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# **Bilingual Online Dictionaries - A Critical Survey**

**Magisterarbeit  
im Hauptfach Anglistik/Amerikanistik**

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## Table of Contents

List of Abbreviations .....	III
List of Figures.....	IV
List of Tables .....	V
1. Introduction.....	1
1.1 Object of Investigation and Problem .....	1
1.2 Disambiguation .....	3
1.3 Structure.....	4
1.4 State of Research .....	6
1.5 Motivation and Relevance .....	7
2. Printed Dictionaries vs. Online Dictionaries – Typing Instead of Browsing?.....	9
2.1 Dictionaries in General.....	9
2.2 Printed Dictionaries .....	12
2.2.1 Advantages and Disadvantages .....	12
2.2.2 Macrostructure.....	14
2.2.3 Microstructure.....	16
2.3 Online Dictionaries .....	18
2.3.1 Advantages and Disadvantages .....	18
2.3.2 Macrostructure.....	24
2.3.3 Microstructure .....	24
3. Analysis of Selected Bilingual Online Dictionaries.....	26
3.1 General Overview .....	26
3.2 Leo.org.....	27
3.2.1 General.....	27
3.2.2 Design and Structure.....	28
3.2.3 Sample .....	31
3.2.4 Extra Features .....	32
3.2.5 Summary .....	33
3.3 Pons.eu .....	34
3.3.1 General.....	34
3.3.2 Design and Structure.....	34
3.3.3 Sample .....	36
3.3.4 Extra Features .....	38

3.3.5 Summary .....	38
3.4 Dict.cc .....	39
3.4.1 General.....	39
3.4.2 Design and Structure.....	40
3.4.3 Sample .....	42
3.4.4 Extra Features .....	44
3.4.5 Summary .....	44
3.5 Conclusion .....	45
4. Survey .....	46
4.1 Procedure.....	46
4.2 Design and Materials .....	46
4.3 Participants .....	48
4.4 Results and Analysis.....	49
5. Suggestions for Improvement.....	65
5.1 Indication of Specific Areas .....	65
5.2 Contextual Information .....	65
5.3 Corpora .....	69
6. Conclusion and Foresight.....	76
Bibliography.....	VI
Appendix .....	XII
Appendix 1: Overview of Bilingual or Multilingual Online Dictionaries.....	XII
Appendix 2: Abbreviations for Special Branches.....	XIV
Appendix 3: Questionnaire .....	XVII
Appendix 4: Deutsche Zusammenfassung.....	XXIII

Eidesstaatliche Erklärung

## LIST OF ABBREVIATIONS

CIDE	-	Cambridge International Dictionary of English
DCE	-	Dictionary of Contemporary English
DWDS	-	Das Digitale Wörterbuch der Deutschen Sprache des 20. Jh.
ICT	-	Information and Communications Technology
OED	-	Oxford English Dictionary

## LIST OF FIGURES

Figure 1: Computer and Internet Usage in the First Quarter 2007 <sup>*)</sup> .....	1
Figure 2: Detailed Overview of Various Types of Dictionaries.....	11
Figure 3: Search Results for 'stamp' on dictdata.de .....	21
Figure 4: Search Results for 'stamp' on Google Image Search.....	21
Figure 5: Search Results for 'caravan' on dictdata.de .....	22
Figure 6: Search Results for 'Treff' on dictdata.de.....	22
Figure 7: Start Screen leo.org .....	28
Figure 8: Search Results for 'Opfer' on leo.org.....	31
Figure 9: Start Screen pons.eu.....	34
Figure 10: Search Results for 'Opfer' on pons.eu.....	36
Figure 11: Search Results for 'victim' on pons.eu.....	37
Figure 12: Start Screen dict.cc .....	40
Figure 13: Search Results for 'Opfer' on dict.cc .....	42
Figure 14: Search Results for 'sacrifice' on dict.cc .....	43
Figure 15: Popularity of Selected Online Dictionaries .....	49
Figure 16: Online Dictionaries Listed by Participants .....	51
Figure 17: Frequency in Usage of Selected Online Dictionaries .....	52
Figure 18: Frequency in Usage of Beolinguus.....	52
Figure 19: Usage of Traditional- and Online Dictionaries or Both.....	53
Figure 20: Satisfaction in Usage of Traditional Dictionaries .....	55
Figure 21: Satisfaction in Usage of Online Dictionaries.....	57
Figure 22: Search Results for 'Abriss' on leo.org.....	66
Figure 23: Search Results for 'Muster' on leo.org.....	70
Figure 24: Search Results for 'Opfer' on leo.org.....	73

## LIST OF TABLES

Table 1: List of Irrelevant Online Dictionaries Mentioned by Participants .....	50
Table 2: Motives for Usage of Traditional or Online Dictionaries in Comparison..	54
Table 3: Reasons for Frequency in Usage of Traditional Dictionaries .....	56
Table 4: Answers Regarding School Grades in Percentage .....	63
Table 5: Suggestion for Improvement Using the Example of 'Abriss' .....	69

# 1. INTRODUCTION

## 1.1 OBJECT OF INVESTIGATION AND PROBLEM

Information and communication technology has been developing enormously throughout the last decades. According to the Federal Statistical Office, 74 per cent of the German population used a computer and 68 per cent the Internet in the first quarter of 2007, which accounts for 3 per cent more than the previous year. In the future, the number is expected to grow further by three per cent each year. As the chart shows, it is predominately young people between the ages of 10 and 24 in some sector of education, i.e. school, vocational training or university, who 'are online' these days.<sup>1</sup>

Gegenstand der Nachweisung	Personen, die Internet (Computer) im ersten Quartal 2007 nutzten <sup>1)</sup> insgesamt	Davon nach Altersgruppen von ... bis ... Jahren			Davon nach Geschlecht	
		10 - 24	25 - 54	über 54	männlich	weiblich
Personen in Prozent						
Computernutzung	74	97	89	41	79	69
Internetnutzung	68	94	84	33	73	63
Durchschnittliche Internetnutzung						
Jeden Tag oder fast jeden Tag	61	64	63	53	67	55
Mindestens einmal in der Woche	26	25	25	31	23	29
Mindestens einmal im Monat oder seltener	13	11	12	16	10	15

<sup>1)</sup>Ergebnisse der Erhebung über die private Nutzung von Informations- und Kommunikationstechnologien 2007.

<sup>1)</sup>Erfasst werden Personen ab zehn Jahren.

**Figure 1: Computer and Internet Usage in the First Quarter 2007<sup>2)</sup>**

<sup>1</sup> Statistisches Bundesamt Deutschland. "Fast 70% der Bevölkerung ab zehn Jahren nutzen das Internet." Press Release No. 486. 30-11-2007

<[http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Presse/pm/2007/02/PD07\\_079\\_ikt.psml](http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Presse/pm/2007/02/PD07_079_ikt.psml)> [last access: 28-09-2008].

<sup>2</sup> ibid.

At the beginning of these technological and communicative innovations, the Internet had a more practical value. People explored the opportunities of emailing and online banking, among others. Today, the umbrella of ICT offers far more variety and options for users. As it lies in human nature, we get used to novelties rather quickly and demand or expect even newer and more sophisticated developments to emerge. So the Internet is not only a supportive tool anymore, but has become a luxury accessory. These days, we do not have to go into a shop to get a certain product and we are not urged anymore to buy a dictionary to obtain the right translation. People have the opportunity to do their shopping online for the former and are able to consult so-called online dictionaries for the latter.

As the command of a second language, in particular English, has become an essential part of business life and lifestyle in general, one may find several possibilities to get the translation for a word online. Diverse universities offer online glossaries. Reputable book trade companies like PONS often provide an Internet dictionary on their website. When chatting with colleagues abroad over instant messaging programmes like ICQ, users are provided with an extra feature to get the correct translation. Search engines, such as Google, one of the best-known ones, offer tools for German-English translations and vice versa. In 2004, Wikipedia, the free encyclopaedia, presented its 'Wiktionary' being a blend of Wikipedia and 'dictionary', which is multilingual and available for all languages.

However, it still needs to be proven how valuable these advances are. It is the objective of this thesis to analyse in what ways online dictionaries, which are available on the Internet for free, are useful for the user or cause problems respectively. However, the main focus will be on selected bilingual English-German/German-English online dictionaries, in particular [leo.org](http://www.leo.org/)<sup>3</sup>. Motives for this will be explained below in section 1.5.

The author intends to prove the hypothesis that people favour online dictionaries over printed ones. This however and as the author claims, implies the assumption that people, who use online-dictionaries, especially [leo.org](http://www.leo.org/), do not get a satisfactory result due to the lack of context, missing further information or absent

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<sup>3</sup> The website for this online dictionary is <http://www.leo.org/>.



example sentences prevailing in these web dictionaries. This causes a feeling of insecurity when it comes to the application of the proper translation in a particular situation. Furthermore, the learning process, which does not only include active, but also passive learning, as the pure knowledge acquisition can be regarded as such as well, is hindered. It is the aim to examine alternatives and to make suggestions for improvement.

It is not the endeavour of this paper to analyse the design or technical features of online dictionaries in-depth. The macrostructure, i.e. the amount, selection and arrangement of dictionary entries, and the microstructure, which includes information like abbreviations or content of the individual dictionary entries, are of interest for the present thesis.<sup>4</sup>

### 1.2 DISAMBIGUATION

As mentioned above, online dictionaries are the central focus of investigation in this paper. Alternatively, one may find terms like web dictionaries, cyber dictionary, Internet based dictionaries, Internet dictionaries or dictionaries on the Internet, in literature or on the web. For the purpose of this research project, these terms will be used synonymously to avoid unnecessary repetition. An online dictionary<sup>5</sup> is therefore a dictionary, which can be consulted on the Internet and uses one or more Internet services. As dictionaries are closely related to this subject-matter, notions of lexicon, wordbook and glossary shall be applied as substitutions implying a similar meaning.

For the sake of clarity and to avoid misunderstandings, the term 'electronic dictionary' or 'e-dictionary' must be referred to in short as it might be utilised in an ambiguous way. Herbst for instance establishes the main category of electronic dictionaries and then distinguishes between PC-dictionaries, handhelds and

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<sup>4</sup> Knapp, C. (2006). *Vom World Wide Web zum World Wide Wörterbuch. Internetwörterbücher als Übersetzungshilfsmittel?* Saarbrücken: VDM Verlag Dr. Müller, 32.

<sup>5</sup> The term 'dictionary' will be referred to in detail in chapter 2.1.

Internet-based dictionaries.<sup>6</sup> According to Merriam Webster, the term 'electronic' itself refers to

utilizing devices constructed or working by the method or principles of electronics; implemented on or by means of a computer: involving a computer; relating to or being a medium (as television) by which information is transmitted.<sup>7</sup>

In habitual language use, an electronic dictionary is a "machine-readable version of a standard dictionary"<sup>8</sup> or a "dictionary which is stored on computer and can be accessed by programs, e.g. so that definitions can be looked up and displayed on screen".<sup>9</sup> This may also include CD-ROM versions like the OED or small handheld computer dictionaries as offered by Sharp. In this paper, the term 'electronic dictionary' will only be used when referring to the before mentioned devices, excluding online dictionaries. Consequently, examples like the website [www.edictionary.com](http://www.edictionary.com), although labelled as "Your Electronic Dictionary", should then be put in the group of online dictionaries, as 'online' means "connected to, served by, or available through a system and especially a computer or telecommunications system (as the Internet)".<sup>10</sup>

The terms 'website' and 'webpage' will be used synonymously throughout the paper as well.

### 1.3 STRUCTURE

The thesis is divided into three major parts. In the first section, it is the author's intention to give a short overview of dictionaries in general, including the definition and types of dictionaries. Further on, she will have a look at online dictionaries and usual paper-based dictionaries by gathering advantages, disadvantages and ideas for improvement. The latter however will only be considered very briefly as this has

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<sup>6</sup> Herbst, T., Klotz M. (2003). *Lexikographie*. Paderborn: Ferdinand Schöningh, 252.

<sup>7</sup> Definition is taken from <<http://merriam-webster.com/dictionary/electronic>> [last access: 01-10-2008].

<sup>8</sup> Definition is taken from <<http://thefreedictionary.com/electronic+dictionary>> [last access: 01-10-2008].

<sup>9</sup> Definition is taken from <<http://www.essex.ac.uk/linguistics/clmt/MTbook/HTML/node98.html>> [last access: 01-10-2008].

<sup>10</sup> Definition is taken from <<http://www.merriam-webster.com/dictionary/online>> [last access: 01-10-2008].

been elaborated on extensively by other authors and shall not be the focal point for the purposes mentioned.

Following that, three different bilingual Internet lexica, namely dict.cc, pons.eu and leo.org will be analysed with a particular focus on the last one. These will be examined regarding general appearance, design and structure, a sample, extra features, and advantages and disadvantages in conclusion. There are several reasons for the selection of exactly these three web lexica. First, the decision was made depending on the first results displayed when entering the term 'online dictionary' into Google, which still is the 'unchallenged market leader for searching'<sup>11</sup>, and which was also relevant for the opening question of the survey explained below. Second, the dictionaries were determined due to personal background and the experience the author has gained herself in relation to online dictionaries. Third, the degree of popularity and size had to be considered as the analysis of small insignificant Internet glossaries would not serve the intended purpose. The author assumed that these three were the best know, most popular and biggest online dictionaries available at that time. Finally, each of the three selected dictionaries have a different background regarding their origin: leo.org originates from an academic institute, pons.eu comes from one of the dominant dictionary brands and dict.cc was created by a private person.

A survey carried out among students at the TU Chemnitz relating to the usage of web dictionaries is introduced in the fourth chapter. The results and analysis of the questionnaire will lead to the last part, which concerns suggestions for improvement, presenting three different approaches – indication of specific area, contextual information and integration of corpora. Conclusion and foresight form the final part of the thesis.

