

Martina Nied Curcio

The use of lexicographic online resources by foreign language teachers and the effectiveness of teacher training courses

Abstract: Foreign language teachers have received little or no attention in *Research into dictionary use*. Their knowledge of dictionaries, their dictionary use skills and how and which kind of dictionaries they use in classroom have been rarely studied, somewhat surprisingly if one considers that language teachers are the ones who can actively promote an adequate use of dictionaries among learners. In 2017 the author held a workshop on dictionary use for 50 Italian teachers of German as a foreign language and asked them specific questions on dictionary use, issuing them with questionnaires both before and after the workshop. The questionnaire before the workshop dealt with the use of printed and online dictionaries in class and at home (by students and themselves), the assessment of students, the own dictionary use behavior and self-assessment of their own competence. The workshop compared printed and online dictionaries, experimented with different online resources, compared results of translations with the help of several dictionaries, parallel corpora and translation tools; it encouraged reflection on one's own dictionary use skills with the aim of enhancing dictionary use awareness. In the questionnaire after the workshop teachers were asked to reflect critically on the usefulness of didactics for dictionary use, to express their opinion on whether they believed they were now more familiar with online dictionaries and dictionary applications, which among the resources available was most useful for them and whether they would use online dictionaries in class from now on. This contribution shows the results of these questions and illustrates how the workshop has changed teachers' attitudes towards the use of online dictionaries in foreign language teaching, and how their own dictionary use competence has improved.

Keywords: dictionary use, foreign language teachers, dictionary teaching, lexicographic online resources

1 The adequate use of lexicographic online resources – a challenge for foreign language teaching

In foreign language teaching in Italy, as in many other European countries, printed dictionaries have almost disappeared from the daily lives of foreign language learn-

Martina Nied Curcio, Università degli Studi Roma Tre, Dipartimento di Lingue Letterature e Culture Straniere, Via Ostiense, 236, 00146 Roma, Italia, e-mail: martina.nied@uniroma3.it

ers. The online offer of lexical and lexicographic resources is ever increasing. The dictionary as a lexicographic reference work, in its printed form, used to be a very specific physical object and still is. With increasing digitisation, not only has its structure changed, but hybrid forms have sprung up, such as dictionary + grammar table, dictionary + parallel text corpora or even dictionary + parallel text + automatic translator, resources that were physically separate before the digital age (Müller-Spitzer et al. 2018: 298). Due to the abundance of tools now available for the European languages, it is easy to lose the overview. Since the authors, the purpose of the dictionary and the target users are often not transparent in online resources, it is also difficult for users to orient themselves and to assess the quality.

This profound change in lexicographic practice is very often not perceived by learners of foreign languages. The data from an analysis of several studies show how much lexicographic resources have changed over the past decades, and how much – over the same period – user behaviour has remained essentially the same (cf. Nied Curcio 2014: 277; Nied Curcio 2022: 84, 85). Users prefer bilingual online dictionaries, they use the online resource mainly for decoding, they do not know many resources related to the language they study, and which could meet their needs. They are not able to find their way within the entry, they still often look for single words and examples also in online resources which offer the possibility to look up collocations, phrasemes or even whole sentences. In a bilingual dictionary, foreign language learners often resort to the first equivalent and do not read the information in the entry, they do not scroll down, they only read the part that can be seen directly on the monitor, which is why they often do not see the solutions offered, just to give a few examples (Müller-Spitzer et al. 2018: 297, 307–308). If we consider that there is a multitude of lexicographic resources, many of which show good quality and offer a big variety of search possibilities, the results described with regard to the user's ability to search for information are not only disappointing but alarming. In addition, the act of consulting the online dictionary increasingly resembles the use of a search engine (id.: 301). The time aspect – a key factor for adequate use – is often not given enough attention (id.: 304).

Unfortunately, foreign language teaching has not really reacted to these new developments, even though the CEFR explicitly refers to the importance of this competence (Council of Europe 2001; 2020), and despite the fact that many educational guidelines of various European countries include the use of dictionaries explicitly in foreign language teaching, even if they don't define it in detail (Nied Curcio 2015: 302–305; cf. Abel in this publication). In foreign language teaching, learning to use the dictionary or online resources properly was not and still is not a topic of teaching and discussion. Where foreign language teachers allow the use of dictionaries, either in the classroom or during examinations, they still give preference to printed dictionaries and generally to monolingual dictionaries (often only for an advanced language level). The use of bilingual dictionaries is often not permitted. Online dictionaries and applications are almost completely excluded from the classroom. However, in the context of autonomous and lifelong learning, foreign language learners have to develop metacognitive

strategies and media literacy by comparing different types of lexicographic resources that can be used for foreign language learning. Lexicographic resources should therefore not be banned from the classroom. It is important not to leave students alone. In any case, foreign language learners use online dictionaries, translation tools, search engines and they recently have started using Large Language Models (LLMs), whether they are allowed in the classroom or not. It would be much better, therefore, to integrate these search tools into lessons, reflect on their use and enable students to perform informed and effective searches. But what about the digital literacy of the teachers?

2 The lexicographic competence of foreign language teachers

As has been mentioned, dictionary teaching currently plays little or no role in foreign language teaching. The reason for this is still not entirely clear. Based on my experiences in training courses for foreign language teachers, it seems that teachers have only little knowledge and skills in relation to (lexicographic) online resources and applications for mobile devices. Teachers, therefore, are perhaps themselves not in the position to be helpful to the learner, the digital native. Consequently, dictionary teaching cannot be implemented directly in foreign language teaching. In addition, many teachers seem to feel inferior to their students with regard to digital tools (which may explain why some of them still insist on using printed dictionaries in the classroom) and do not know how to assess their students' competences (which is why they do not know where to start). If we consider that the choice of a certain type of dictionary often depends on the teacher and concrete exercises in the classroom, it is even more important to focus on the teachers themselves and their training in the first place.

If we review the results of empirical studies on the use of dictionaries (cf. Nied Curcio 2022) and if we bear in mind that many foreign language learners today almost exclusively use online dictionaries and applications, we have to admit that we face a serious problem, especially when teachers assume that the students' regular use of online resources implies that students have developed adequate usage skills and can also apply them to printed dictionaries (i.e. during an exam), without realising that both of these assumptions are unfounded. It seems that teachers ignore the fact that foreign language learners actually are not informed and experienced users of lexicographic online resources. There is, in my opinion, a huge discrepancy between what students actually know how to do and what teachers believe they are able to do. Consequently, there is a gap between what teachers expect from students and what students expect from teachers. What efforts need to be made, and what are the challenges in foreign language teaching to bridge this gap? What could be the concrete actions needed to bring teachers and students closer together? Where should we start? From teacher training?

