

Итак, Интернет имеет уникальный потенциал для изучающих немецкий язык на неязыковых факультетах. Они получают доступ через всемирную «паутину» к узкопрофессиональным материалам, пользуются аутентичными текстами, расширяют свой кругозор и знания о культуре страны изучаемого языка, общаются с носителями языка.

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#### TIPS ON GUIDANCE: HOW TO USE DICTIONARIES EFFECTIVELY

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Students need encouragement and guidance in the use of dictionaries. Certainly there must be very few of those who come up through the grades these days who are familiar with the details of looking up words in dictionaries, but it is one thing to find a word in a dictionary and quite another to understand fully information there given about it.

Why should we encourage students to use dictionaries? Dictionaries develop learner's autonomy. They are a handy resource for researching different meanings, collocations, examples of use and standard pronunciation. If students know how to use them effectively, there are hundreds of hours of self-guided study to be had with a good dictionary. The best way to complement a dictionary investment is strong study skill. As teachers we play an important role in developing these skills. That's why today we'll try to look at positive ways of turning any dictionary into a valuable learning classroom resource, referring different dictionaries.

A dictionary is a collection of words in a specific language, often listed alphabetically, with definitions etymologies, phonetics, pronunciations, and other information, or a book of words in one language with the equivalents in another, also known as a lexicon. A dictionary may be regarded as a lexicographical product that is characterized by three significant features:

- 1) it has been prepared for one or more functions;
- 2) it contains data that have been selected for the purpose of fulfilling those functions;
- 3) its lexicographic structures link and establish relationships between the data so that they can meet the needs of users and fulfill the functions of the dictionary.

In many languages words can appear in many different forms, but only the uninflected or un conjugated form appears as the headword in most dictionaries. Dictionaries are most commonly found in the form of a book, but some newer dictionaries, like New Oxford American Dictionary and Star Dict are dictionary software running on PDAs or computers. There are also many online dictionaries accessible via the Internet.

A few more words about the importance of a dictionary as a valuable source of various information. How often do we need dictionaries?

Despite the fact that we all speak some languages more or less perfectly, a lot of information is associated with words and often we find ourselves unsure of some of it. The first question, then, is: what sort of information does a word contain? A word is basically an association of (1) linguistic sound and (2) meaning. Either we hear someone pronounce a sound that we associate with a meaning in our head or we have a meaning we wish to express and do so by creating linguistic sounds with our mouth. An important fundamental characteristic of language is that when we speak exchange meanings: meaning is all in our heads.

Fewer than 1,000 of the Earth's 6,800 languages and dialects-English among them-have writing systems. In these languages, a third component of information is associated in a word: (3) spelling, for spelling does not always easily correlate with the sound of a word. Look at the way we spell pair, pare, and pear, all of which are pronounced the same. On the other hand, lead has two different pronunciations: /led/ and /leed/. Dictionaries help us both with the spelling and pronunciation of such words.

Finally, we need to know the grammatical categories of words, the part of speech they belong to and more. For example, lead could be either one of two different words. One is a noun (the soft heavy metal); the other is a verb (the activity of showing someone the way). We need this information to know which word is in question. But we often need more grammatical information. We need to know the category of the verb. Some English verbs (the 'weak' verbs) are regular and use the suffix -ed to form the past tense: zing : zing-ed. Other verbs (the 'strong' verbs) are irregular: sing : sang. It is important for speakers of English and other languages to know which verbal category a verb belongs to in order to correctly use it. In order to provide the basic information we need to correctly use words, all dictionaries provide entries with these four basic components:

- spelling,
- pronunciation,
- part of speech (grammatical category),
- meaning.

We can go to a dictionary for any of these pieces of information that may be temporarily or permanently missing from our own personal, mental lexicons, whether we are a speaker of a foreign language learning English or an English-language speaker unsure of one of these aspects of a vocabulary item.

Any conventional dictionary has become better and better during the many years since the time the first dictionary was published.

into Germanic languages. The same stem that turns up in Latin as *form-*, appears in German as *breiten* English *burn*, both meaning the same thing. This is the way historical linguists trace the history of language change, by plotting the rules of sound and meaning change from one era to the next.

Some dictionaries carry etymological information about words. This information is not necessary for using the word but many people find it interesting. For example, did you know that ink came from words that originally meant "to burn"? Click "ink" and see how. Where does the word dinosaur come from? Check the etymology in the dictionary.