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<sup>11</sup> Pichler, T. (n.d.) "Google unangefochtener Such-Marktführer".  
<<http://www.presetext.com/pte.mc?pte=071213026>> [last access: 05-10-2008].

## 1.4 STATE OF RESEARCH

The Internet has found its way into all areas of life and it can be said that although the number of online dictionaries is growing, it is an issue little research effort has been dedicated to. Engelberg and Lemnitzer state "Rezensionen oder Evaluierungen von Internetwörterbüchern stehen noch aus."<sup>12</sup> It appears that electronic dictionaries have been examined extensively, which also applies for printed dictionaries in general as Knapp confirms in her book "Vom World Wide Web zum World Wide Wörterbuch. Internetwörterbücher als Übersetzungshilfsmittel?"<sup>13</sup>

Engelberg/Lemnitzer refer to Storrer/Freese (1996) and Nesi (1999), who shortly deals with dictionaries for mobile phones. Martiné/Körkel (1999) evaluated three English monolingual online Webster's and Køhler Simonsen (2000) briefly mentions extensive evaluations of online dictionaries. Knapp also refers to project description, e.g. by Gamper/Knapp (2001), Harley (2000) or Lemberg et. al. (1998) and (2001), which were published in connection to Internet lexica.

Knapp in particular examines Italian-German online dictionaries and their benefit for translators. She corroborated her hypothesis that most of the Internet lexica, which are available for free, do not meet translators' demands. Although tailored to translators' needs, it provides an extensive introduction and overview for the topic of dictionaries and online dictionaries in comparison.

In conclusion, it can be said that few references exist for web-based dictionaries, in particular for German-English ones. Although there are innumerable Internet pages, which list numerous available online lexica, their quality and reliability still needs to be scrutinised.

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<sup>12</sup> Engelberg, S., Lemnitzer, L. (2001). *Lexikographie und Wörterbuchbenutzung*. Tübingen: Stauffenburg Einführungen, 196.

<sup>13</sup> Knapp 2006: 68-69.

## 1.5 MOTIVATION AND RELEVANCE

The job of a translator and English teacher requires me to use dictionaries on a regular basis. Although I do prefer the traditional way of going to the shelf, taking out the Langenscheidt Dictionary, browsing through the pages and in most cases finding the word I am looking for, I have changed my behaviour throughout the last months for several reasons. As a result, I have become increasingly used to online dictionaries. Over the course of time, I tried several ones, ranging from pons.eu to dict.cc, but in the end I consulted leo.org more often than the others as I considered this online dictionary to be one of the best for my purposes, which are mostly of a technical nature. It presented entries for words other dictionaries could not find.

However, after a short time I started noticing that the first impression was not as perfect as I had assumed. One of the major faults of online dictionaries is the missing contextual information, which can be frustrating and makes it so hard for learners of English, which I consider myself to be, and hinders them from choosing the right piece of vocabulary in a certain situation. From my experience, the given entries sometimes leave a feeling of insecurity and dissatisfaction. Developing specific strategies to find the right word you are looking for might be one way; this, however and nevertheless, requires a certain understanding and knowledge of the English language.

As computers are getting more and more important in every sphere of life, this topic is highly relevant. Lan, a lecturer in the Department of English at Hong Kong Polytechnic University, stated the following in his article “The growing prosperity of on-line dictionaries” in 2005:

[...] The computer and the Internet have become indispensable to the lives of educated people. As a result, ways of obtaining information have greatly changed. The readership of the printed media appears to have been gradually decreasing, something that may also happen with dictionaries. It has for example been noted that three mediums for dictionaries — paper, electronic gadgets, and the Internet — are now about equally popular with students. Gone therefore are the days when paper dictionaries dominated the reference world. For example, more than 70 per cent of students interviewed at Hong Kong Polytechnic University claim that they

use e-dictionaries more often than the traditional bulky paper products [...]. Online dictionaries are now therefore the main force in word reference.<sup>14</sup>

Finally, it must be noted, that the author is aware that most online dictionaries are continuously updated and entries are deleted, altered or added every day. Research for this survey was performed in the time period from April 2008 until January 2009 and might therefore produce entries and facts which may differ at the time of reading.

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<sup>14</sup> Lan, L. (2005). "The growing prosperity of on-line dictionaries". *English Today*. 21, 16-21. <<http://linguistlist.org/pubs/papers/browse-papers-action.cfm?PaperID=6120>> [last access: 26-10-2008].

## 2. PRINTED DICTIONARIES VS. ONLINE DICTIONARIES – TYPING INSTEAD OF BROWSING?

### 2.1 DICTIONARIES IN GENERAL

As Dr. Johnson alias Samuel Johnson, the creator of the Dictionary of the English language in 1755, said "Dictionaries are like watches: the worst is better than none, and the best cannot be expected to go quite true"<sup>15</sup>, the quality of dictionaries is a crucial aspect. The value however can only be determined when looking at both sides, namely benefits and drawbacks, in our case of traditional printed dictionaries and online dictionaries.

Beforehand, the notion of a dictionary and its different types shall be focused on in short. The term 'dictionary' derives from the Latin word *dictionary* (*dictiōn* meaning 'word'<sup>16</sup>), which emerged between 1520-30. It is "a book that gives a list of words in alphabetical order and explains their meanings in the same or another language".<sup>17</sup>

Basically, dictionaries can be divided into general and specialised reference books. The former comprise a broad and generalised lexicon and address a wide audience like the Concise Oxford Dictionary or the Merriam Webster's Collegiate Dictionary. Specialised dictionaries are directed to a limited and more specific target group and may focus on

- a) a certain segment of the lexicon of a language like dictionaries for foreign words, technical dictionaries for linguistics, physics, medicine, sport etc. or names dictionaries,
- b) explicit description of single aspects of a language like etymological, orthographical and pronunciation dictionaries, dictionaries for phrasal verbs, idioms, collocations etc.,

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<sup>15</sup> The Samuel Johnson Sound Bite Page. <<http://www.samueljohnson.com/dictiona.html#94>> [last access: 26-10-2008].

<sup>16</sup> Definition is taken from <<http://dictionary.reference.com/search?q=dictionary>> [last access: 15-09-2008].

<sup>17</sup> Definition is taken from DCE Longman.

- c) particularities in structure or design like thesauri, pictorial or retrograde dictionaries,
- d) description of a certain variety of a language, which does not correspond to a national standard like dialect dictionaries,
- e) specialities of the target audience, e.g. learners' dictionaries, correction and mistake dictionaries, dictionaries for travelling or for children.<sup>18</sup>

Differentiation may also take place on other levels when considering abridged and unabridged; descriptive and prescriptive; and monolingual, bilingual or multilingual dictionaries. Types of dictionaries are so extensive that typologies might be created from even more criteria. The following overview provides an even more detailed classification of types of dictionaries, which will not be explained in detail for the following reasons. No further elaboration shall take place as this is not in the main focus of the thesis and has, as mentioned before, been examined considerably by numerous authors in literature before. For detailed information, Herbst/Klotz may be consulted.

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<sup>18</sup> Herbst & Klotz 2003: 200-250.



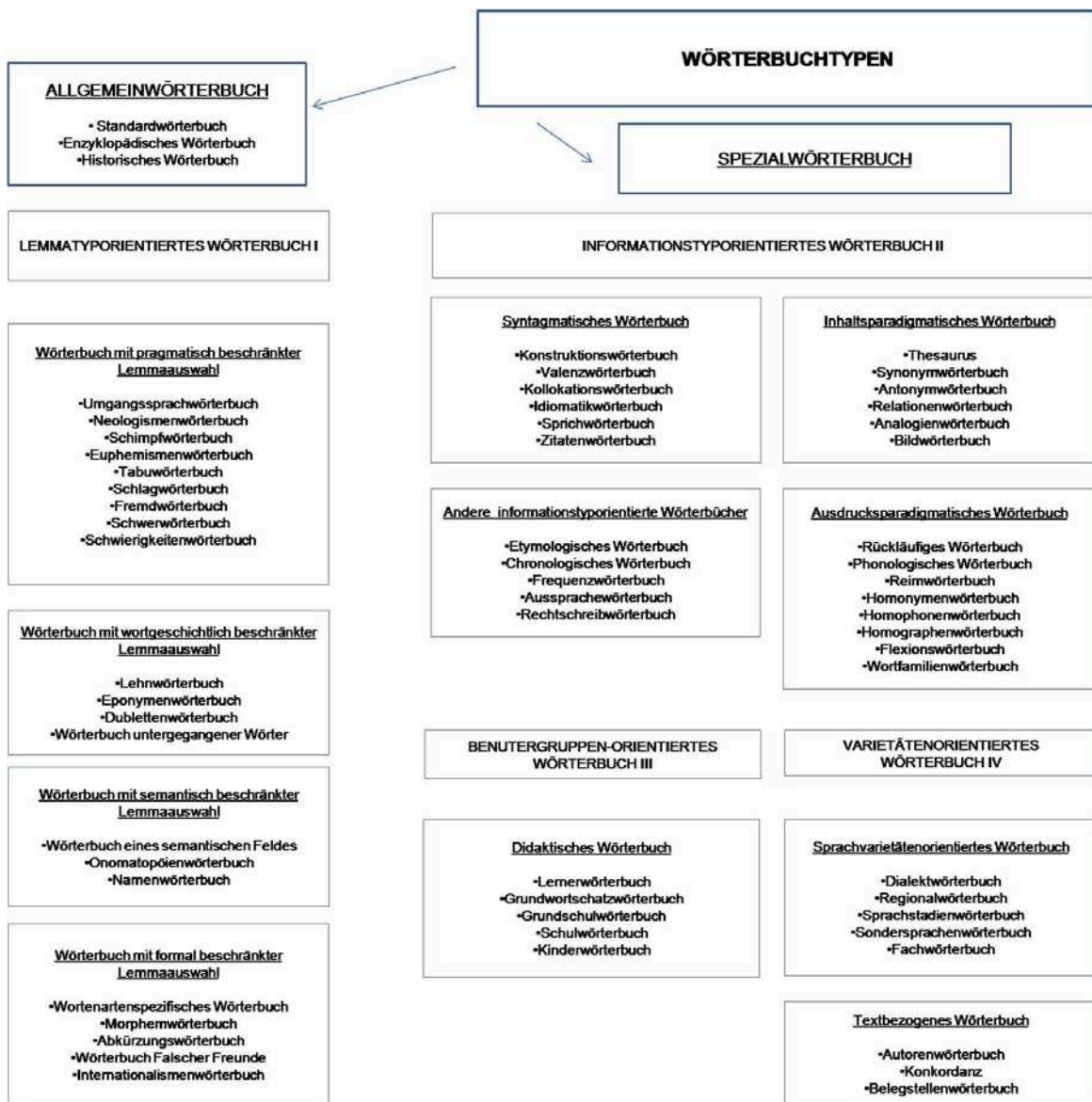


Figure 2: Detailed Overview of Various Types of Dictionaries<sup>19</sup>

At this point, the purpose of a dictionary is of great interest. It can be regarded as an important tool, which helps to bridge gaps in people's knowledge. In common use, a tool is a "piece of equipment or skill that is useful for doing your job".<sup>20</sup> However, there are some determining factors in handling such a tool. One needs to know how to apply it, when and under which circumstances and by which

<sup>19</sup> Figure is taken from <http://www.unierfurt.de/sprachwissenschaft/personal/feine/Lehrveranstaltungen/Wortschatz/Woerterbuch.pdf> [last access: 26-10-2008].

<sup>20</sup> For further information, see DCE Longman.

means, so that it can be used in the most effective and purposive way.<sup>21</sup> As Knapp describes, people need certain competence and routine to be able to use it as efficiently as possible, which leads her to the assumption that it might often be easier and faster to go the traditional way by using a printed dictionary.

## 2.2 PRINTED DICTIONARIES

### 2.2.1 ADVANTAGES AND DISADVANTAGES

"All literate people own a dictionary."<sup>22</sup> This is how Nesi, an English professor and author of various works on lexicography, starts the first chapter of her book "The Use and Abuse of Learners' Dictionaries". This portentous, although provoking statement, certainly referring to printed dictionaries, implies the notions of education and language acquisition. It indicates that a dictionary is or at least should be an inherent part of a household's private library. According to Philipp Haußmann, chief editor of PONS, a new dictionary is bought every nine years.<sup>23</sup> Unfortunately, it is hard to determine exactly how many dictionaries are acquired, as publishers tend to keep their circulation strength and sales figures top secret.<sup>24</sup>

This however may raise the question: Why do so many people (as we presume) own a dictionary? As results of the survey, which are presented in detail in chapter four, show, this can have several reasons. Dictionaries are not only immediately available, standing on the desk or the shelf; they can also be taken along on journeys. Here, the size and the weight must be taken into consideration and might be a drawback as the rule 'The smaller the dictionary, the lighter' applies, which in turn also means less amount of information and vice versa. Compared to online dictionaries entailing a computer, which has to be booted up and also requires connection to the Internet, which again needs to be established and paid for, it might certainly be simpler and faster to consult the printed dictionary for people, who rarely use these technological innovations.

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<sup>21</sup> Knapp 2006: 12.

<sup>22</sup> Nesi, H. (2000). *The Use and Abuse of EFL Dictionaries. How Learners of English as a foreign language read and interpret dictionary entries*. Tübingen: Max Niemeyer Verlag. Lexicographica Series Maior 98.

<sup>23</sup> For further information, see <[http://www.klett.de/sixcms/media.php/273/03\\_06.287256.pdf](http://www.klett.de/sixcms/media.php/273/03_06.287256.pdf)> [last access: 01-01-2009].

<sup>24</sup> Herbst & Klotz 2003: 285-286.