3 Workshop and experiment with Italian teachers of German as a foreign language

In the *research on dictionary use*, foreign language teachers – as users – have received little or no attention (Nied Curcio 2022). There is a lack of detailed information on:

- What kind of dictionaries do teachers know?
- Which ones do they use (printed and/or online, applications, monolingual and/or bilingual dictionaries)
- For what purpose do they use them? In what context of use?
- Are they aware of their level of competence in dictionary use?
- Do they allow their students to use dictionaries in the classroom?
- If yes, which ones? If no, why not?
- Do they correctly assess students' competence in using the dictionary? Do teachers know where and what students are looking for?

In order to find an answer to these questions, in November 2017 I taught two rounds of an 8-hour dictionary training course on the use of the lexicographic online resources for 50 Italian (Italian = L1) teachers of German as a foreign language from the province of Trento. This was also an opportunity to collect some data on:

- the situation of the use of online resources and applications in the school teaching of German,
- the competence of dictionary use (in particular of online resources and applications) by teachers and their self-assessment,
- the effect of dictionary teaching.

With regard to the effect of dictionary teaching, many lexicographers, linguists and teachers not only support the idea that specific teaching of dictionary use ~~not only~~ can improve students' dictionary usage skills, but are also convinced that training has a positive effect on foreign language learning. (cf. Nied Curcio 2022: 87–89).

Prior to the workshop, the following hypotheses were formulated:

- L2/L3 German teachers still use monolingual or bilingual printed dictionaries in their classes,
- not all of them allow the use of online dictionaries or apps,
- they only know a few online dictionaries for learning German (L2),
- teachers assume that students' regular use of online resources and smartphones automatically implies adequate use of lexical resources,
- they avoid the use of online dictionaries in their teaching because they feel uncertain and not really competent,
- they do not know how to teach dictionary use.

The structure of the meeting with the teachers was as follows:

1. Introduction (30')
2. Questionnaire 1 + discussion (30')
3. Presentation of some studies in the field of research into dictionary use and their most important results for foreign language teaching (30')
4. Workshop (exercises for dictionary use from a contrastive perspective, in pairs or small groups, using an inductive method (self-exploring) with moments of discussion and reflection in class) (5.5h)
5. Presentation of online dictionaries and application for teaching German L2 (30')
6. Questionnaire 2 + concluding discussion (30')

In order to investigate both the use of the dictionary and online resources in general, and also to verify the teacher' competence in their use, a multi-methodological approach was chosen. A combination of several questionnaires was organised, the answers to which were analysed on both a quantitative and qualitative basis, both general and in relation to specific tasks in the field of dictionary teaching. As in so many cases where the questionnaire was applied as a method, the data cannot be trusted 100% because the answers are subjective and based on the memory of the participants. Furthermore, some questions, such as "do you use dictionaries?" or "do you also use translation programmes?" may elicit predictable answers due to inhibitions or fears of 'sanctions' from society, in our case from colleagues or the teacher (social desirability). The teacher may find it difficult to admit that he or she does not use a dictionary or uses translation programmes instead of dictionaries (cf. Hatherall 1984: 184).

The questionnaire before the workshop concerned the use of dictionaries, both printed and online, in the classroom and at home; the students' perceived impression; the teachers' behaviour in using a dictionary; and finally, self-assessment of one's own competence. The following questions were asked:

1. Do you allow the use of dictionaries in your classroom? If yes: which one(s) and for which activities? If not: why not?
2. Do you allow students to use dictionaries at home (i.e. for homework)?
3. Do you think your students are good at using online dictionaries and dictionary applications?
4. Do you use dictionaries (in general)? If yes, which ones? In which situation? If not: why not?
5. Do you think you are good at using online dictionaries and lexicographic apps?
6. Which online dictionaries and apps do you know for German as a foreign language (L2)?
7. Do you use translation programmes?

In the questionnaire at the end of the workshop, teachers were asked to reflect on the effectiveness of the workshop and the usefulness of dictionary teaching:

1. Do you think you are now, after the workshop, more familiar with online dictionaries and lexicographic applications?
2. What was particularly useful to you?
3. Would you like to learn more about dictionaries? If yes: what?
4. If you usually do not allow online dictionaries in class, have you changed your mind now after the workshop? Would you allow them in class from now on?
5. What activities would you like to do with students in the classroom? Do you have any ideas?
6. Would you participate in another workshop on online dictionaries?

The workshop itself consisted of various tasks with very concrete usage situations and lasted 5.5 hours. (cf. 6 Appendix). The participants – the teachers – during the workshop were not only learners, but also active users¹ who have carried out specific dictionary usage tasks. The specific tasks were:

1. Comparison of information in bilingual Italian-German dictionaries (printed) and the LEO online dictionary.
 - (a) Comparison of two excerpts of the entry *cambiare* (to change) in the Italian-German dictionaries of GK and VERDIANI.
 - (b) Comparison of the information found in GK and VERDIANI with the LEO online dictionary.
 - (c) Concrete task of translating sentences containing the polysemic verb *cambiare* with LEO and then with GK and VERDIANI.
 - (d) Comparison of the information found.
2. The function of translation programmes.
 - (a) Translation of various words, collocations and idioms, such as *Absacker* (last drink before going to sleep), *perdere il treno* (miss the train) and *Er friert wie ein Schneider* (he is very cold, literally *feel cold like a tailor), on *Google translate*.
 - (b) Comparison and discussion of the results and attempt to inductively find reasons for the translations presented by *Google translate*.

¹ An *active user* is “every person ready to perform communicative consultation procedures” (Wiegand et al. 2010: 678).

- (c) Search for the equivalent of *Absacker* (night cup, last drink before going to bed)² in Italian and *perdere il treno* (missing the train)³ in German, using English as a relay language⁴ and comparison of the results.
3. Search for words with their context
 - (a) Entering collocations and idioms in DUDEN, DWDS, LINGUEE and REVERSO CONTEXT, followed by a comparison of the results.
 - (b) Translation of *infatti* (indeed) and *preparare un esame* in German and *keine Frage*⁵ in Italian, and other typical interference errors and subsequent comparison of the results found using the word profiles of DUDEN and DWDS.
 - (c) Search for the word profiles of *Examen* and *präparieren* in the online monolingual dictionary DWDS.
4. Searching for phraseological units on websites

All phases were accompanied by reflection and discussion in class. For this reason, the teacher was both a user *in actu* but also a user *post-actum*. As can be seen, the workshop focused on the comparison of various resources – printed and online dictionaries – and teachers experimented with new online resources. They compared also results of translation tasks with translation tools, different kind of dictionaries and parallel corpora. In this way, the participants improved their knowledge of various resources, but also reflected on their own skills in using online resources.