Some teachers are opposed to bilingual dictionaries on principle. They believe that learners should think in English as much as possible. I believe that learners should have a bilingual dictionary on hand as a supportive tool but that training should focus on monolingual dictionary work. This is because sometimes a quick translation works best, as in the case of many concrete nouns, but it is a good idea to foster thinking and explanation in English. Bilingual dictionaries can also enable students to express something they want to say when they don't know the correct words in the target language.

#### Longman Language Activator.

Longman Language Activator is a dictionary of ideas and how to express them in English. This is a new type of a dictionary, aimed at helping students produce language, in other words to encode their ideas. This dictionary has been produced in response to need, the need often expressed by students, to have a dictionary that would tell them which word is right in which context, which subjects, and objects go with particular verbs, and what are the phrases or collocations that words are normally used in. Students wanted a dictionary that enable them to use new words themselves, to expand their vocabulary, and to improve their ability to express themselves.

One of the most important innovations in this book is the grouping together of individual word-meanings or phrase-meanings that generally share the same abstract concept or semantic area. They mean the same thing in a general way, but they entail certain key differences. These differences govern why one word sounds natural or correct in a particular sentence and why another word, apparently very close in meaning to the first word, does not sound right or jars with native or highly proficient speakers of English.

Sad and unhappy seem to be almost synonymous, and indeed most dictionaries define them as if they are, but in the sentence I was desperately unhappy. This name defines them as if they are, but in the sentence I was substituted for unhappy. In order to be able to use words appropriately, students need to understand the precise meanings of words. Because it actually has a different meaning from unhappy. In order to be able to use words appropriately, students need to understand the precise meanings of words. Because it actually has a different meaning from unhappy. In order to be able to use words appropriately, students need to understand the precise meanings of words.

A few words about the key words or concepts. There are 1052 concepts in the Longman Language Activator. These concepts express the meanings at the heart of the English. These concepts are intended to be the ones that students

Linguists and lexicographers have a matter with dictionaries. Every linguist with an interest in the quantitative properties of language will on some occasion be faced with some form of the ultimate question in the word numbers game: "How many words did Shakespeare use?", "How many words are there in the English language?", "How many words should a dictionary have?" The first question, at least, has a definite although not simple answer: Shakespeare's complete works consist of a total of 884647 words of text containing a grand total of 29066 different words including proper names. But on the question "How many words should a dictionary have" it is very difficult to answer. Every dictionary has a different number of words. On the contrary lexicographers have a task to record the meanings of words, the task of arranging these meanings in the order they think will be of most help to those who use their work. Different editors solve this problem of arrangement in different ways. There are problems with traditional dictionaries, though. Let's take a look at them and see what we can do to get around them.

There are still problems facing dictionary compilers. For example, words are listed in a dictionary in alphabetical order. But if a person does not know how to spell a word, how can they look it up? This is an intractable problem for traditional dictionaries but on-line dictionaries have a solution. Many on-line dictionaries allow you to write in just the letters you know and it will return all the words with those letters in the positions you specify. You may then select the word you need. For example, let's suppose you don't know the order of the "i" and the "e" in the word receive. Go to the dictionary search box on the top right of this page, type in "rec..ve" and see what happens.

You can also use this technique for writing poetry. Let's say you want a word that rhymes with bottle. Type in .ottle and see what you get. Of course, this method isn't perfect because sound and spelling do not perfectly correlate, but it may get you the word you want.

As we just learned, languages change into different languages over time. In fact, the various dialects of a single language may change into different languages. Over the past 2,000 years, Latin has turned into French, Italian, Portuguese, and Spanish. English has developed from the same original language as German, Dutch, Danish, and Swedish. They all originated from a language for which no written record has survived, a language called "Proto-Indo-European" (PIE), spoken 5,000-6,000 years ago. We don't know exactly what kind of language it was, but we can reconstruct it with considerable accuracy from the various languages we know evolved from it.