Another interesting facet regarding the power and influence of a dictionary is described by Algeo in 1989

English speakers have adopted two great icons of culture: the Bible and the dictionary. As the Bible is the sacred Book, so the dictionary has become the secular Book, the source of authority, the model of behaviour, and the symbol of unity in language.<sup>25</sup>

In addition, Hausmann asserts

Der gesellschaftliche Effekt des Wörterbuchs ist offenbar zweiseitig. Solange es keines gibt, herrscht schöpferische Freiheit. Existiert erstmal [sic!] eins, wird es automatisch zur Autorität mystifiziert (obwohl vielfach nicht mehr Autorität dahinter steckt als die eines einzigen Sprechers) und legt eine ganze Nation sprachlich an die Kette.<sup>26</sup>

Dictionaries in printed form, in particular those coming from well-known publishing houses, seem to radiate high competence and trustworthiness.

Vermeer introduces one more important aspect. "Wörterbücher sollten Kondensierung von Situationen/Situationstypen sein; doch Wörterbücher können keine Situationen berücksichtigen."<sup>27</sup> According to him, the difficulty lies in the fact that words occur in an unlimited number of situations, texts and contexts and might be translated in indefinitely many ways in various cultures, which a dictionary cannot consider to such an extent.<sup>28</sup> This might be attributed to the restricted size a dictionary has, which represents a disadvantage. As Knapp describes, two 'text-in-situations' (cf. Vermeer 1989: 171) would never exist, as some factors like time or actor can never be the same. However, similarities do occur, which allows the creation of prototypical texts, situations and text-in-situations, which in turn can be adopted and provided in dictionaries.<sup>29</sup>

One final significant aspect, which needs to be considered for printed dictionaries, is the cost. Prices vary to such extent as the diversity of dictionaries on the market. Although one can proceed on the assumption that most dictionaries for general

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<sup>25</sup> Algeo, J. (1989). "Dictionaries as seen by the educated public in Great Britain and the USA" in Herbst/Klotz 2003: 286.

<sup>26</sup> Hausmann, F. J. (1989). "Das Wörterbuch im Urteil der gebildeten Öffentlichkeit in Deutschland und in den romanischen Ländern" in Herbst & Klotz 2003: 286.

<sup>27</sup> Vermeer, H. (1989). "Wörterbücher als Hilfsmittel für unterschiedliche Typen der Translation" in Knapp 2006: 30.

<sup>28</sup> *ibid.*

<sup>29</sup> Knapp 2006: 30.

needs are affordable and may be worth their money, for people with special needs, it might be an unpleasant surprise to face amounts in the range around 100 euro for a specialised dictionary, e.g. in the field of biology or medicine.<sup>30</sup>

### 2.2.2 MACROSTRUCTURE

In general, the macrostructure refers to the organisation of the dictionary. The macrostructure can be divided into simple and complex, the former referring to the "lexicographic macrostructure which applies to only two macrostructural components"<sup>31</sup> and the latter referring to three or more elements of the macrostructure, which every dictionary should ideally have.

The macrostructural components of a dictionary may include

- table of contents
- preface
- users guide
- list of abbreviations
- word list
- appendix
- cross-reference.<sup>32</sup>

One of the points, which has been criticised the most regarding the macrostructure of printed dictionaries, is the selection of dictionary entries, i.e. coverage of specific fields. This concerns the problem that dictionaries do not contain enough entries for some sectors, but rather general vocabulary of certain subject areas. As the specialisation of knowledge is getting faster and stronger, comprehensive reference books, which cover small specific fields would be preferable, especially

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<sup>30</sup> For further information, see

<[http://www.langenscheidt.de/katalog/uebersetzer\\_und\\_profis\\_20.html](http://www.langenscheidt.de/katalog/uebersetzer_und_profis_20.html)> [last access: 27-10-2008].

<sup>31</sup> Ortlepp, A. (n.d.) *Bilingual Dictionaries – General Facts and Macrostructure*. Proseminar TU Chemnitz. Dictionaries, Concept and Use.

<<http://www.tu-chemnitz.de/phil/english/chairs/linguist/independent/kursmaterialien/dict/ortlepp.pdf>> [last access: 02-01-2009].

<sup>32</sup> *ibid.*

in certain fields like translation. In reality however, this would aim at a smaller target audience and could not be lucrative for publishers in the long term.<sup>33</sup>

The second aspect concerns the semasiological<sup>34</sup> structure of printed dictionaries, i.e. the alphabetic formation of entries. Although it facilitates the search for a word on the one hand, it is often criticised as too formal because it separates associations, which in turn makes it harder to remember things. This is often considered to be unsatisfactory although such dictionaries provide cross reference. As Wiegand postulates

Alphabetische Wörterbücher müssen schrittweise zu integrierten Wörterbüchern umgestaltet werden, so dass sie in Situationen der Textlektüre und Textproduktion gleichermaßen benutzbar sind. Die totale Herrschaft des Alphabets, die die Wortschatzstrukturen zertrümmert muss durch Kodifikationsverfahren überwunden werden, die die onomasiologische Blindheit der alphabetischen Wörterbücher beseitigt.<sup>35</sup>

Arrangements other than alphabetical, for instance an onomasiological design, which presents correlations in the form of a semantic field, require additional alphabetic indices. This however entails a lot of space for large dictionaries. Birkenhauer/Birkenhauer<sup>36</sup> suggest a monolingual thesaurus with word fields containing quotes, collocations, semantic, pragmatic and stylistic information, which cannot be considered here as bilingual dictionaries are in focus.<sup>37</sup> Haase refers to online dictionaries and advises providing the user with an option, which gives him the possibility of determining the search criteria individually and therefore establishing own association structures, which in turn would support the explorative learning process.<sup>38</sup>

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<sup>33</sup> Knapp 2006: 32.

<sup>34</sup> Haase, J. (1997). *Wörterbücher im Internet – Konzeptionen und Realisierungen*. GRIN Verlag.

<sup>35</sup> Wiegand, H. E. (1977). "Nachdenken über Wörterbücher: Aktuelle Probleme", 102 in Engelberg& Lemnitzer 2001: 129.

<sup>36</sup> Birkenhauer, K., Birkenhauer, R. (1989). "Shaping Tools for the Literary Translator's Trade", 92. in Knapp 2006: 33.

<sup>37</sup> Knapp 2006: 32-33.

<sup>38</sup> Haase 1999: 24.

### 2.2.3 MICROSTRUCTURE

If we talk about the microstructure in dictionaries, the amount, content and structure of information following the dictionary entry are of interest. Microstructure may include various elements:

- phonetic-phonological and orthographic details like pronunciation, accent or syllabication,
- morphological details like inflexion or gender,
- syntactic details like part of speech or valency,
- syntactic-semantic details like collocations, idioms or examples,
- semantic details like meaning, synonym or antonyms or illustrations in form of a video or a picture,
- pragmatic details like indication of special field or connotation,
- etymological details.<sup>39</sup>

The major point of criticism concerning the microstructure in printed dictionaries regards the amount of information, which is too little.<sup>40</sup> It might be an unrealistic expectation to demand the 'perfect' printed dictionary, which is cheap, light and offers all possible pieces of information one may request for an indefinite number of situations, as it needs to be considered that large dictionaries would then be rather expensive and unhandy.<sup>41</sup> A solution could be the limitation of entries or usage of abbreviations, symbols, abbreviation of entries etc., which in turn affect legibility in a negative way. Another option is E-books, which have emerged in Germany recently, provided by Sony among others. A low weight of 260 gramme, a thickness of less than 1 centimetre and its ability to store 160 books, which might be extended by memory cards, for instance a 16 gigabyte memory stick, giving the user the possibility to store 16,000 digital books, pose unbeatable arguments for considering this approach also for dictionaries.<sup>42</sup> One might produce the counter-argument of the cost for such an E-book, starting from 300 euro, which is a considerable amount.

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<sup>39</sup> Engelberg & Lemnitzer 2001: 135-136.

<sup>40</sup> Atkins, B. T. S. (1996). "Bilingual Dictionaries. Past, Present and Future" In: M. Gellerstam, et al., eds. EURALEX 1996 Proceedings. Göteborg: Department of Swedish, Göteborg University.

<sup>41</sup> Varantola, K. (1998). "Translators and their Use of Dictionaries: User Needs and User Habits", 180 in Knapp 2006: 34.

<sup>42</sup> Kremp, M. (2008). "Sony überholt die E-book-Konkurrenz". *Spiegel Online*. 31-08-2008 <<http://www.spiegel.de/netzwelt/spielzeug/0,1518,575467,00.html>> [last access: 27-10-2008].

Another problem Knapp specifies is the lack of authentic examples and context, which might be ascribed to the limited space again. Varantola describes this as "context-free description of word use".<sup>43</sup> Furthermore, definitions, which are existent in most monolingual dictionaries, and/or differentiation in meaning are often missing, are too short or unclear. In particular, meanings which are rarely used are disregarded.<sup>44</sup> Indication of specific fields is a significant factor to be considered, as this may be a deficit especially in smaller dictionaries. Other microstructural information like orthography, grammar and pronunciation or syntagma, which include phrases, collocations, idioms etc., can be found in dictionaries for general usage and the latter especially in learners' dictionaries, but are missing in specialised ones as Knapp criticises. Stylistic information, i.e. diachronic units, national and regional variants, differences between spoken and written language, register and so on, which explores usage of language in different contexts and situation, can be named as one final aspect. As Kußmaul<sup>45</sup> expresses, stylistics is essential because it is "die Erkundung des Zusammenhangs zwischen Sprache und Gebrauchssituation. [...] Sie untersucht, wie Informationen und Sprechakte in verschiedenen Situationen auf unterschiedliche Weise ausgedrückt werden."<sup>46</sup>

These points of criticism are generalised with the intention to give a short outline and can under no circumstances be applied for all dictionaries, as the repertory is much too broad and as it is not the objective of this paper to evaluate paper dictionaries.

After having a look at benefits and drawbacks of printed dictionaries and providing some suggestions for improvement, it becomes obvious that there is sufficient room for advancements or alternatives. Such an option might be an electronic dictionary, which could have access to authentic corpora or online dictionaries providing adequate storage space.<sup>47</sup> The latter will be examined, applying the same approach as for printed dictionaries, in the following subchapter.

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<sup>43</sup> Varantola 1998: 181 in Knapp 2006: 35.

<sup>44</sup> Knapp 2006: 34-35.

<sup>45</sup> Kußmaul, P. (1998). "Stilistik", 70 in Knapp 2006: 39.

<sup>46</sup> *ibid.* 37-38.

<sup>47</sup> *ibid.* 35.

## 2.3 ONLINE DICTIONARIES

### 2.3.1 ADVANTAGES AND DISADVANTAGES

The Internet allows us to obtain information at all times and all over the world, but it does not have only positive aspects. Anonymity, its fast pace, its lack of reliability and structure, its insecurity regarding safety and information might leave a bitter aftertaste. Storrer/Freese propose the following view

Wer glaubt, mit dem Internet-Anschluß [sic!] auch eine Vielfalt an qualitativ hochwertigen Nachschlagewerken erworben zu haben, die die Anschaffung von Wörterbüchern und Enzyklopädien in gedruckter Form oder auf CD-ROM überflüssig macht, wird sich zunächst enttäuscht sehen.<sup>48</sup>

One major advantage of online dictionaries is their up-to-dateness. Information or entries can be changed, edited, deleted or added at any time, which would in this sense not be possible for printed dictionaries as it implies designing, printing and publishing a whole new run. Lan observed that 180 of 188 dictionaries, which were listed on the webpage OneLook<sup>49</sup>, were updated within at least two months, which supports the first aspect.<sup>50</sup>

As briefly mentioned in the previous chapter, huge data sets can be stored for online dictionaries, whereas the traditional wordbook only has limited space. This leads us back to the uttered criticism concerning printed wordbooks, namely their lack of information and examples. Therefore, it could be presumed that online dictionaries offer all information a user may need, including examples, collocations, idioms and so on. Unfortunately, this does not reflect reality, which will be proven in the following chapters.

An additional benefit of online dictionaries is the fact that they can be consulted for free, at least in most cases – as opposed to good printed dictionaries, which do have a high price. There are already some web dictionaries the user has to pay for, e.g. [www.dicdata.de](http://www.dicdata.de), which offers ten free word searches a day. After that the user may choose the option of paying 29.90 euro a year guaranteeing him access to the whole database, which might be affordable and well invested if high quality is provided. Several other publishing companies like Oxford University Press offer

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<sup>48</sup> Storrer, A., Freese, K. (1996). "Wörterbücher im Internet", 129 in Knapp 2006: 22.

<sup>49</sup> For further information, see <<http://www.onelook.com/>> [last access: 31-12-2008].

<sup>50</sup> Lan, L. (1998). "Cyberdictionaries", 21-24 in Engelberg & Lemnitzer 2001: 131.



their online versions like OED in form of subscriptions, where approximately 200 euro is due at the end of each year.<sup>51</sup>

Multimediality must be named as one more important advantage. According to Storrer, the term implies static media like text or graphic and dynamic media such as animation, spoken language, music and video in a software programme.<sup>52</sup> The application of different media for one single information unit has the advantage of targeting various senses, which in turn allows the learner to select the way he prefers or learns the best.<sup>53</sup> However, reasonable coordination is vital as "simply because something ist [sic!] possible in multimedia, that doesn't mean we should necessarily do it. Sometimes less is more".<sup>54</sup>

In most cases, online dictionaries offer the option of pronunciation, which printed dictionaries do as well in form of their phonetic description. However, as Storrer<sup>55</sup> believes and as the author can confirm from her own experience, learners are often not able to read phonetics. The aspect of audio files would not only be helpful for new terms like slang or dialects, but also for explanation of words, whose features imply unusual sounds, which might be totally unknown in many cultures, like for instance click consonants occurring in the African language Sesotho. Knapp also mentions the interesting aspect of different instruments. What would the difference be between plucking and striking a violin? Even more interesting are animal sounds. Does everybody know what the call of a groundhog sounds like? Such small things, which are part of everyday life, could be comprehended in a better way when being heard.<sup>56</sup>

One further option is videos, which can be integrated in online dictionaries and with which movements, dances etc. could be visualised. Word fields like walking, which may include scuffing, lumbering or sneaking, or cultural differences like greeting or even processes of any kind could be illustrated by videos.

