could improve my teaching if there were appropriate teaching aids and materials available.	3,52	1,32
A more presence of dictionary use in documents governing education is needed for covering it in class.	3,46	1,22
I would need training and professional development in teaching dictionary use.	2,95	1,26
I don't feel motivated to teach dictionary use*. (*reversed item)	3,63	1,26

- our participants **are not unmotivated** about teaching vocabulary use.
- participants **do not necessarily think that they need training** in dictionary use
- the use of dictionaries would be most facilitated by **educational aids related to the topic** and **the central, educational policy supporting a better presentation** of the topic

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SUMMARY

Conclusions and references



* MOST IMPORTANT CONCLUSIONS

1

Possess

various different types of dictionaries, but low willingness to pay for them

2

Use

Increased use of online tools, but limited: doesn't include new features, low use of guides and aids

3

Attitude

respondents feel it is important to teach in class

4

Learning and Teaching

low prestige of the teaching of dictionary use (self-taught way) and limited (basic knowledge, digital excluded)

* SUGGESTIONS FOR TEACHING DICTIONARY SKILLS

Teaching of dictionary skills



should be part at all levels of education of language classes and of further language education.

Use of digital dictionaries



should be a priority in teaching dictionary skills, especially regarding new features.

Teaching is facilitated



when the content appears in the curriculum and useful resources and training become available.

To purchase a dictionary



teachers and learners need to be aware of the differences between free and paid dictionaries – should be involved.

Research on dictionary use



can contribute to the improvement of teaching and of dictionary design – publishers should be involved!

Research on dictionary skills



can contribute to the development of effective resources and teaching techniques.



REFERENCES



How to choose and how to train the use of digital dictionaries?

Digitale Anlage: CHECKLISTE FÜR DIE EVALUATION DIGITALER WÖRTERBÜCHER FÜR DAF

1. GRUNDDATEN	
Titel und Verlag:	
Publikationsform:	
Verfasser, eventuell zugrunde liegende Printausgabe:	
2. AKTUALITÄT, AUSWAHL UND PRÄSENTATION DER WÖRTERBUCH-EINTRÄGE	
2.1 Anzahl und Aktualität der Einträge / Adäquate Lemmaselektion	
<ul style="list-style-type: none"> Anzahl der Einträge (angegeben/nicht angegeben bzw. öffentlich editierbar) 	<input type="checkbox"/> keine Angabe <input type="checkbox"/> öffentlich editierbares WB
<ul style="list-style-type: none"> Prüfung der Aktualität und Angemessenheit: Suche nach Schlüsselwörtern in einem (Lehrbuch-) Text 	<input type="checkbox"/> angemessen <input type="checkbox"/> nicht angemessen
2.2 Informationen zu den Einträgen	
<ul style="list-style-type: none"> Genus → Wörterbuch, das Flexion → Grammatik Substantiv (Neutrum) - Genitiv Singular: Wörterbuchs - Nominativ Plural: Wörterbücher Wortart → Aussprache [vaterli:buch] Aussprache → Wortart Wörterbuch Wortbildung → Wort / Buch Wortbildung mit Wörterbuch als Erstglied: Wörterbucharbeit - mit Wörterbuch als Letztglied: Wörterbucharbeit Bedeutung 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Aufgabenvorschläge

ZIELE	TÄTIGKEITEN
Neue Strukturelemente erkennen, beurteilen können	Lernende vergleichen in Einzelarbeit Einträge im Print- und im digitalen Wörterbuch, sie notieren Anzahl der Angaben und Strukturanzeiger und merken formale Unterschiede an. Siehe unter https://FremdspracheDeutschdigital.de/webangebot , Zusatzmaterialien, »Checkliste« Punkte 2.2–2.3
Adäquate Lemmaselektion beurteilen können	Lernende suchen in Gruppenarbeit Elemente eines ausgewählten Lehrbuchtextes in unterschiedlichen digitalen Wörterbüchern und markieren nicht gefundene Elemente.
Wörterbücher personalisieren können	Lernende erarbeiten in Gruppen die Anpassungs-, Erweiterungs- und Austauschmöglichkeiten zu unterschiedlichen Wörterbüchern und präsentieren ihre Ergebnisse im Plenum. Siehe unter https://FremdspracheDeutschdigital.de/webangebot , Zusatzmaterialien, »Checkliste« Punkte 3.1; 3.3; 4.1 und 4.3

Tab. 3: Wissen über Aufbau, Aufgabenvorschläge

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THANK YOU FOR YOUR KIND ATTENTION

Any questions?

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