Questionnaire 1 confirmed that most teachers allow the use of a dictionary during classroom lessons, especially a printed dictionary. 46 participants (92%) give their students permission to use a printed bilingual dictionary, and 5 (10%) allow the use of a monolingual dictionary, also in printed form. 18 teachers (36%) give their students permission to use online dictionaries on tablets and smartphones and 7 (14%) also allow the use of apps in the classroom (cf. Figure 1).

2 If one translates directly from German to Italian, automatic translators as *Google translate* show the result *berretto da notte*, which means literally *nightcap* (translate.google.com; 20.03.2024).

3 Italian students often transfer from their L1 to German. For *perdere il treno*, in German it is not possible to use the verb *verlieren*; in the context of *train* the adequate verb is *verpassen*.

4 *Relay language* is defined as “a language, usually an internationally dominant one, which acts as a medium to translate other usually little-spoken languages” (COLLINS).

5 Italian students often translate *infatti* with *in der Tat*, which has a different syntactic structure as *infatti*. *Preparare-präparieren* and *esame-Examen* are false friends and when Italian students translate the sentence *Devo ancora preparare un esame* in German **Ich muss ein Examen präparieren*, they are not aware that the meaning would be **I have to embalm/mummify my final exam/degree*. If *Keine Frage* is used in an answer to a question with the meaning of *no doubt*, then this collocation cannot be translated in Italian with *nessuna domanda* with the meaning of *I have no question*.

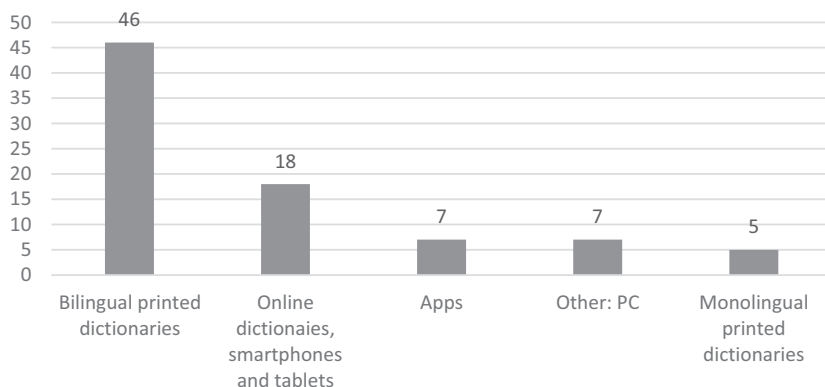


Figure 1: Types of dictionaries allowed in classroom.

These data show that the use of electronic lexicographic resources in the classroom is infrequent. The activities for which dictionaries are used are the classic ones, i.e. reading (reception) and writing (production) in the foreign language (here: German). 28 teachers (56%) mention both activities. 12 teachers (24%) explicitly write that the dictionary is used in the classroom for group work. Only 2 teachers allow its use in the context of translation and exam preparation. Other contexts of use and reasons mentioned (1 teacher in each case) are CLIL (Content and language integrated learning), the description of a picture, vocabulary exercises, oral production, grammar exercises, exercises and tasks (not specified), various activities (not further specified) and for control (not further specified). Only one teacher (!) mentioned adopting a didactic approach explicitly to promote the use of dictionaries, and offering students specific exercises to gain experience in using the resource, i.e. looking up the article or plural or the meaning of a word.

As we have seen above, only 4 teachers do not allow the use of the dictionary during the lesson and they justify their decision on the following grounds:

- the students must use the words they have already learnt,
- the language level is too low,
- students would find it difficult to use them, and
- students are too distracted.

In other cases, the reason is simply technical, i.e. the school does not provide a dictionary, or there are not enough tablets and computers for students, or the use of smartphones during class is prohibited. In contrast, almost all teachers (98%) allow the use of dictionaries for homework. More than half (54%) of the teachers believe that students are able to use online dictionaries and related apps; 44% are of the opposite opinion, and one teacher cannot answer.

Concerning the question whether teachers themselves use dictionaries, almost all (48/50) confirm their regular use. Only one does not use dictionaries, and one uses them only rarely.

Which dictionaries do the teachers use? They are mainly printed monolingual dictionaries (31%) and bilingual dictionaries (31%), which means that 62% of the teachers have a printed monolingual dictionary and a bilingual dictionary at home. These are the same teachers who only use the printed dictionary in the classroom.

41% of teachers use online dictionaries on their smartphones, and 16% use applications on smartphones and tablets. Two teachers indicate an electronic version (CD-ROM) and only one teacher explicitly mentions the etymological dictionary (not further specified if printed or online). Teachers indicate as situations of usage, first of all, the preparation of their lesson (30%); then while reading of a German article or book (14%); followed by a translation task (10%) and text production (8%); much less while watching of a movie (4%) or during a trip (2%). The user's objectives are as shown in Table 1:⁶

Table 1: Reasons for the dictionary use.

Preparing the lessons	30%
Check a doubt about the meaning of a word	28%
Look up the meaning of a word	20%
Check the spelling	18%
Search for the gender	14%
Search for synonyms	8%
Check the context of use	8%
Search for the plural form	2%
Search for expressions and idioms	2%
Search for examples	2%
Search for the etymology of a word	2%

Very interesting are the data on self-assessment. 68% of the participants admitted to being unfamiliar with the use of online dictionaries and lexicographic applications, 26% thought they were familiar with them. 6% could not answer.

Concerning the teaching of German as a foreign language, teachers are most familiar with PONS (58%). In addition, 28% of the teachers know DUDEN and again 22% LEO. Much less known are LANGENSCHIEDT (16%), the CORRIERE DELLA SERA dictionary (8%) and LINGOSTUDY (6%). DICT.CC, WORDREFERENCE, REVERSO, REVERSO CONTEXT and SANSONI are only mentioned by one person each (2%). Tools and platforms not strictly lexicographic were also listed such as QUIZLET (4%), BABBEL (4%). Someone even mentioned *Google translate* as a dictionary (cf. Figure 2).

⁶ The question about the usage situation was an open question. (cf. questionnaire in the appendix). The answers are categorized and summarized here.