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<sup>51</sup> Engelberg & Lemnitzer 2001: 227.

<sup>52</sup> Storrer, A. (1998). "Hypermedia-Wörterbücher. Perspektiven für eine neue Generation elektronischer Wörterbücher", 108 in Knapp 2006: 42.

<sup>53</sup> Knapp 2006: 43.

<sup>54</sup> Harley, A. (2000). "Software Demonstration: Cambridge Dictionaries Online", 86 in Knapp 2006: 43.

<sup>55</sup> Storrer 1998: 109 in Knapp 2006: 43.

<sup>56</sup> Knapp 2006: 44.

Additionally, non-verbal elements like gesture, facial expression or body language and paraverbal elements can be displayed more easily in video sequences. Hand



signals, e.g. when the index finger and the thumb form an 'o', as displayed on the left, may have contradictory meanings. In Europe it means 'ok', in France it may denote 'without value' or even more different in the Middle East, where it can have the connotation of homosexuality.<sup>57</sup>

Furthermore, there is the possibility of including image files like pictures or graphics in online dictionaries, which would especially address visual learners. Learning styles can differ mainly including visual, auditory and kinaesthetic types. However, learners may not only belong to one specific group. Visual learners learn best when seeing the written word, pictures, diagrams or notes. Auditory learners like to hear the spoken word and kinaesthetic ones need to touch objects, have to see movements and prefer imitation and practice. As sufficient storage space is available, several prototypical pictures could be attached to entries, which also allows considering cultural differences.<sup>58</sup> Dicdata.de and pons.eu are two of the few online dictionaries, which offer images for entries.

Figure 3 below shows the results and image of dicdata.de for the item 'stamp', which was chosen randomly. As the dictionary also displays entries like 'stamp album' or 'sheet of stamp', which are related to 'stamp', this system could be extended by adding images for every single collocation. Furthermore, by clicking on the picture itself, the user could be linked to websites like Google image search<sup>59</sup> displaying all images relating to 'stamp' available in the WWW as shown in Figure 4.

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<sup>57</sup> Payer, M. (1942). *Internationale Kommunikationskulturen. Nonverbale Kommunikation. Gesten, Körperbewegungen, Körperhaltungen und Körperkontakt als Signale*. Fassung vom 12-06-2006. <<http://www.payer.de/kommkulturen/kultur042.htm#2>> [last access: 24-10-2008].

<sup>58</sup> Knapp 2006: 45.

<sup>59</sup> For further information, see <<http://images.google.de/imghp?hl=de&tab=wi>> [last access: 24-10-2008].

## 2. Printed Dictionaries vs. Online Dictionaries – Typing Instead of Browsing?



Figure 3: Search Results for 'stamp' on dictdata.de



Figure 4: Search Results for 'stamp' on Google Image Search

This system however, which can be an immense contribution if realised properly, needs urgent improvement. Further research showed that images are not available for the majority of entries and that the selection of various pictures can be regarded as wrong, which becomes apparent in Figure 5 for the item 'caravan', or improper, imprecise and misleading because they do not show the essential item as displayed in Figure 6 below relating to the item 'Treff'.

## 2. Printed Dictionaries vs. Online Dictionaries – Typing Instead of Browsing?



Figure 5: Search Results for 'caravan' on dictdata.de

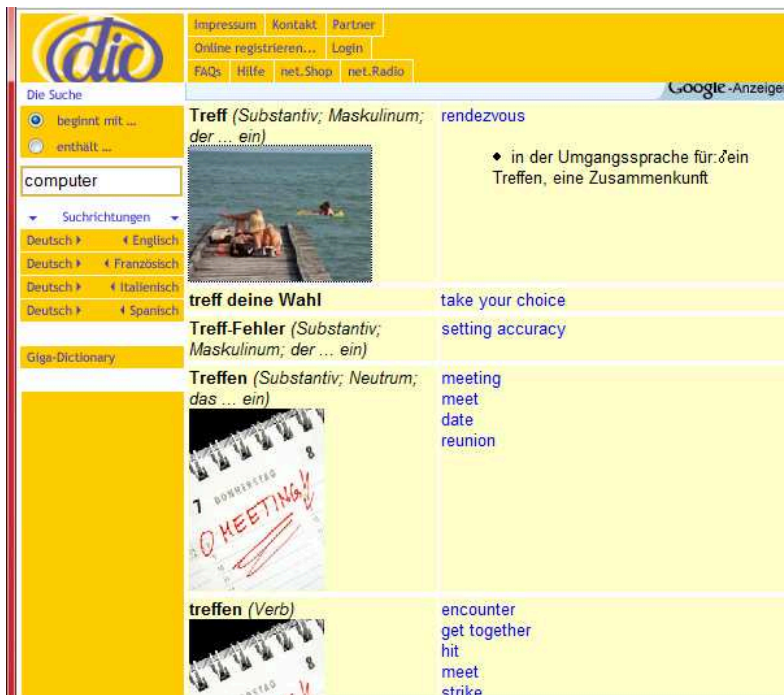


Figure 6: Search Results for 'Treff' on dictdata.de

One needs to bear in mind that such multimedia extras require much storage space and may affect loading of websites. However, thanks to the quick development of the ICT, it can be assumed that people, who use online dictionaries, are also provided with high-speed Internet.

Storrer introduces another important feature: Interactivity giving the user the chance to affect a software environment and to adopt it to his own needs. This implies that the user can determine the amount and kind of data he desires and having the possibility of suggesting and creating new entries, making comments or establishing own hyperlinks.<sup>60</sup> Carr created the term 'bottom-up lexicography', which means communication between the user and author or among users and responsible persons themselves. With the help of the Internet it is easy to keep entries up-to-date. Users have the opportunity to submit suggestions; authors can record data or the amount of data users access. Communication among users, in the form of a forum, in chats, newsgroups or by means of mailing lists could also contribute to improvements.<sup>61</sup> According to Knapp, it is easier and less formal to write emails rather than letters to submit feedback or suggestions, which seems plausible. This kind of bottom-up lexicography may appear in various forms. As on leo.org, users are requested to submit comments and corrections. In an English-Swabian web dictionary<sup>62</sup>, users are allowed to write own entries and articles, which are edited afterwards. Another form is collaborative editing, where editorial work does not take place, as realised in projects like 'The Free Internet Lexicon and Encyclopedia'<sup>63</sup> or 'The Internet Dictionary Project'<sup>64</sup>. Publishing companies also use this way of keeping their provided web dictionaries up-to-date, which has resulted in the fact that the Internet versions of Cobuild, Longman and Cambridge University Press contain more dictionary entries than the CD-ROM and paper versions of these dictionaries.<sup>65</sup>

However, this raises the question of reliability and trustworthiness regarding the submitted suggestions. Docherty describes this form of collaborative dictionaries as "a dynamic resource which is wonderfully interactiv [sic!] but, by definition, uncontrolled and perhaps even uncontrollable. [...] [Collaborative editing] can, however, offer no guarantees with regard to the quality of the content".<sup>66</sup>

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<sup>60</sup> Knapp 2006: 46 – 47.

<sup>61</sup> Carr, M. (1997). "Internet Dictionaries and Lexicography", 214 in Knapp 2006: 52.

<sup>62</sup> For further information, see <<http://www.schwaebisch-englisch.de/>> [last access: 31-12-2008].

<sup>63</sup> For further information, see <<http://www.dict.org/file.html>> [last access: 31-12-2008].

<sup>64</sup> For further information, see <<http://www.june29.com/idp/>> [last access: 31-12-2008].

<sup>65</sup> Engelberg & Lemnitzer 2001: 131.

<sup>66</sup> Docherty, V. J. (2000). "Dictionaries on the Internet: an Overview", 67 in Knapp 2006: 55.

A final remark in this subchapter should hint on the aspect that, as Engelberg/Lemnitzer observe, publishing houses might also use the provision of online dictionaries as a marketing tool, which does not only allow for observation and analysis of the users' buying behaviour, but might also convince potential customers of the printed or CD-ROM version, or other products. On the other hand, they run the risk of losing their paying customers as there is a high probability that they could completely settle for the gratis web version.<sup>67</sup>

### 2.3.2 MACROSTRUCTURE

As mentioned before, the alphabetic order of entries is often criticised as this separates entries which are closely related. Knapp introduces the hypertext concept for this, which implies hyperlinks allowing the user to choose alphabetic order or associations for word fields. According to Storrer, with the help of search functions like wildcard-search, Boolean search containing operators like AND, OR, NOT etc., collocations could be found without having to enter the different entries. Storrer/Freese<sup>68</sup> also mention the possibility of not only providing 'intratextual links', but also 'extratextual links' to other (specialised) dictionaries, encyclopaedia etc.

### 2.3.3 MICROSTRUCTURE

In general, the principles for the microstructure of online dictionaries resemble those of printed ones. It implies that lexical entries in the former should contain the most relevant important microstructural elements as listed in subchapter 2.2.3 for printed dictionaries. This however may include some alterations and additions. Comprising the macrostructural components, the microstructure of three web-based online lexica will be studied in the subsequent chapter regarding the following:

- explanation of meanings, i.e. details for various meanings, definitions and encyclopaedical information,
- examples for the word usage,

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<sup>67</sup> Engelberg & Lemnitzer 2001: 227

<sup>68</sup> Storrer & Freese 1996: 103 in Knapp 2006: 51

- pronunciation, including accents in form of a transcription or audio files,
- grammatical information, i.e. gender, word class, inflexion etc.,
- syntagmatic elements, i.e. grammatical and lexical collocations, phraseologisms, idioms, proverbs etc.,
- stylistic details, i.e. national, regional and dialect diversities and differences; indication of special branches.

### 3. ANALYSIS OF SELECTED BILINGUAL ONLINE DICTIONARIES

#### 3.1 GENERAL OVERVIEW

As already mentioned by several authors, there are numerous websites on the Internet, which list or recommend online dictionaries and which are often of private nature. A catalogue of bilingual German/English and multilingual Internet dictionaries is available in Appendix 1, which can under no circumstances be considered of being exhaustive.

In this section, three bilingual English/German online dictionaries, i.e. leo.org, pons.eu and dict.cc will be examined regarding the following items. General facts will describe the dictionaries' origin and meaning. The design and the structure examine appearance and general layout including macro- and microstructure according to the principles, which have been established in chapter 2 for printed dictionaries. Following that, one sample, namely 'Opfer' will be analysed, which was included in the questions of the questionnaire being presented in detail in chapter four. As it is impossible to evaluate a dictionary on the basis of only one sample, it must be noted that the author's claims refer to her gained experience concerning these web-based dictionaries and can be verified by means of numerous other examples, which cannot be listed in this paper. Extra features like vocabulary trainers or other technical versions will be considered as the next point. The last aspect will concern advantages and disadvantages of these examined web-based lexica.



## 3.2 LEO.ORG<sup>69</sup>

### 3.2.1 GENERAL

LEO, the abbreviation for Link Everyone Online, was founded in 1992 and started its online service with an English-German dictionary in 1995. It originates from the Technical University of Munich and is run by its department for informatics.

Furthermore, it is a pure online dictionary, which cannot be downloaded and which is not available in print, on CD-ROM or in any other form. Up to the present day, the founders have set up five online dictionaries, namely German-English, German-French, German-Spanish, German-Italian and German-Chinese. As mentioned before, the author will only focus on the German-English dictionary.

When having a look at the figures, it becomes clear to what extent leo.org operates. According to the statistics on its homepage, the average access lies between 8 and 10 million hits a day.<sup>70</sup> The peak was reached in November 2007 with more than 113,500,000 hits. As the main page of the English-German dictionary displays, it currently contains 562,074 entries (state 08-01-2009). The whole homepage is also available in English.

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<sup>69</sup> For further information, see < <http://www.leo.org/> > [last access: 05-01-2009].

<sup>70</sup> For further information, see <[http://dict.leo.org/pages.ende/stat\\_de.html?lp=ende&lang=de](http://dict.leo.org/pages.ende/stat_de.html?lp=ende&lang=de)> [last access: 12-10-2008].

#### 3.2.2 DESIGN AND STRUCTURE

At first view, the start screen appears to be clear and structured. At the very top, the user may choose the language he needs.



Figure 7: Start Screen leo.org

Every dictionary consists of the dictionary itself, a forum and a trainer, which will be described in the subchapter 'extra features'. Furthermore, the start screen shows news and announcements, and provides links labelled

- Search Tips
- Abbreviations
- New Entry
- Report Mistakes
- FAQ
- Useful Links
- Contact
- Toolbars
- Lion
- PDA
- Statistics
- LEO's history
- Contributions
- Advertising

which can be regarded as part of the macrostructure of this online dictionary and will be explained in detail further below.

The user has the possibility to determine the search direction, which in this case is either English or German. It is extremely helpful that the focus is automatically set on the search field as soon as the user starts to type in a word, even if the cursor is not in the search field, which might be of great help for people, who often use the online dictionary, like translators do.

Leo.org also provides the opportunity of deciding whether results should be linked, which is helpful for further searching, as clicking directly on words occurring with the requested entry creates associations, displays collocations, idioms or similar. So, if 'trouser' is entered, 'trouser bottom' appears among others and allows the user to learn more about the word 'bottom'. If the user wishes to directly copy and paste entries into a text document, this function can be switched off.

Regarding the design of this website, the adverts on the left and right on the screen might be irritating, although some of them refer to companies in the language- and education sector and might offer interesting options for possible customers.