For example, we know from English bear ("carry"), and Latin *fero* "carry", and Greek *pherein* "bear, carry", and Russian *brat* "take", that PIE contained some word \*bher- that meant "bear" or "carry". English brother derived from the same PIE stem and Latin *frater*. The change of "b" to "f" in Latin is a regular change that occurred in many PIE words as they developed from PIE to Latin, e.g. Latin *formio* "oven" (from which we get furnace) but not as PIE developed

know well and are happy with. Each Key Word is divided into smaller sections (no nouns, types of transport - they present fewer, less serious problems of correct use for students) and these are shown in a numbered menu of meanings. The user simply selects the number that most closely corresponds to the idea they want to express and goes to that section to discover the various words and phrases presented to them.

#### **Longman Dictionary of Common Errors.**

This dictionary provides learners and teachers of English with a practical guide to common errors and their correction. It contains the words and phrases which regularly cause difficulty for foreign learners, regardless of nationality and language background. Arranged alphabetically for ease to use, the entries deal with those errors that regularly appear in the written English of learners at the intermediate level of proficiency and above. Each error is accompanied by a correction and a short, simple explanation. This dictionary contains samples of the written English produced by students from over 70 different countries. With this carefully coded corpus of ten million words, it is possible to identify more clearly than ever before the words and phrases which cause problems for particular groups of learners and for learners in general.

The entries in this dictionary are in alphabetical order. To help one find entry quickly, there is a word in heavy type at the top of each page. (case with the preposition).

Some entries have sub entries, each with their own numbers. Errors involving vocabulary usually come before errors in grammar, and very common errors come before those which occur less frequently. When there is a lot of information about a group of related errors, this is presented in a language Note.

#### **Oxford Collocations. Dictionary for students of English.**

In recent years, teachers and students have become increasingly aware of the importance of collocations in English language learning. However, no matter how convinced learners are in principle of the importance of collocation, it is difficult for them to put these principles into practice without the benefit of an up-to-date corpus-based dictionary of collocations. The major aim of this dictionary is to provide learners with invaluable assistance in expressing their ideas correctly in idiomatic English.

Collocation is the way words combine in a language to produce natural-sounding speech and writing. For example in English we say wind and heavy rain.

And whilst all four of these words would be recognized by a learner at pre-intermediate or even elementary level, it takes a greater degree of competence with the language to combine them correctly in a productive use.

Why is collocation important?

Collocation runs through the whole of the English language. No piece of natural spoken or written English is totally free of collocation. For students, choosing the right collocation will make his speech and writing sound much more natural, more native-speaker-like.-it is the first reason. 2 nd But perhaps even more important than this, language that is collocationally rich is also more precise. This is because most single words in the English language - especially the more some quite distinct. The

precise meaning in any context is determined by that context: by the words that surround and combine with the core word - by collocation. A student who chooses the right collocation will express himself much more clearly and be able to convey not just a general meaning, but something quite precise. Compare:

This is a good book and contains a lot of interesting details

This is a fascinating book and contains a wealth of historical detail.

Some tips in favour of this dictionary.

A normal dictionary whether monolingual or bilingual, splits us meaning into individual words: modern dictionaries are increasingly giving attention to collocation. But they are still hampered by trying to provide a whole range of information about any word besides its collocations. A collocational dictionary does not have to generalize to the same extent: it covers the entire language (or a larger part of) on a word by word, collocation by collocation basis.

By focusing on the specific rather than the general a collocational dictionary is also able to "pre-digest" a lot of grammar involved, presenting collocations in the most typical form in context.

By covering the language systematically from A-Z, a collocational dictionary allows students to build up their own collocational competence on a "need-to-know" basis, starting from the words they already know.

So these are the basics of dictionaries and dictionary use. Dictionary and collocation aids do far more than help us with spelling and the meaning of words. As we use these important resources more, we will discover even more opportunities they have for explaining our conceptual space.

We should not neglect dictionary work. Like pronunciation, it is a natural part of any course that needs to have an appropriate focus and allocation of time. What dictionary to use depends on your aim.

By encouraging the intelligent and self-guided use of dictionaries, learners become more independent, and as teachers this is one of our core goals.

A Chinese proverb teaches, "Teachers only open the door, and students enter to the master's."

Dictionaries are tools, and they are much more complicated, and capable of many more uses than we suspect. All of us know students need encouragement and guidance in the use of dictionaries. Some students are able to use their dictionaries with anything like efficiency. Certainly there must be very few of those who come up through the grades these days who are not familiar with the details of looking up words in dictionaries, but it is one thing to find a word in a dictionary and quite another to understand fully information there given about it.

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