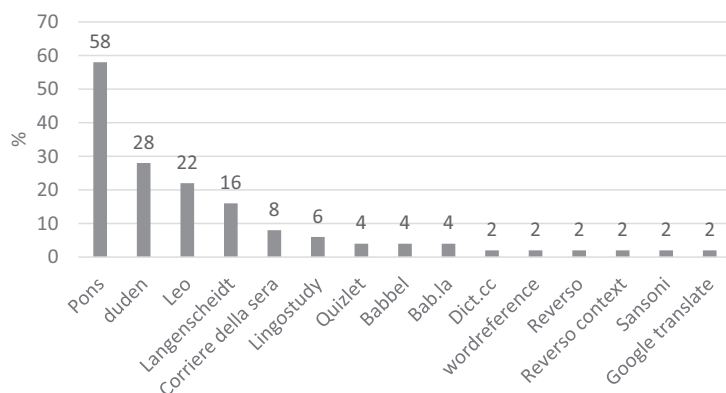


Figure 2: Lexicographic online resources used by the teachers.

A noteworthy finding is the fact that the teachers who wrote that they did not consider themselves very good or competent in using online dictionaries mentioned more resources than those who considered themselves capable. This, in my opinion, shows that the ‘sceptical’ teachers have more experience in using online dictionaries. They are more aware of their shortcomings; they know that there are even more resources that they do not know about. Their self-assessment seems to be more realistic than that of teachers who declare themselves competent.

When asked whether they also use translation tools, only 4 teachers (8%) admitted to using them. Consequently, 92% of the teachers state that they do not use automatic translators. This figure may not be very reliable for several reasons: a) the participants’ recollection does not reflect reality, b) the participants are not aware that they use it or c) the participants voluntarily do not admit to using translation programmes because – according to society – a good teacher should not use them.

Questionnaire 2 was administered after the dictionary workshop, by which stage the teachers were less uninformed users. Due to the short duration of the workshop, it would be unrealistic to expect that the teachers could become really informed and experienced users. Their awareness of their own skills and self-assessment certainly improved. This can also be deduced from the answers to questionnaire 2. All the teachers (100%) indicated that the course was very useful, that they enjoyed it very much and that they felt above all that they were now more familiar with online dictionaries and lexicographic applications. The aspect of learning by doing, of exploring and experiencing the various resources first-hand, and of comparing and evaluating them, was rated as very positive. 44% of the teachers appreciated the fact that they had discovered many new online dictionaries and applications, thus gaining a better overview of existing and usable resources for teaching. In response to the open question *What was most useful to you?* 30% of the participants stated that it was very positive for them to compare dictionaries, to become aware of the differences between one and the other, to evaluate the advantages and disadvantages of resources for a specific purpose or in

a specific situation of use. 40% of the participants appreciated both the advice and concrete examples for their own use of a dictionary and also the advice and concrete examples for using the dictionary in the classroom (also 40%). For 8% of the participants, it was good to know more about the structure of a dictionary and the microstructure of a lexicographic entry and to understand how translation tools work.

A course on dictionary use, or online resources in general, can evidently have a positive effect and can also influence and change the opinions and attitudes of the participants. Some teachers decided to buy the GK dictionary or to start using online dictionaries (which they had never done before) or to reflect on how to better incorporate the use of online dictionaries and applications in their teaching. When asked whether they would now – after the course – incorporate online dictionaries and apps into their German lessons, all 50 teachers, i.e. 100%, said yes. This means that even the most sceptical, and those who had indicated that they would not allow the use of the online dictionary in class, changed their minds. The reasons that pushed them in this direction are as shown in Table 2.

Table 2: Reasons why teachers would use lexicographic resources in classroom in the future.

1.	Dictionaries are important and useful tools for learning a foreign language, for improving language skills and also for avoiding errors.	44%
2.	Online dictionaries are the future. Knowing how to use them adequately is a key competence.	10%
3.	All students have smartphones and use online dictionaries, but they need support to evaluate and use them adequately.	10%
4.	Students are more motivated to work with online dictionaries than with printed dictionaries.	10%
5.	Students have to become aware of their own competence in using lexicographic resources.	8%
6.	Online dictionaries are more interesting for digital natives.	6%
7.	Students like to use computers, tablets and smartphones in the classroom.	6%
8.	Online resources are faster and more accessible than printed dictionaries.	6%
9.	With the use of online dictionaries, autonomous learning can be promoted.	6%
10.	Online resources such as LINGUEE or REVERSO CONTEXT show words in context and five authentic examples.	4%
11.	Students need to be introduced to online dictionaries with the aim to limit the use of <i>Google translate</i> .	4%
12.	Online dictionaries are useful tools for improving lessons.	4%
13.	It is essential that teachers improve their competences in using online resources.	4%
14.	Dictionaries put the focus on vocabulary learning.	2%

At the end of questionnaire 2, teachers were asked whether they would participate in another training course on the use of online dictionaries and applications, and with what aim in mind. 94% of the teachers would be willing to attend another course and would especially like to learn in a concrete way how to introduce and practice dictionary use in the classroom. As illustrated in Figure 3, they would like to learn which concrete tasks, activities and exercises could be practised in the classroom (38%), already at beginner levels. Two teachers (4%) would like to learn how dictionaries could be used in class in a funny way. Two other teachers (4%) wrote that they would like to learn how

to work with online dictionaries for vocabulary learning. Furthermore, there are also teachers who would like to understand how online dictionaries and apps work.

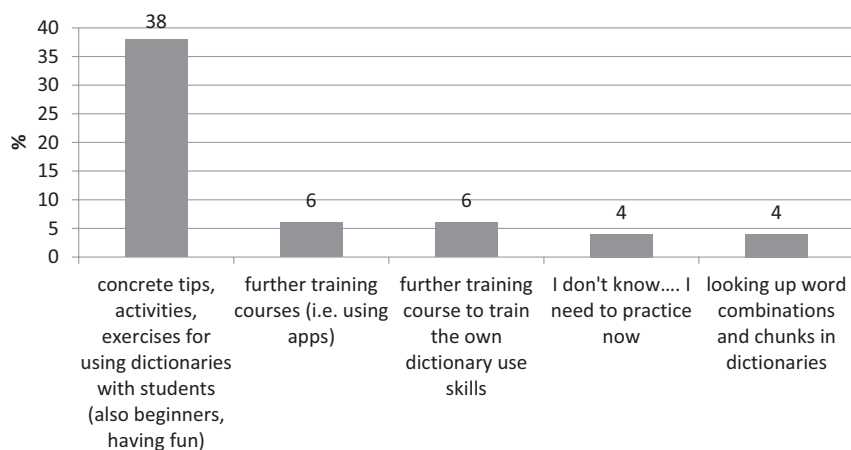


Figure 3: Teachers' need for further training.