The first link 'Search Tips' describes seven ways of improving one's search results, which can be a supportive tool to optimise the process of looking up words, provided it is attended. Leo.org allows single word search, e.g. 'shoe', multiple word search, e.g. 'shoe brush' and wildcard search by using an asterisk before or after a word or both, e.g. \*wehr would give results like 'Abwehr', 'Bürgerwehr' etc; wehr\* lists 'Wehranlage', 'Wehrdienst' etc. and if \*wehr\* is entered 'abwehrbereit', 'Abwehrmittel' etc. are listed. Single-words are displayed in alphabetic order, multiple words however according to the number of corresponding words. Leo.org does not provide Boolean search.

The button 'Abbreviations' lists all contractions used in the online dictionary. Under the link 'New Entry' users may suggest new words and can send enquiries regarding grammar, stylistics or linguistics in general, or concerning intercultural or country-related questions. If false entries or spelling mistakes are found, they may be submitted via the button 'Report Mistake'. FAQ contains frequently asked

questions relating to the dictionary, the forum or vocabulary trainer. 'Useful links' provides alternative and supporting websites regarding collection of online dictionaries, morphology, encyclopaedias, orthography, grammar, pronunciation, correspondence, abbreviations, acronyms, conversions, diverse and genealogy.

Leo.org gives a maximum of 100 results, which appears to be a reasonable restriction as it prevents display of lengthy lists of results. If this however represents a sufficient or ideal solution, may not be evaluated in this thesis.

Interestingly, leo.org has a filter function, symbolised by a funnel, which allows the user to get only entries from special domains. If the user looks for the word 'Mutter' in a technical sense, he may tick the box 'tech.' and results like 'mother' or 'mum' will not appear.

The entry list is divided into direct matches, followed by verbs and verb phrases, phrases and collocations, composed entries, examples and definitions – provided they are available for particular entries. Regarding the entries themselves, i-buttons provide a link for more information regarding word definition, leading to Merriam Webster, a monolingual English online dictionary; etymology, linked to the Online Etymology Dictionary<sup>71</sup>; and pronunciation. Single entries are provided with explanations, stating

- grammatical information, i.e. adj., pl., +dat., etc.,
- special branches, i.e. [textil.], [econ.], etc.,
- indication of usage, i.e. coll., fam. vulg. sl., etc.,
- spelling variants, i.e. AE, BE, espAE and espBE,
- additional common abbreviations, i.e. etc., sth., abbr., and similar,
- national and regional information, i.e. Brit., Amer., Ire., etc.

Moreover, displayed entries can be selected and may be added to the vocabulary trainer, which will be explained later. Another aspect is the forum links, where registered users can post questions and receive help from other users concerning translations, which are often context-dependent or comprise particular collocations.

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<sup>71</sup> For further information, see <<http://www.etymonline.com/>> [last access: 10-09-2008].

In case spelling mistakes occur or if the user makes a typing error, he is often provided with orthographically similar words. It is however unclear how this system works. If one enters 'altrocity' by mistake instead of 'atrocitcy', no alternatives are displayed, which seems to be odd.

### 3.2.3 SAMPLE

Speichern	der ausgewählten Wörter im Trainer	21 Treffer
<b>Unmittelbare Treffer</b>		
<input type="checkbox"/>	 casualty	das <b>Opfer</b>
<input type="checkbox"/>	 immolation	das <b>Opfer</b>
<input type="checkbox"/>	 oblation [rel.]	das <b>Opfer</b>
<input type="checkbox"/>	 offering	das <b>Opfer</b>
<input type="checkbox"/>	 prey	das <b>Opfer</b>
<input type="checkbox"/>	 sacrifice	das <b>Opfer</b>
<input type="checkbox"/>	 sacrifice	das <b>Opfer</b> [Kartenspiel]
<input type="checkbox"/>	 victim	das <b>Opfer</b>
<input type="checkbox"/>	 victims <i>pl.</i>	die <b>Opfer</b> <i>Pl.</i>
<b>Verben und Verbzusammensetzungen</b>		
<input type="checkbox"/>	 to make sacrifices	<b>Opfer</b> bringen
<input type="checkbox"/>	 to fall prey to so.	jmdm. zum <b>Opfer</b> fallen
<input type="checkbox"/>	 to fall victim to sth.	etw. <i>Dat.</i> zum <b>Opfer</b> fallen
<input type="checkbox"/>	 to be assassinated	einem Anschlag zum <b>Opfer</b> fallen
<input type="checkbox"/>	 to be assassinated	einem Attentat zum <b>Opfer</b> fallen
<input type="checkbox"/>	 to be vandalised <sup>BE</sup>	Vandalen zum <b>Opfer</b> fallen
<input type="checkbox"/>	 to be vandalized <sup>AE</sup>	Vandalen zum <b>Opfer</b> fallen
<b>Zusammengesetzte Einträge</b>		
<input type="checkbox"/>	aeroplane <sup>BE</sup> crash victim	<b>Opfer</b> eines Flugzeugabsturzes
<input type="checkbox"/>	airplane <sup>AE</sup> crash victim	<b>Opfer</b> eines Flugzeugabsturzes
<input type="checkbox"/>	 disaster victim	<b>Opfer</b> einer Katastrophe
<input type="checkbox"/>	 victim of circumstances	<b>Opfer</b> der Verhältnisse
<b>Beispiele</b>		
<input type="checkbox"/>	This memorial plaque is to commemorate the dead of two World Wars.	Diese Gedenktafel soll an die <b>Opfer</b> beider Weltkriege gemahnen.

Figure 8: Search Results for 'Opfer' on leo.org

As Figure 8 shows, leo.org displays nine direct matches for the tested item 'Opfer'. Other subdivisions, which would be 'verbs and verb phrases', 'collocations' and 'examples' in this case, will not be considered at this point. It stands out that only the last entry 'victim' appears twice, one in the plural form, which may confuse the user as separate listing of number has not been done for the former items. Entries are listed alphabetically and are provided with definition and pronunciation, as already mentioned earlier. Phonetic transcription, stress and grammatical information like syllabication, word class and indication of usage like figurative language, which would be of high relevance for 'victim' and 'sacrifice', is not given. Furthermore, contextual information being of special interest here, is only available very sparsely. The user receives the information that 'oblation' is used in a

religious way and that 'sacrifice' may occur in the context of card plays. Suggestions for improvements and alternatives will be evaluated in chapter 5, containing this particular example in subchapter 5.3.

#### 3.2.4 EXTRA FEATURES

One particularly interesting, time-saving and supportive feature leo.org offers is the programme LION, designed by T. Schleinzer, which can be downloaded and allows the user to have any word translated occurring in Windows applications. By pushing the control key and clicking the right button of the mouse, a window with the translation will pop up. It facilitates the application even more as the user may click on the symbol next to the translation and LION will write the word automatically into the document. For private users, this programme is for free; only companies are required to pay for it.<sup>72</sup>

As mentioned above, leo.org also offers a vocabulary trainer for registered users for free, whose start screen always displays the word of the day. First, the user has the possibility of doing exercises including the words he added to the trainer. Second, he may learn new vocabulary by choosing between a ready-made lexicon, which is divided into different special fields like biology, chemistry etc., or a lexicon of lessons, which comprise general expressions. A flash card slide show is also available to help memorise words.

If requested, the users can join or establish their own study group, which consists of equal users or a so-called 'master user', for instance a teacher, and his 'students'. Either of them has the right to provide composed or individual exercises. Categories for exercises contain reading, dictation, translation, cloze and multiple choice. Furthermore, a lexicon may be created for every lesson. A private discussion forum is available for communication among users and for support in case problems occur.

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<sup>72</sup> For further information, see <[http://dict.leo.org/pages.ende/lion\\_de.html?lp=ende&lang=de](http://dict.leo.org/pages.ende/lion_de.html?lp=ende&lang=de)> [last access: 12-10-2008].

#### 3.2.5 SUMMARY

According to a test of fourteen online dictionaries, which was carried out by the computer magazine *c't* in 2001, *leo.org* belongs to a select class of elite online dictionaries and provides a quick overview with its two-rowed list of German and English terms. Criticism was uttered concerning complex forms, abbreviations, grammatical information and pronunciation.<sup>73</sup> It can be said that several points have been improved, in particular pronunciation, which is available for the majority of entries. As described on Leo's website, its founders are aware of being in the process of enhancement and make every effort to improve entries, which had already been praised by the testers in 2001.

One of Leo's users describes it as "a wonderful tool"<sup>74</sup>, which it certainly is. Its large number of entries, which even exceeds those of Langenscheidt's *Großwörterbuch Englisch* containing around 350,000 entries, phrases and examples, can be regarded as a major convincing aspect. This figure must however be handled with care as it is unclear what is defined as an entry and what is not.

The attractiveness and layout of the website is subject to personal taste and cannot be judged at this point. Leo's usability however can be considered as valuable and practical because it is clearly structured and easy to navigate.

The extra features *leo.org* provides are of great use, especially LION, which seems to be an exclusive and unique service among all dictionaries consulted in this thesis, except for *dict.cc*, which offers a similar programme.

Crucial aspects, which need urgent improvement and revision, are the missing contextual and grammatical information and too little provision of indication concerning special areas.

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<sup>73</sup> Hasenbein, H., Schreiber, C.. 2002. "Online-Übersetzer". *c't* 13/2002. 13.06.2002.

<sup>74</sup> For further information, see

<<http://dict.leo.org/pages.ende/guestbook/previewGuestbook.php?postBack=previewguestbook &lp=ende&lang=de&page=1&idForum=>> [last access: 12-09-2008].

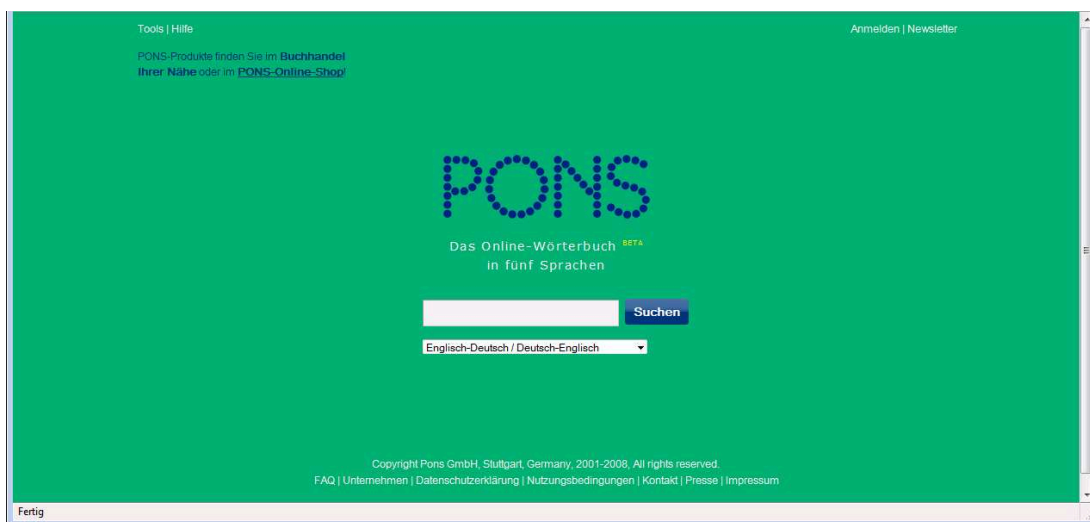
## 3.3 PONS.EU<sup>75</sup>

### 3.3.1 GENERAL

PONS, one of the leading German publishing companies in the field of dictionaries having one third of the market share<sup>76</sup>, introduced its free online dictionary pons.eu, the successor of its former version PONSline, in October 2008.<sup>77</sup> The web dictionary offers the five languages English, French, Italian, Spanish and Polish containing more than 3,5 million entries and is connected to the PONS online pictorial dictionary<sup>78</sup>. Unfortunately, it is not stated how many words are comprised in the English-German dictionary.

### 3.3.2 DESIGN AND STRUCTURE

The start screen in the PONS-typical colour, conveying a structured and serious overall picture, allows the user to select the requested language.



**Figure 9: Start Screen pons.eu**

Once the German or English word is typed in, the user has to face a webpage consisting of advertisements for tents and insurance for the most part, which might revise the initial good first impression. The website allows searches for single and

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<sup>75</sup> For further information, see <<http://www.pons.eu/dict/search>> [last access: 02-01-2009].

<sup>76</sup> For further information, see <[http://www.klett.de/sixcms/media.php/273/03\\_06.287256.pdf](http://www.klett.de/sixcms/media.php/273/03_06.287256.pdf)> [last access: 01-01-2009].

<sup>77</sup> For further information, see <<http://www.pons.eu/dict/search>> [last access: 01-01-2009].

<sup>78</sup> For further information, see <<http://www.bildwoerterbuch.com/en/home>> [last access: 01-01-2009].



multiple words, but no wildcard or Boolean search. Furthermore, it does not provide a lot of further information in the form of extra links. It rather advises close book shops and its own online shops, where products in printed form can be purchased. This confirms Engelberg's and Lemnitzer's assumption that online dictionaries may be used as marketing tools. If the user needs help, he may get further information under 'Hilfe'. It must be noted that pons.eu is not available in English, which is a disregard of native speakers. Explanations of abbreviations are not listed explicitly, the user is only informed that popular short forms are used.

As pons.eu explains, entries with several meanings are displayed with two or more Arabic numerals and words belonging to different word classes are listed with Roman numerals as can be found in printed dictionaries.

In contrast to the former version PONSline, which did not offer pronunciation or hyperlinks, pons.eu provides various tools for its entries. Also, as opposed to leo.org, the English translations are displayed in the right column and the user is provided with details to the German entry, which somehow gives the impression that this is in focus.