4 Conclusions

We can summarise that the participants of the workshop (teachers of German L2):

- generally use a large variety of dictionaries (printed dictionaries, online dictionaries and apps) for themselves,
- often do not use online dictionaries or apps in the classroom, because there are no computers, tablets or the use of smartphones is prohibited in general,
- do not feel comfortable with their skills in using online dictionaries,
- do not know how to teach the use of dictionaries.

Many teachers (54%) doubt that their students are competent in the use of online dictionaries and apps while 68% are aware of their own lack of competence in using them. They would like to improve their skills, and would like to learn how to introduce online resources in their lessons in order to help their students use them better.

Of course, it must be taken into account that the data presented are from the pre-pandemic period. New studies with teachers are absolutely necessary. The challenge is to publish the results as quickly as possible, as the online resources themselves change and improve and new resources are available so that the validity of the results sometimes quickly become outdated. The results presented here invite us to undertake more extensive research, not limited exclusively to the use of lexicographic resources, but also the use of search engines, automatic translators and LLMs by foreign language teachers.

However, recent observations in training courses with teachers give the impression that not much has changed in terms of teacher competence with regard to the use of lexicographic online resources. With the challenges posed by a multilingual and digital society, we can no longer leave learners (and teachers!) on their own. Lexicographic online resources, but also translation tools and Large Language Models should no longer be banned from foreign language teaching. It is important to integrate these tools into lessons, to use them, to reflect on their use and to enable teachers and learners to become experienced and skilled users, especially in terms of lifelong learning and media literacy. There is a vital need for teaching how to use modern lexicographic resources, and foreign language courses could be an excellent place in which to do this. The question now facing is above all a didactic one, which means that teachers need to be trained in the use of lexicographic online resources and should be provided with didactic concepts, tips and concrete activities or exercises that they can adopt in their lessons. According to Zöfgen (2010: 109–110), dictionary teaching, which nowadays has to include the resources mentioned above, can be direct and indirect. In *direct dictionary teaching*, dictionaries and online resources are explicitly addressed as knowledge (and treated primarily at a cognitive level). In my opinion, foreign language teachers should come to have a broad and in-depth knowledge of dictionaries. In general, foreign language teachers should:

- know several monolingual and bilingual online dictionaries, automatic translators and LLMs and be able to critically evaluate them in terms of quality,
- know specific online resources that may be useful for their use in class,
- be able to recognise differences in quality between online resources,
- know the differences in macro-structural and micro-structural presentation compared to printed dictionaries, online dictionaries, apps and other hybrid resources.

Indirect dictionary teaching is mainly concerned with the use of dictionaries, online resources and applications in the classroom, possibly in authentic communication situations or scenarios involving concrete language use. Here too, it is important to use different resources, compare them and reflect on their use, advantages and disadvantages, within the various language activities (production, reception, interaction, mediation). The reflection and discussion in class, together with the students, can also be experimental and in a collaborative form between teacher and students. It is my belief that the time invested in dictionary teaching will have a positive effect not only on the use of dictionaries (and general search competence), but also on vocabulary acquisition and the general foreign language learning process and thus, ultimately, on language competence. Even if it seems that today's digital natives no longer take the time to do searches thoroughly, I think they would still like to learn more about the possibilities of searching on the Internet, what kind of online dictionaries are available, how different online dictionaries are designed, how they are structured, how to find their way around them, how to recognise reliable information, because their goal is to improve their language skills and make fewer mistakes – and as informed and experienced users of online resources, they will be able to reach their goal.

5 Appendix

5.1 Questionnaire 1 before the workshop

Fragebogen 1 zur Benutzung von Wörterbüchern im Unterricht

1. Dürfen **Ihre Schüler** in Ihrem Deutschunterricht Wörterbücher benutzen?

Ja () *Nein* ()

1.1. Wenn *Ja*, für welche Aufgaben (z.B. beim Lesen, Schreiben, . . .) ?

1.2. Wenn *Nein*, warum nicht?

2. Wenn *Ja*: welche?

- einsprachige Print-Wörterbücher ()
- zweisprachige Print-Wörterbücher ()
- Online-Wörterbücher auf dem Smartphone/ Tablet ()
- Apps auf dem Smartphone/ Tablet ()
- Andere:

3. Dürfen **Ihre Schüler** zu Hause Wörterbücher benutzen, um Hausaufgaben zu erledigen?

Ja () *Nein* ()

4. Können **Ihre Schüler** – Ihrer Meinung nach – mit Online-Wörterbüchern und Wörterbücher-Apps umgehen?

Ja () *Nein* ()

5. Nutzen **Sie selbst** Wörterbücher (generell)?

Ja () *Nein* ()

5.1. Wenn *Ja*, welche?

- einsprachige Print-Wörterbücher ()
- zweisprachige Print-Wörterbücher ()
- Online-Wörterbücher auf dem Smartphone/ Tablet ()
- Apps auf dem Smartphone/ Tablet ()
- Andere:

5.2. Wofür? In welchen Situationen?

Wenn *Nein*, warum nicht?

6. Glauben Sie, dass **Sie** sich selbst mit Online-Wörterbüchern und Wörterbuch-Apps gut auskennen?

Ja () *Nein* ()

7. Welche Online-Wörterbücher und WB-Apps in Bezug auf das Deutschlernen kennen **Sie**?

Nutzen **Sie** auch Übersetzungsprogramme?

Ja () *Nein* ()

Wenn ja, welche?

5.2 Teaching materials

5.2.1 AB 1

A. Was steht in einem Wörterbuch(artikel)?

Ein Vergleich von Print- und Online-Wörterbüchern

- Schauen Sie sich folgende Auszüge des Wörterbuchartikels *cambiare* aus den Wörterbüchern von Giacoma/Kolb (GK) und Verdiani an.⁷ Ordnen Sie folgende Begriffe zu. Arbeiten Sie mit der „Graphischen Gebrauchsübersicht“ (GK, S. 6–9) oder der „Guida grafica alla consultazione (online)“⁸.

⁷ Giacoma, Luisa/ Kolb, Susanne: *Dizionario tedesco-italiano italiano-tedesco*. Bologna: Zanichelli Klett Pons, 2014. 3rd edn.

Verdiani, Silvia: *Dizionario di apprendimento della lingua tedesca. Tedesco Italiano – Italiano Tedesco*. Torino: Loescher, 2010.