Furthermore, examples may be shown if the user requests more information, but can also be hidden again if only the pure translation is desired. Entries are provided with pronunciation in the form of an audio file in British and American English, which is a speciality. Users have the possibility of sending feedback or suggestions for improvement. In addition, external links to Wikipedia, the pictorial dictionary, CIDE, Merriam-Webster's Online Dictionary, Encarta World English Dictionary and WordNet Thesaurus are provided for English entries. The same applies for German words, where the user is forwarded to Wikipedia, Canoo, Open Thesaurus, elexiko and DWDS. The entries themselves are coloured in blue, grammatical and morphological information is brown, syntactic and syntagmatic explanations are green, and stylistic information is displayed in grey.

Moreover, pons.eu also provides a form of collaborative editing, which is called 'OpenDict' meaning 'Open Dictionary'. This comprises only one part of the dictionary, where registered users may create new entries or alter existing ones by adding further meanings, examples etc. Users are not allowed to delete entries,

but may suggest the deletion by submitting a form. As pons.eu assures, all entries are checked afterwards.

If a word does not exist in the database or if a word is typed in the wrong way, pons.eu provides at least ten similar German and English words, which is a helpful feature.

A forum, where native and non-native speakers may interchange experience and knowledge, is not provided on pons.eu.

### 3.3.3 SAMPLE

The screenshot displays search results for 'Opfer' on pons.eu. It is divided into two main sections: one for the noun 'Opfer' and one for the verb 'opfern'.

**Section 1: Opfer (noun)**  
 1. *Opfer* (verzichtende Hingabe):  
 - Opfer: sacrifice  
 - Opfer bringen: to make sacrifices  
 2. *Opfer* REL.:  
 - Opfer: sacrifice  
 - als Opfer: as a sacrifice [oder an offering]  
 - jdm jdn/etw zum Opfer bringen *geh*: to sacrifice sb/sth to sb  
 3. *Opfer* (geschädigte Person):  
 - Opfer: victim  
 - jdm/etw zum Opfer fallen: to fall victim to sb/sth

**Section 2: opfern (verb)**  
 1. *opfern* (als Opfer darbringen):  
 - [jdm] jdn opfern: to sacrifice sb [to sb]  
 - [jdm] etw opfern: to offer up sth [to sb]  
 - Geopferte(r): sacrificial victim  
 2. *opfern* (spenden):  
 - [jdm/etw] etw opfern: to donate sth [to sb/sth]  
 3. *opfern* (aufgeben):  
 - jdn opfern: to sacrifice sb

At the bottom left of the screenshot, the word 'Fertig' is visible.

Figure 10: Search Results for 'Opfer' on pons.eu

As Figure 10 shows, pons.eu lists the noun 'Opfer' and the verb 'opfern' if the user types in the former. Again, only the noun shall be in the centre of attention here. Syllable division, genitive, plural form, pronunciation, word class and gender are displayed for the German sample. The user is not provided with the total number of hits and pons.eu does not give a restriction of maximum displayed entries. It must be noted that structures like < -s, - > and especially abbreviations like 'nt', which are not explained on the website, might be incomprehensible for users, who are not well versed in grammar. Pons.eu provides 'mouseover' effects, which displays boxes with information if the mouse pointer is moved over certain

elements on the website. To avoid misunderstandings and the just mentioned problem, this could be extended for abbreviations.

Pons.eu lists three meanings of 'Opfer', which are numbered with Roman numerals. First, it is translated as 'sacrifice' in the context of 'verzichtende Hingabe'. Second, 'sacrifice' or 'offering' are shown in a religious context and third 'victim' is listed for 'geschädigte Person'. Each separate meaning is provided with collocations and phrases, which is of high importance. All in all, pons.eu only lists three translations for 'Opfer', which is little compared to leo.org. Intralinks are provided if the user wants to learn more about the English entries, in this case 'sacrifice' etc. As figure 11 shows, English items are also provided with syllabication, stress, pronunciation in the form of transcription and audio, and with word class, which should be 'noun' here instead of the German term 'Substantiv'. Grammatical information like plural is missing.

› Zusammenfassung anzeigen ▾ Beispiele in allen Einträgen verstecken

PONS <b>vic·tim</b> [ˈvɪktɪm] SUBST <span style="float: right;">🇬🇧 🇺🇸 📧 🔊</span>	
<b>1. victim</b> (sb, sth harmed):	
<b>victim</b>	Opfer <i>nt</i>
<i>he is the <b>victim</b> of a cruel hoax</i>	ihm wurde übel mitgespielt
<b>to be the victim of a crime</b>	einem Verbrechen zum Opfer fallen
<b>to be the victim of sb's envy</b>	unter jds Neid zu leiden haben
<b>to be the victim of sb's sarcasm</b>	die Zielscheibe von jds Sarkasmus sein
<b>to fall victim to sb/sth</b>	jdm/etw zum Opfer fallen
<b>2. victim</b> (sufferer of illness):	
<i>Max fell <b>victim</b> to the flu</i>	Max hat die Grippe erwischt <i>fam</i>
<b>cancer victim</b>	Krebskranke(r) <i>f(m)</i>
<b>to fall victim to the plague</b>	der Pest zum Opfer fallen
<b>3. victim</b> <i>fig.</i> :	
<b>to fall victim to sb's charms</b>	jds Charme erliegen
<b>to be a victim of fortune</b>	dem Schicksal ausgeliefert sein

PONS <b>'fash·ion vic·tim</b> SUBST <i>pej</i> <span style="float: right;">📧 🔊</span>	
<b>fashion victim</b>	Modepuppe <i>f pej fam</i>
<i>she hasn't got her own style, she's just a <b>fashion victim</b></i>	sie hat keinen eigenen Stil, sie folgt immer nur der neuesten Mode

Figure 11: Search Results for 'victim' on pons.eu

#### 3.3.4 EXTRA FEATURES

Pons.eu offers a so-called "LexiTrainer", which collects all the words the user looks up. This has the effect that the Trainer largely contains a personalised lexicon, which can then be adapted to the user's special needs and gaps in his knowledge in form of tailored exercises. The learner may choose the types of training, which are offered in five steps: 'Scanner', 'Textmarker', 'Schlüssel und Schloss', 'Generalprobe' and 'LexiTest'. These different kinds of exercise, which are based on each other, can be illustrated at the example of 'anti-virus'. Step 1 displays the German and English vocabulary and asks the learner to memorise the word. In step 2, the learner is asked to find the just acquired word in a mixture of attached letters like in this example: 'rztmg lzxx Inuigd vyaanti-virusfoWk xrieu keubjyhzy'. Here, the learner may even get a hint, which marks the first letter. In the third step, the user has to connect the German to the English words like entering a key into a lock. In the fourth step, the learner is asked to enter the English vocabulary himself, with the help of mixed letters, which disappear every time the learner enters the right letter. If he types in a letter, which is not contained in the box, a sound is heard and the learner knows that he is wrong. In step 5, the learner has to write down the English words without any help. After this, he is provided with an overview, which shows the single steps, the mistakes made and the total number of vocabulary learnt.

#### 3.3.5 SUMMARY

The before mentioned test by c't says the following about PONS:

Die Stärke von Pons liegt in den präzisen Angaben zur Grammatik und zu den sprachlichen Besonderheiten. Sehr viel mehr als die Liste der Worte auf den ersten Blick vermuten lässt, finden sich Gebrauchsinformationen oder Redewendungen, [...] Pons geht regelmäßig auf Unterschiede im britischen oder amerikanischen Gebrauch von Begriffen ein und illustriert die Besonderheiten durch Länderflaggen.<sup>79</sup>

A particularly positive aspect is the focus on the illustration of a word's different meanings in certain contexts, which includes phrases, idioms, collocations, examples sentences etc. The total number of actual translations for one word is however rather limited in most cases, which may be attributed to the fact that

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<sup>79</sup> Hasenbein, H., Schreiber, C.. 2002. "Online-Übersetzer". c't 13/2002. 13.06.2002.

customers should rather be encouraged to buy printed dictionaries or the like, which they probably would not do if the online version contained all possible translations.

Pons' LexiTrainer is a useful and elaborate tool, which offers various options and can be especially adapted to the user's purpose. It might however be too simple for advanced learners.

One major disadvantage is the immoderate presence of advertisements, which on one hand destroys the overall structure and on the other hand may distract and confuse the user. Furthermore, the cursor is not put automatically into the search field on pons.eu, which can be laborious for extensive searches.

In conclusion, it can be said that PONS has created a practical and reliable online dictionary, which is a definite improvement regarding its former slimmed-down version PONSl ine.

## 3.4 DICT.CC<sup>80</sup>

### 3.4.1 GENERAL

Dict.cc is an exclusive English-German online dictionary, which was started in 2002 by Paul Hemetsberger and is not available in printed or the like. However, it can be downloaded and used offline with a programme called 'elcombri Translator'. Its basic word pool is based on the word lists of Beolingus and Mr. Honey's business dictionary<sup>81</sup>. Dict.cc works like the free encyclopaedia Wikipedia as it was the operator's intention to create a platform, on which users themselves can add vocabulary and correct and review entries made by other users. This concept called 'Contribute!' works in such way that entries are verified or deleted if at least ten different users have done so or corrected it in the same way. Users can check when, by whom and on which ground entries were altered, and are only allowed to suggest new entries if not more than 200 entries created by this particular user are still unverified.

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<sup>80</sup> For further information, see <<http://www.dict.cc>> [last access: 05-10-2008].

<sup>81</sup> For further information, see <<http://www.mrhoney.de/>> [last access: 05-10-2008].

According to the dict.cc statistics, the dictionary is consulted about 3 million times a day. The dictionary itself contains 672,902 translation pairs, among which around 3500 are still unverified (state: 8-01-2009). The website is also available in English.

### 3.4.2 DESIGN AND STRUCTURE

The start screen of dict.cc, as displayed in Figure 12, is clearly structured and adverts are not dominant.



Figure 12: Start Screen dict.cc

Furthermore, the start screen displays translations recently verified by users in the main field. At the very top, users can enter the word they are looking for. Below, the user is provided with a lot of additional information in form of extra links as follows:

- Options
- Tips
- FAQ
- Abbr.

- Toolbar
- Search Plugin
- Start
- About/Extras
- Vocab Trainer
- Subjects
- Users
- Forum
- Contribute!

Following this, the purpose and handling of the website is shortly explained, and a multiple-choice quiz à la 'Who wants to be a millionaire' is provided. This is an attractive and useful feature, especially for advanced learners, as it retrieves uncommon and difficult words. The bottom part of the main page contains news and history.

Under 'Options', the user can choose his preferred language. He can furthermore decide whether all matching entries or only verified ones should be displayed. Subsequently, the number of results per page ranging from a maximum of 20, 50, 100 or 200, can be determined. In addition to that, he can decide whether words in the result list should be linked or not, whether the colour of rows are changed when the mouse pointer is put on it, whether whole phrases are retranslated with a double-click and whether the context menu, which provides further options for entries, should be displayed.

The extra links like 'Tips', 'FAQ', 'Abbr.' etc. provide the user with useful advices, mainly regarding the usage or technical features, which are offered extensively. To mention only some, the user has the possibility to enter "dict.cc/term" into the address bar of the browser for quick searches without having to go www.dict.cc. Besides this, it offers a programme similar to LION, which is called 'Monkey'<sup>82</sup> and works according to the same principles and was created by the same person as for LION.

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<sup>82</sup> The programme can be downloaded under <<http://monkey.schleinzer.com/doku.php?id=de:about:index>> [last access: 08-01-2009].

The link for specific fields contains 133 abbreviations and explanation of special branches, also including various rare and unusual fields like 'philately' or 'audiology'.

Dict.cc allows single, multiple and wildcard searches. As for leo.org, the cursor is moved to the input field automatically if the user intends to start a new search.

Dict.cc is the only online dictionary, which contains a particular kind of macrostructure by providing a list of twenty similar entries in alphabetic order for the respective entry, which allows the user to relate to collocations and connotations. Furthermore, it provides an alphabet, where the user may see all entries listed for the particular letter.<sup>83</sup> Moreover, it also offers audio response for each entry, which was partly recorded by the users themselves. However, in most cases that does not affect the quality except some ambient noise in few cases – it actually conveys the feeling of variety, diversity and authenticity.

If typing errors are made, dict.cc lists sufficient alternatives divided into two columns for German and English.

### 3.4.3 SAMPLE

English	Deutsch
casualty [also fig.]	Opfer (n)
immolation	Opfer (n)
oblation	Opfer (n)
offering	Opfer (n)
quarry	Opfer (n)
sacrifice	Opfer (n)
victim	Opfer (n)
vic [lawyer sl.: victim]	Opfer (n) [eines Verbrechens]
victims	Opfer (pl)
sacrificial [adj]	Opfer-
<b>Verben und kurze Verbusammensetzungen</b>	
to be the prey of sb.	jds. Opfer sein
to be the victim of sb.	jds. Opfer sein
to sacrifice	Opfer bringen
to make sacrifices	Opfer bringen
<b>Zusammengesetzte Einträge (2 Wörter)</b>	
offender-victim relationship	Täter-Opfer-Beziehung (f)
eucharistic sacrifice relig.	eucharistisches Opfer (n)
solemn sacrifice	feierliches Opfer (n)
easy prey	leichtes Opfer (n)
fall guy [coll.: easy victim]	leichtes Opfer (n)
unintended victim	unbeabsichtigtes Opfer (n)
innocent victim	unschuldiges Opfer (n)
easv mark	wehrloses Opfer (n)

Figure 13: Search Results for 'Opfer' on dict.cc

<sup>83</sup> A list of all subject areas and their abbreviations can be found in the appendix.