⁸ <http://online.scuola.zanichelli.it/alt/materiali/tedesco/guidagrafica.html> (13.10.2017).

• **cambiare** <ambio, cambi> **A** tr <avere>
1 (sostituire) **qc** (a **qc**) {PILA ALL'OROLOGIO} *etw* (ron *etw* da) (+ gen) aus|wechseln: ~ **le federe ai cuscini**, die Kissen frisch beziehen; **ho cambiato le piastrelle del bagno**, ich habe die Fliesen im Bad ausgewechselt, ich habe im Bad neue Fliesen gelegt; {CAMERA D'ARIA, FRENO, SPECCHETTO RETROVISORE} *etw* aus|wechseln **2** (indossare un altro) ~ **qc** {ABITO, CRAVATTA, MAGLIETTA} *etw* wechseln **3** (mettere vestiti puliti) ~ **qu** {MAMMA NEONATO} *jdñ* trocken|legen; ~ **qc a qu** *jdñ* *etw* an|ziehen: ~ **la maglietta al bambino**, dem Kind ein frisches Unterhemd anziehen **4** (salire su di un altro mezzo di trasporto) ~ **qc** {AUTOBUS, TRENO} (in *etw* acc) um|steigen **5** (averne uno nuovo) ~ **qu** {DENTISTA, FIDANZATA, MACELLAIO, PARFUMIERE} *jdñ* wechseln: ~ **qc** {INDIRIZZO, NUMERO DI TELEFONO, PROGRAMMA} *etw* ändern; {LAVORO, DIREZIONE} *etw* wechseln: ~ **casa**, um|ziehen; **fig** {OPINIONE, PARERE, COMPORTAMENTO} *etw* ändern: **ho cambiato idea**, ich habe es mir anders überlegt; **improvvisamente cambiò espressione**, plötzlich änderte sich sein/ihr Gesichtsausdruck **6** ~ **qc** (in **qc**) {DOLLARI IN EURO} *etw* (in *etw* acc) wechseln, *etw* in *etw* (acc) tauschen: **mi cambia 100 euro?**, können Sie mir 100 Euro wechseln?; (uso assol) wechseln; **non ho il resto, devo ~**, ich kann nicht herausgeben, ich muss wechseln **7** (barattare) ~ **qc** (con **qc**) {UNA COLLANA CON UN OROLOGIO} *etw* (gegen *etw* acc) (um)|tauschen **8** **fig** (trasformare) ~ **qu/qc** *jdñ/etw* (ver)|ändern: **quando ero giovane volevo ~ il mondo**, als ich jung war, wollte ich die Welt verändern; **la morte del padre l'ha cambiata**, der Tod ihres Vaters hat sie verändert **9** **autom**: ~ **marcia**, (in einen anderen Gang) schalten; ~ **in salita**, am Berg schalten **10** **itr** <essere> **1** (mutare) **anche fig** {ABITUDINI, COSTUMI, IDEE} sich (ver)|ändern: **invecchiando è molto cambiato**, im Alter hat er sich sehr verändert; **i tempi sono cambiati**, die Zeiten haben sich geändert **2** **fam** ~ **di qc** {DI CAMERA, DI POSTO} *etw* wechseln; {DI OPINIONE} *etw* ändern **11** **itr** pron (trasformarsi): **cambiarsi in qc** {PIOGGIA IN GRANDINE} sich in *etw* (acc) verwandeln **12** **rfl** (**cambiarsi d'abito**): **cambiarsi** sich um|ziehen; (indir) **cambiarsi qc** sich (dat) *etw* an|ziehen: **cambiarsi il maglione**, sich (dat) einen anderen Pullover anziehen • **tanto per ~ abbiamo sbagliato strada! fig** (come al solito), zur Abwechslung haben wir uns mal verfahren! **iron**.

Akzent für die Aussprache

Angaben zur Valenz/Rektion

Arabische Zahlen: verschiedene Bedeutungen

Beispiele

Entsprechendes Hilfsverb

Kollokatoren

Lemma

Morphologische Angaben (Konjugation)

Punkt: hier beginnen die Phraseologismen, idiomatic Redewendungen u./o. Sprichwörter

Übersetzungen

Verbtyp A: transitiv

Verbtyp B: intransitiv

cambiare **A** verbo tr. 1 ändern, verändern: *ho cambiato una frase nel tuo testo* ich habe einen Satz in deinem Text geändert; *non è stato cambiato nulla* *qui* hier wurde nichts verändert; *l'auto cambiò direzione* das Auto änderte die Richtung; *ho cambiato indirizzo un anno fa* ich habe vor einem Jahr meine Adresse geändert; *lei* habe seit einem Jahr eine neue Adresse; *ha deciso di cambiare vita* er/sie hat beschlossen, sein/ihr Leben zu ändern 2 (⇒ *sostituire*) wechseln, auswechseln: *devo cambiare la batteria dell'orologio* ich muss die Batterie der Uhr auswechseln; *cambierò le piastrelle del bagno* ich werde die Badfliesen wechseln; *ho dovuto cambiare una gomma dell'auto* ich musste einen Reifen am Auto wechseln; *ha di nuovo cambiato fidanzato* sie hat schon wieder ihren Verlobten gewechselt; sie hat schon wieder einen neuen Verlobten 3 (*vestiti, biancheria*) wechseln: *ha cambiato la camicia ed è uscito* er hat das Hemd gewechselt und ist ausgegangen; *la mamma ha cambiato il pannolino al bambino* die Mutter hat dem Kind die Windel gewechselt; *la mamma ha cambiato il bambino* die Mutter hat das Kind gewickelt; *prima di dormire cambierò le lenzuola* vor dem Schlafengehen werde ich die Bettwäsche wechseln, vor dem Schlafengehen werde ich die Betten frisch beziehen 4 (*trasporti*) umstellen: *tutti i passeggeri sono pregati di cambiare treno* alle Passagiere werden gebeten, in einen anderen Zug umzusteigen; *a Monaco abbiamo cambiato aereo* in München sind wir in ein anderes Flugzeug umgestiegen 5 (*banca, commercio*) wechseln, umtauschen: *puoi cambiarmi 100 euro?* kannst du mir 100 Euro wechseln? || *«uso assoluto»*: *non ho il resto, devo cambiare* ich kann nicht herausgeben, ich muss wechseln 6 (⇒ *barattare*) umtauschen, tauschen 7 *cambiare* (marcia) (in einen anderen Gang) schalten **B** verbo intr. 1 (*anche figurato*) sich ändern, wechseln, sich verändern: *il tempo è cambiato improvvisamente* das Wetter hat plötzlich gewechselt; *invecchiando è molto cambiato* im Alter hat er sich sehr verändert; *i tempi sono cambiati* die Zeiten haben sich geändert 2 *cambiare di qualcosa, etwas* (acc.) wechseln: *cambiare di camera* das Zimmer wechseln 3 (*aereo, ferrovia*) umsteigen: *alla stazione devi cambiare e prendere il treno per Kiel* am Bahnhof musst du in den Zug nach Kiel umsteigen **C** *cambiarsi* verbo rifl. (*di vestito*) sich umziehen, sich umkleiden: *non sono pronto/a, devo ancora cambiarmi* ich bin noch nicht fertig, ich muss mich erst umziehen **FRAS.** *forse è meglio cambiare argomento!* vielleicht sollten wir lieber das Thema wechseln! *cambiare aria* lüften || (*figurato*) verduften; *cambiare aspetto* sich verändern, sein Aussehen verändern; *cambiare casa* umziehen; (*tanto per cambiare* zur Abwechs(ell)ung; *hai cambiato opinione?* hast du deine Meinung geändert? *cambiare di posto a qualcosa* etwas (acc.) umstellen; *cambiare rotta* (*nautica, aereo, anche figurato*) den Kurs ändern.

Verdiani (2010: 881)

Akzent für die Aussprache

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Übersetzungen

Verbtyp A: transitiv

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2. Welche Unterschiede gibt es zwischen beiden Wörterbüchern? (quantitativ? qualitativ?)

3. Welches Wörterbuch finden Sie für Ihre Schüler besser? Diskutieren Sie zu zweit. Begründen Sie.

4. Öffnen Sie nun *leo* (Computer/ Tablet/ Smartphone, App).
- a. Vergleichen Sie die Informationen mit GK und Verdiani. Wie ist die Anordnung? Welche Unterschiede gibt es? Diskutieren Sie zu zweit.

Übersetzen Sie folgende Sätze mit *leo* ins Deutsche. (Versetzen Sie sich in ein/e Schüler/in, der/die Deutsch lernt, und natürlich nicht so gut Deutsch kann wie Sie.)

Italienisch	Deutsch
<i>Prima di andare in Egitto, devo cambiare i soldi.</i>	
<i>La giacca è molto vecchia. Magari è più carina se cambio i bottoni.</i>	
<i>Il tempo cambia spesso.</i>	
<i>Dopo questa pioggia devo tornare a casa a cambiarmi.</i>	
<i>Bettina non abita più qui, ha cambiato casa.</i>	
<i>L'assegno lo può cambiare in banca.</i>	
<i>Ogni venerdì andiamo al cinema. Non possiamo cambiare programma?</i>	
<i>... un giorno in più o in meno, non mi cambia nulla.</i>	
<i>Qui non si respira più. Cambiamo aria!</i>	

- b. Auf welche Schwierigkeiten stößt man in *leo*? Bei welchen Sätzen? Warum?

Schauen Sie jetzt im Wörterbuch von GK und Verdiani nach. Finden Sie hier die Lösung? Welche Unterschiede gibt es zu *leo*? Sind die Wörterbücher von GK oder/und Verdiani besser? Warum ja/nein?

5.2.2 AB 2

B. Wie funktionieren Übersetzungsmaschinen wie z.B. *google Übersetzer*? (<https://translate.google.com/>)

1. Geben Sie in *google Übersetzer* (**Italienisch** > **Deutsch**) folgende Suchstrings ein. Schreiben Sie das **Verb**, das übersetzt wird, in die Tabelle.

	Suchstring	Übersetzung
1.	Ho perso il treno	
2.	Ho perso il treno?	
3.	Ho perso il treno,	
4.	Ho perso il treno.	
5.	Ha perso il treno	
6.	Ha perso il treno.	
7.	Ha perso il treno?	
8.	Ha perso il treno,	
9.	Abbiamo perso il treno	
10.	Abbiamo perso il treno?	
11.	Abbiamo perso il treno,	
12.	Abbiamo perso il treno.	
13.	Perdere	
14.	Perdere il treno	
15.	Perdere il treno,	
16.	Perdere il treno?	
17.	Perdere il treno.	

2. Wovon hängen die einzelnen Übersetzungen Ihrer Meinung nach ab. Diskutieren Sie in der Gruppe. Wie erklären Sie sich die Ergebnisse?

3. Suchen Sie von **Deutsch > Italienisch**. Probieren Sie weiter mit folgenden Wörtern/ Sätzen. Variieren Sie dabei wie in 1.

- (1) *Er friert wie ein Schneider.*
- (2) *Absacker*
- (3) *Kommst du mit einen Absacker trinken?*
- (4) *Sie hat ihm einen Korb gegeben.*

Was fällt Ihnen auf? Sprechen Sie mit Ihrem Partner und notieren Sie.

Wo liegen Ihrer Meinung nach die Probleme?

4. Suchen Sie von **Deutsch > Englisch**:

- a. Geben Sie den kompletten Satz *Er friert wie ein Schneider* ein. Dann löschen Sie nach und nach (von rechts, also dem Satzende) das Wort *Schneider* weg, also *Schneide > Schneid > Schnei > Schne . . .*

Was passiert?

- b. Geben Sie das Wort *Absacker* ein. Welches englische Wort erhalten Sie? Können Sie sich erklären, warum in Aufgabe 3. das Wort *berretto da notte* erschienen ist?

Absacker = _____ (engl.)

- c. Bei *ha perso il treno* erscheint in *google translate* manchmal auch *er hat das Boot verpasst*. Können Sie sich erklären, warum?

- d. Geben Sie auch den folgenden Satz ein: *Kommst du mit einen Absacker trinken?* Welchen Satz erhalten Sie?

5. Nutzen Sie nun das Übersetzungsprogramm **DeepL** (<https://www.deepl.com/translator>)

Geben Sie die folgenden Wörter/Sätze ein, sowohl **Deutsch > Italienisch**, als auch **Deutsch > Englisch**.

- (1) *Er friert wie ein Schneider.*
- (2) *Absacker*
- (3) *Kommst du mit einen Absacker trinken?*
- (4) *Sie hat ihm einen Korb gegeben.*

Wie ist Ihr Eindruck?

5.3.3 AB 3

C. Wörter im Kontext suchen

1. Geben Sie *Frage* in den **Online-Duden** (www.duden.de) ein.


a. Welche Informationen erhalten Sie?