In total, dict.cc lists 59 hits for 'Opfer'. The English translations, starting with 'direct matches', followed by 'verbs', 'phrases', 'idioms and expressions', and 'examples', are listed in alphabetical order in the left column. As before, only direct matches are considered here, being nine when excluding the plural of 'victim', which again is not provided for the other entries. The user gets the information that 'casualty' may also be used in a figurative way besides its basic meaning. We further get to know that 'vic' is the slang word for 'victim' in a lawyer context. Every German and English entry is equipped with an i-button and a loudspeaker symbol. The former provides audio response, from which the user can choose between a computer voice, a user's voice stating British or American pronunciation or recording his own voice. It must be noted that no grammatical information and special branches are indicated. Furthermore, the user may choose back translations, which displays all German translations for 'casualty' in this case. Corrections can be submitted and sources or comments may be inspected. Additionally, links to other online sources, i.e. Google, Wikipedia, Wiktionary, Leo, Pons, Merriam-Webster, The Free Dictionary, Wordnet, Chemnitz, Linguadict, Reverso, Google News, Ultralingua, Cambridge and OneLook are given. By marking all respective entries, the user can put them into his vocabulary list.

If the English term 'sacrifice' is clicked in the list, the user is provided with a different overview, which gives a lot more contextual information, examples and indication of specific fields, as display in the following figure.

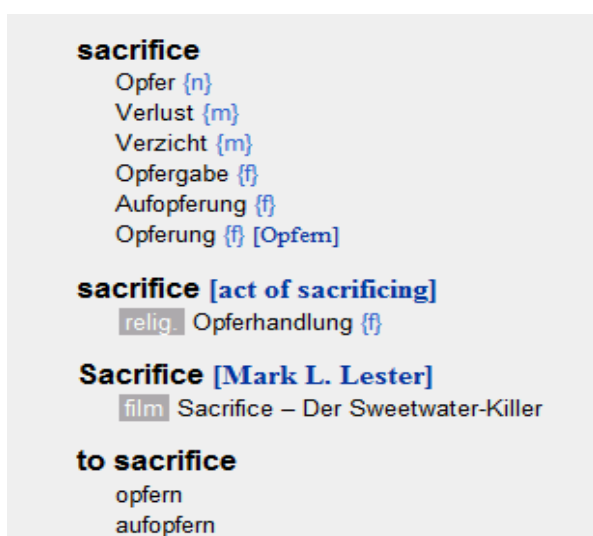


Figure 14: Search Results for 'sacrifice' on dict.cc

#### 3.4.4 EXTRA FEATURES

One special feature dict.cc offers is display of entries suitable for devices like iPhones, Blackberry or smartphones in general. An element, which is rather new to the website, is the vocabulary trainer. It works on the principle of a card box with five cases. If the learner knows the word, it is filed to the next case; if he does not, it will remain in the same case. Users can create their own vocabulary list. If they do not want to do this, they may also adopt vocabulary lists of other users as they are all publicly available. Moreover, a translation forum is available, which can be consulted for translation queries.

#### 3.4.5 SUMMARY

In total, one might conclude that dict.cc is one of the 'pure' online dictionaries as the focus lies definitely on the dictionary itself and only offers English-German entries. It may be argued that the system of user contributions and verifications can never be 100 per cent reliable. However, this creates an interactive and communicate environment, which may come up with extraordinary translations like 'Helmbusch' as 'panache' or 'Rochade' as 'castling'.

Dict.cc conveys the impression of being sophisticated implying passion for detail. At first glance, the amount of contextual information seems to be small. If the user however views the particular item he needs, he is provided with context, specific areas, indication of usage and examples. Moreover, it is a dictionary, which is technically up-to-date and provides various features, which facilitate its application.

### 3.5 CONCLUSION

All three tested online dictionaries are available for free and are bilingual English-German dictionaries, which except for dict.cc, are also available in other languages. It may be concluded that each of the examined Internet dictionaries has strengths and weaknesses.

If considered in comparison, dict.cc possesses the highest total number of entries keeping the problem of ways of counting at the back of one's mind. Furthermore, dict.cc presents the best overall appearance as it does not contain too many adverts and can be considered to be the most detailed one regarding the provision of further information and support for the user.

Pons.eu however, which is the 'youngest' of all tested Internet dictionaries, has advantages in availability of grammatical information, comprehensible arrangement and presentation of a word's different meanings and British and American pronunciation. Its major weaknesses can be found in the number of listed translations, which is too small, in the lack of further information concerning abbreviations and the inappropriate quantity of adverts.

Leo.org, which has been available for fourteen years now, also contains a considerable amount of data, but lacks contextual information and provision of special branches. If credence can be attached to the statistics, leo.org seems to be the most consulted dictionaries among all three.

## 4. SURVEY

### 4.1 PROCEDURE

The survey with the title "Ein Vergleich zweisprachiger Deutsch-Englisch/Englisch-Deutscher Online-Wörterbücher" was conducted by means of a questionnaire, which was published in German on [www.onlineforschung.org](http://www.onlineforschung.org), an open online portal for scientific research and surveys, from September 1 until September 30 2008. The questionnaire was sent to the different departments of the TU Chemnitz and was also distributed to various university newsgroups.

During the period the questionnaire was online, many remarks, suggestions for improvement and points of criticism were sent by the participants. This included several questions why the questionnaire did not incorporate Beolungus, the dictionary of the TU Chemnitz. Motives for this will be explained below.

Regarding the matter of standardisation, it must be said, that it was the purpose of this survey to question only students and it is not intended to project the results to the whole population.<sup>84</sup>

### 4.2 DESIGN AND MATERIALS

The questionnaire, which is provided in Appendix 3, consisted of thirteen structured questions including fixed and open-ended ones.

In the first question, the popularity of bilingual English-German online dictionaries was queried. In alphabetical order, those five dictionaries, Google displayed the most hints for when searching for 'online dictionary', were listed.<sup>85</sup> To avoid sampling bias, the dictionary of the TU Chemnitz was left out. Multiple answers were possible. The online dictionaries were provided in the form of their Internet address. Furthermore, participants had the possibility to enter online dictionaries

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<sup>84</sup> Coolican, H. (2004). *Research Methods and Statistics in Psychology*. Oxon: Hodder & Stoughton, 168.

<sup>85</sup> This was done on 23-09-2008. Results may differ for searches at a later date due to the fast pace of the Internet.

they use or know, which were not listed. To prevent non-response, at least one dictionaries had to be selected.

The second item sampled the frequency of usage of the dictionaries specified in the question before. The same principles apply as for question one. Participants could choose from 'very often', 'often', 'sometimes', 'rarely' and 'never', of which only one answer was possible for one particular dictionary and of which at least one item of frequency had to be chosen for every dictionary.

In the third question, participants were requested to state whether they rather use traditional printed dictionaries, the web-based ones or both. Only one answer was possible. Depending on the answer, they were forwarded to the next question, and if required, unnecessary questions were left out by a filter function. So, if participants ticked "I use the traditional printed dictionary" in question 3, they were automatically referred to 4.1, and question 4.2 was skipped for them. If they chose "I use online dictionaries" in the previous question, 4.1 was left out and they were immediately led to 4.2. In case participants decided for "I use both", they had to answer 4.1 and 4.2.

Questions 4.1 and 4.2 asked for the reasons of the participants' choice in the previous questions. Again, answers were provided containing the following options for the traditional dictionaries: more up-to-date, more detailed, simpler, quicker, better arranged, more reliable, and 'I do not use the Internet'. For the online dictionaries, the options were the same including the additional items 'for free' and 'I do hardly ever use books'. All these items were listed in alphabetical order to avoid sampling bias. Participants were allowed to select multiple answers. Additionally, they were provided with an extra field labelled 'Sonstiges', where they had the possibility of entering further reasons.

In the following step, students had to rate their satisfaction regarding traditional dictionaries or online ones respectively. The scale included 'always', 'very often', 'often', 'sometimes', 'seldom' and 'never'. Again, participants needed to state their reasons for selecting a particular frequency in an extra field. As before, students could not proceed to the next question, if they had not decided on at least one answer. Adding reasons was not mandatory.

In questions six to ten, noun phrases consisting of an indefinite article, an adjective and a noun had to be translated, whereas only the nouns, i.e. 'Stelle', 'Opfer', 'Einsatz', 'Muster' and 'Kündigung' were of interest. These five samples were chosen randomly. Participants were given a list of translations in alphabetical order, as leo.org provided it (state 28-08-2008). It was the participants' task to choose the best translation or alternatively the second or third best one. No situational context was provided on purpose as it was the author's intention to prove that lacking contextual information for the entries complicate the right choice of the proper translation. After the rating, the following reasons could be chosen:

- I am sure that only this/these translation(s) is/are correct.
- I am not absolutely certain, I heard or read it somewhere.
- I believe the words are listed according to their relevance and frequency in usage.
- The dictionary does not possess the proper translation, which is: \_\_\_\_\_.
- I do not have any idea.
- Further reasons:

In the next stage, the participants' age had to be submitted in a blank field. Following that, students were requested to classify their English mark in school on a scale from 'very good' to 'good', 'satisfactory', 'fair', 'sufficient' and 'insufficient'. The last question asked for experience abroad and its duration.

### 4.3 PARTICIPANTS

Students at the Technical University of Chemnitz were asked to complete the questionnaire. The number of semesters or field of study were of no relevance for the survey. The participants were aged between 18 and 54<sup>86</sup>, whereas the last one can be seen as an exception and might be counted to the course of lectures for seniors or similar. The average age of all participants was twenty-four. 556 out of 1297 answered the questionnaire, uncompleted ones were not evaluated. For the sake of simplicity, the even number of 550 was used, which represents the sample size n.

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<sup>86</sup> Age statements below 18 and over 54, which might be ascribed to typing errors or the unwillingness of the participants to reveal their true age, were not taken into consideration.

## 4.4 RESULTS AND ANALYSIS

### Question 1

The survey showed that leo.org was the most famous dictionary of all listed ones – 80 per cent (444 of 550) knew it. Pons.eu and dict.cc followed with 35 per cent each. 25 participants did not know any of these dictionaries.<sup>87</sup>

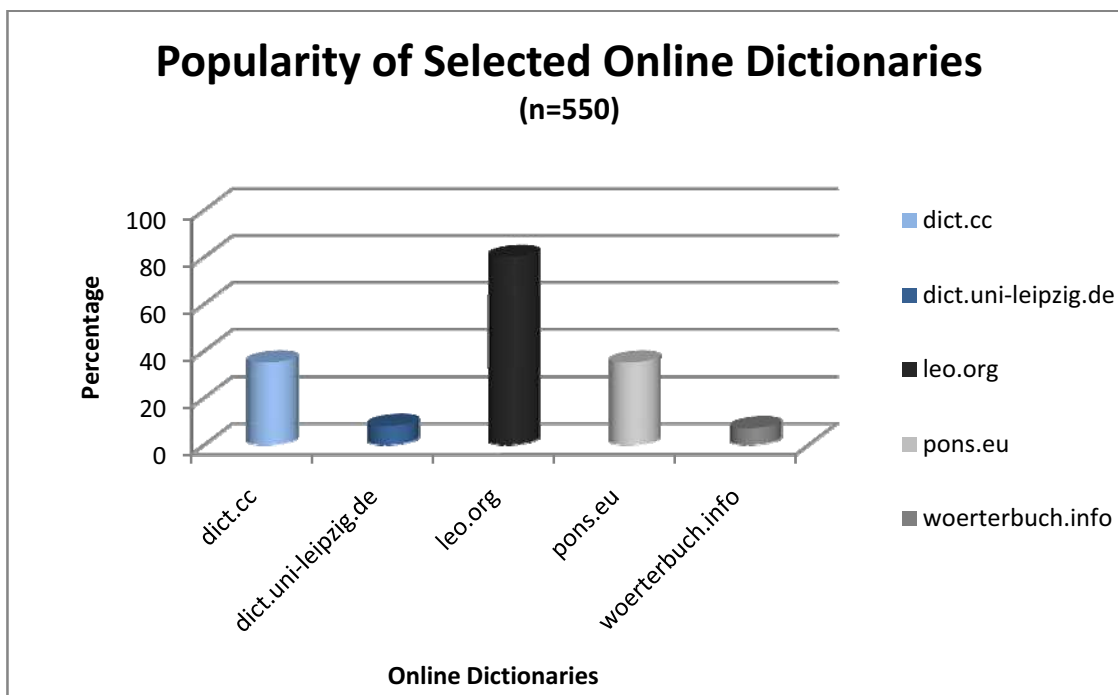


Figure 15: Popularity of Selected Online Dictionaries<sup>88</sup>

As mentioned above, participants had the option to name further bilingual German-English online dictionaries they know. In total, 177 participants listed twenty-one dictionaries, among which some had to be sorted out as they do not meet the criteria 'bilingual', 'English-German' or 'online dictionary' and are therefore not relevant<sup>89</sup>. Table 1 displays the sorted out items.

<sup>87</sup> It was checked whether participants, who ticked "I do not know any of these dictionaries", had actually ticked one or more dictionary. In fact, this was the case with 12 participants. Therefore, they could not be considered under the item "I do not know any of these dictionaries".

<sup>88</sup> Values are rounded up.

<sup>89</sup> Leo.org and pons.eu were named by nine participants in total under 'Sonstige', but could not be considered as they were listed in the questionnaire.