Wortart, _____

b. Wie viele Beispiele werden angeführt? Welche? Schreiben Sie auf.


c. Was gefällt Ihnen an *duden.de* und was nicht? Diskutieren Sie zu zweit.
 positiv: _____

negativ: _____

2. a. Suchen Sie typische (frequente) Verbindungen. Verwenden Sie **Linguee** (www.linguee.de) und **Reverso Wörterbuch** (<http://woerterbuch.reverso.net/>) und geben Sie „Frage“ und „Diskussion“ in die Suchmaske ein. Schreiben Sie auf, welche Wortverbindungen bereits beim Eintippen in die Maske erscheinen. (Wichtig: Noch nicht auf  bzw. „Enter“ drücken!)

Frage: Fragestellung, in Frage stellen, _____

Diskussion:

b. Variieren Sie den Suchstring, indem Sie einen Artikel hinzufügen, z.B. „eine Frage“, „die Diskussion“. Vergleichen Sie die Ergebnisse mit a). (Wichtig: nicht )

c. Welchen Vorteil haben *Linguee* und *Reverso* gegenüber *Duden*?

- d. Geben Sie nun den Satz *Ho perso il treno* in *Linguee* ein. Welche Entsprechungen werden gezeigt? *der Zug ist im Hinblick auf... abgefahren*, _____


- e. Öffnen Sie **Reverso Context** (nicht Wörterbuch!), sondern: <http://context.reverso.net/übersetzung/>) Geben Sie auch hier den Satz *Ho perso il treno* ein. Welche Entsprechungen erhält man? *den Zug verpassen*, _____


- f. Fahren Sie mit der Maus über die Sätze und klicken Sie auf . Was ist zu hören?

- g. Was passiert, wenn Sie auf den unterstrichenen Satzteil klicken?

3. Öffnen Sie das **Digitale Wörterbuch der deutschen Sprache (DWDS)** (www.dwds.de)

- a. Welche 3 Suchmöglichkeiten gibt es?

- b. Klicken Sie auf „Textkorpora“ und wählen Sie im Feld „Korpus“: Die Zeit (1946–2018). Bei der „Anzeige“ wählen Sie „KWIC“ und bei „Anzahl Treffer pro Seite“: 25. Geben Sie in das obere Suchfeld „Frage“ ein und klicken Sie auf . Was glauben Sie, wofür können solche Sätze aus Korpora nützlich sein?

- c. Suchen Sie nach der Bedeutung von *keine Frage* im Satz *Keine Frage. Ich bin alles andere als zufrieden*. Italienische DaF-Studierende übersetzen gerne mit *Nessuna domanda*, was aber falsch ist. Geben Sie in die Suchmaske (oben) „Keine Frage“ ein und klicken auf . Schauen Sie sich die Beispiele an. Welche Bedeutung hat *Keine Frage*? und wie wird die Wortkombination im Satz verwendet?

- d. *Infatti* wird im Deutschen gerne mit *In der Tat* übersetzt und an den Satzanfang gestellt. Geben Sie in die Suchmaske „in der Tat“ ein. Was fällt Ihnen sofort auf?

- e. „Rück“übersetzen Sie mündlich die Bedeutung von „in der Tat“ von einigen deutschen Sätzen ins Italienische, z.B. würde man im Satz *da es sich in der Tat um symbolisch-aktionistische Politik* im Italienischen mit *in realtà* wiedergeben?! Probieren Sie verschiedene Beispiele aus. Zu welchem Ergebnis gelangen Sie?

- f. Gehen Sie zurück auf die Startseite und öffnen Sie „Statistiken“. Klicken Sie auf „DWDS Wortprofil“ und geben Sie „Frage“ ein. Klicken Sie auf „im DWDS-Wortprofil suchen“. Was erscheint?

Klicken Sie auch auf das Symbol der Wortwolke: . Was bedeutet die Schriftgröße?

- g. Die Bedeutung von *Examen* ist nicht identisch mit der Bedeutung des italienischen *esame*. Wo, wer und wann „macht“ ein *Examen*? Welche Bedeutung hat das Wort *Examen* im Deutschen? Erklären Sie. Welche Adjektive und welche Verben stehen oft in Verbindung mit *Examen*? Recherchieren Sie wie in den Textkorpora, wie in 3b–f.

Bedeutung von *Examen*:

Häufige Adjektive mit *Examen*:

Häufige Verben mit Examen:

- h. Oft wird *preparare un esame* von DaF-Lernenden **eine Prüfung präparieren* oder **ein Examen präparieren* wiedergegeben, was nicht korrekt ist. Schauen Sie sich das Wortprofil von *präparieren* an. Recherchieren Sie wie in 3 f./g. Schauen Sie sich folgende Verwendungsbeispiele an. Welche Bedeutung hat *präparieren*? In welchen Kontexten wird das Wort verwendet?

5.4 Questionnaire 2 after the workshop

Evaluation des Workshops /

Fragebogen zur Benutzung von Wörterbüchern im Unterricht

Allgemeine Evaluation:

- 1 Insgesamt hat mir der Workshop gut gefallen. 😊 😐 😞
- 2 Der Workshop war gut vorbereitet und organisiert. 😊 😐 😞
- 3 Die Arbeitsaufträge waren sinnvoll, anregend und ansprechend. 😊 😐 😞
4. Glauben Sie, dass **Sie sich** jetzt, **nach dem Workshop**, besser mit Online-Wörterbüchern und Wörterbuch-Apps auskennen?
Ja () Nein ()
5. Was hat Ihnen am meisten gebracht? Was war am nützlichsten für Sie?

Hat es Ihnen auch Spaß gemacht?

Ja () Nein ()

6. Was würden Sie sich in Bezug auf das Thema *Online-Wörterbücher und Apps im DaF-Unterricht* noch wünschen?

7. **Nur beantworten**, falls Ihre Schüler bisher **keine** (Online-)Wörterbücher im Unterricht nutzen durften! Haben Sie Ihre Meinung jetzt, nach dem Workshop, geändert?

Ja () Nein ()

8. Werden Sie das Thema *Online-Wörterbücher und Apps* in Zukunft in den DaF-Unterricht einbeziehen?

Ja () Nein ()

9. Wenn *Nein*, warum nicht?

10. Wenn *Ja*, warum ?

11. Was möchten Sie gerne mit Ihren Schülern machen? Welche Ideen haben Sie?

12. Ich würde gerne an einer Fortsetzung des Workshops teilnehmen.

Ja () Nein ()

13. Sonstiges:

Vielen Dank für Eure Mitarbeit!

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