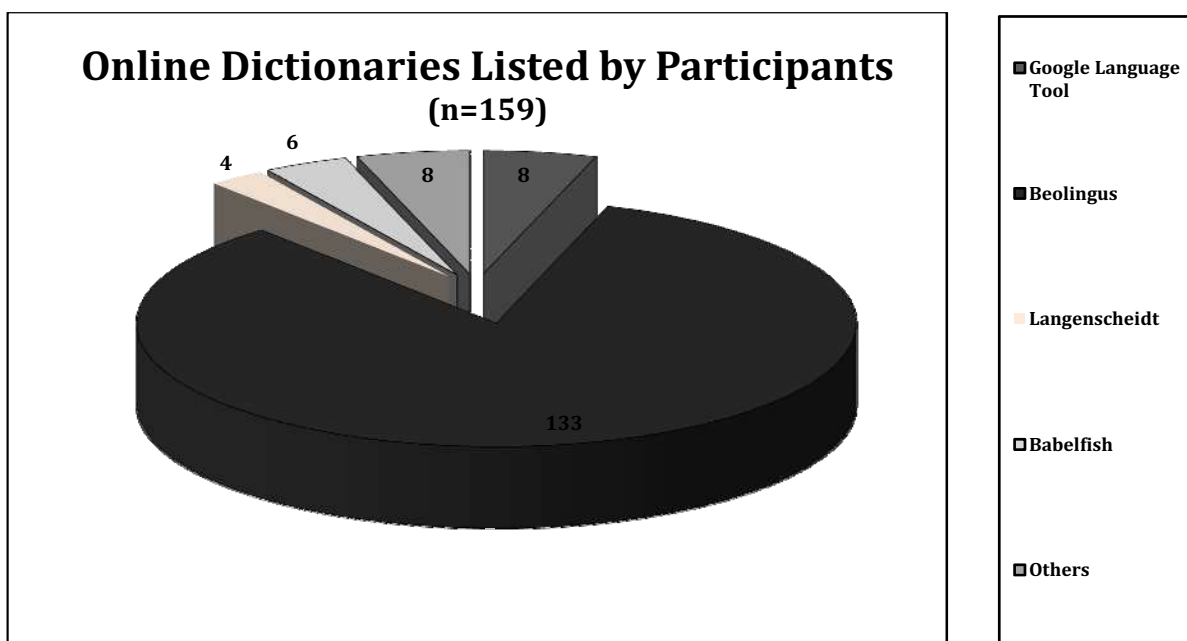
Name	Website	Purpose
Dix	<a href="http://dix.osola.com/">http://dix.osola.com/</a>	German-Spanish online dictionary
Duden	<a href="http://www.duden.de/">http://www.duden.de/</a>	German dictionary
Merriam-Webster	<a href="http://www.merriam-webster.com">http://www.merriam-webster.com</a>	Monolingual English online dictionary
Multitran	<a href="http://www.multitran.ru">http://www.multitran.ru</a>	Russian-English online dictionary
Oxford dictionary	<a href="http://askoxford.com">http://askoxford.com</a>	Monolingual English Dictionary
Portalwiedzy	<a href="http://portalwiedzy.onet.pl/tlumacz.html">http://portalwiedzy.onet.pl/tlumacz.html</a>	A Polish website
Sanakirja	<a href="http://www.sanakirja.org">http://www.sanakirja.org</a>	Finnish-English online dictionary
The new English-German dictionary	<a href="http://www.wernerr.de/woebu.htm">http://www.wernerr.de/woebu.htm</a>	Downloadable English-German dictionary
Translate	<a href="http://www.translate.ru">http://www.translate.ru</a>	Russian version of <a href="http://online.translator.com">online.translator.com</a>
Urban Dictionary	<a href="http://www.urbandictionary.com/">http://www.urbandictionary.com/</a>	Monolingual English online dictionary

**Table 1: List of Irrelevant Online Dictionaries Mentioned by Participants<sup>90</sup>**

Among the online dictionaries suggested by the participants themselves, Beolinguus, a service provided by the Technical University of Chemnitz, stuck out particularly. This result might be attributed to the fact that mainly students of this university answered the questionnaire. As mentioned before, Beolinguus had been left out on purpose to avoid distortion. Figure 16 shows the results in detail. The item 'Others' include the online dictionaries [uebersetzer.abacho.de](http://uebersetzer.abacho.de), [odg.de](http://odg.de), [woerterbuch.tv](http://woerterbuch.tv), [wbuch.de](http://wbuch.de), [online-translator.de](http://online-translator.de) and [linguatec.net](http://linguatec.net). For the case participants entered dictionaries in the field "Sonstige", which were in the predetermined list, those item were not counted if they had been ticked before.

<sup>90</sup> [Last access: 02-10-2008], applies for all ten listed websites.





**Figure 16: Online Dictionaries Listed by Participants**

### Question 2

In the second question, the frequency in usage of the sampled online dictionaries was questioned. As the chart shows, leo.org is used more often than the others, followed by dict.cc. Surprisingly, pons.eu is virtually hardly ever used, although it is provided by a well-known dictionary brand on the one hand and is a wonderful online dictionary with advantages regarding contextual information and provision of collocations on the other. Reasons for this may be found in the fact that its advanced version was not provided until October 2008, after the survey was ended.

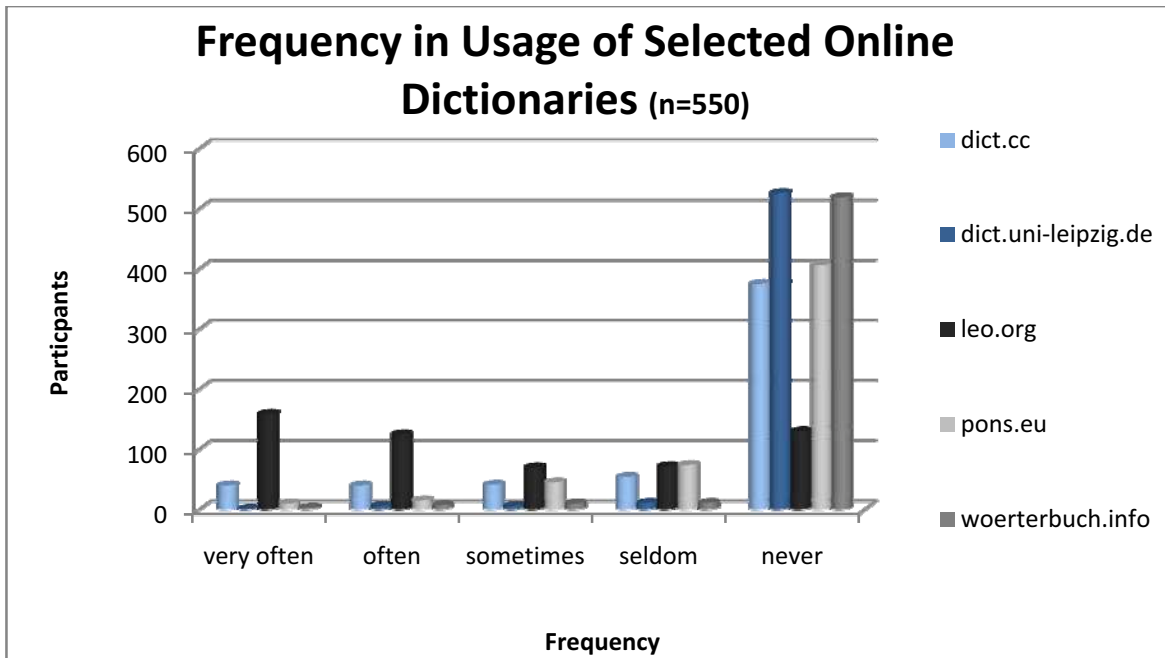


Figure 17: Frequency in Usage of Selected Online Dictionaries

Regarding the frequency in usage of the dictionaries listed among "Sonstige", Beolingus stands out again. As Figure 18 shows, it is predominately used very often and often.

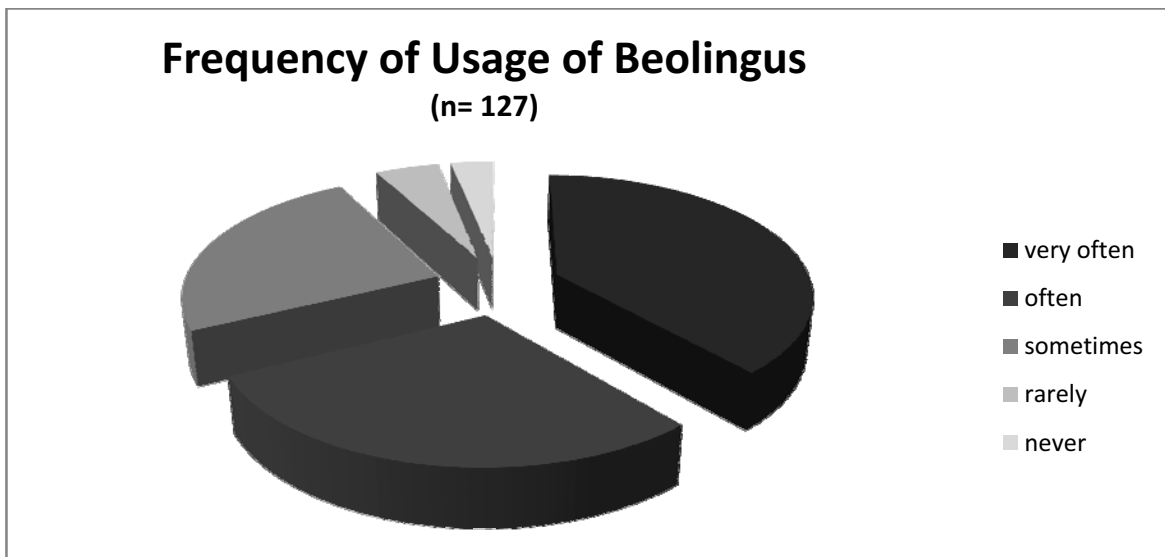
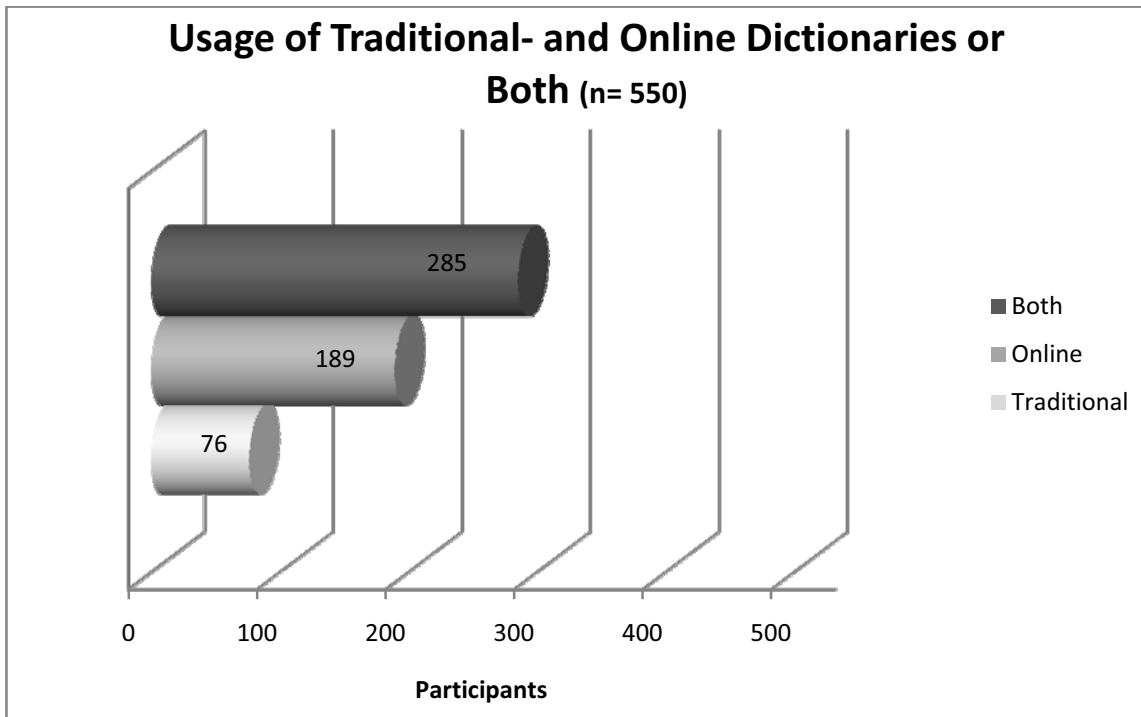


Figure 18: Frequency in Usage of Beolingus in Percentage

Question 3

Question three wanted to know whether the participants used traditional printed dictionaries, online dictionaries or both. As displayed in Figure 19, more than 50 per cent of the students use both and 34 per cent online dictionaries as the only source alternatively. Traditional printed dictionaries are consulted by approximately 14 per cent.



**Figure 19: Usage of Traditional- and Online Dictionaries or Both**

Questions 4.1 and 4.2

Question 4 asked for the motive, i.e. why people preferred traditional or online dictionaries. Table 2 illustrates the comparison between traditional and online dictionaries regarding motives. For traditional dictionaries, the sample size accounts for n=361 as question 4.1. was answered by participants, who exclusively used traditional dictionaries, but also by participants, who consulted both. For online dictionaries, sample size n=474 as not only participants, who ticked 'I use online dictionaries', but also those, who selected 'I use both', were forwarded to question 4.2. Multiple answers were allowed. As the chart shows, main reasons for using traditional dictionaries were their clearness, reliability, their

quick availability and their simplicity. Major advantages of online dictionaries seem to be their availability, their convenience and the fact that they can be used for free.

Items	Traditional n=361	Online n=474
Up-to date	0	137
Detailed	142	107
Simpler	185	372
Quicker	190	455
Clearer	195	157
More reliable	190	20
For free	not relevant	252
I hardly use books.	not relevant	20
I hardly use the Internet.	19	not relevant
Other reasons	52	42
<b>Total</b>	<b>973</b>	<b>1562</b>

**Table 2: Motives for Usage of Traditional or Online Dictionaries in Comparison**

For traditional dictionaries, participants listed the following features, which had not been provided, under 'Other reasons':

- It is nicer.
- It contains more examples.
- It is more practical in lessons.
- It contains more right answers.
- I prefer books.
- It is more comprehensible.

Among 'other reasons' for online dictionaries, which were not preset, students named aspects like

- I do not have a printed dictionary.
- I often work at the computer.
- It is more extensive and contains unusual words/slang.
- Translations from German to English and back again are possible with only one click.
- If a word does not exist, users may ask the forum.

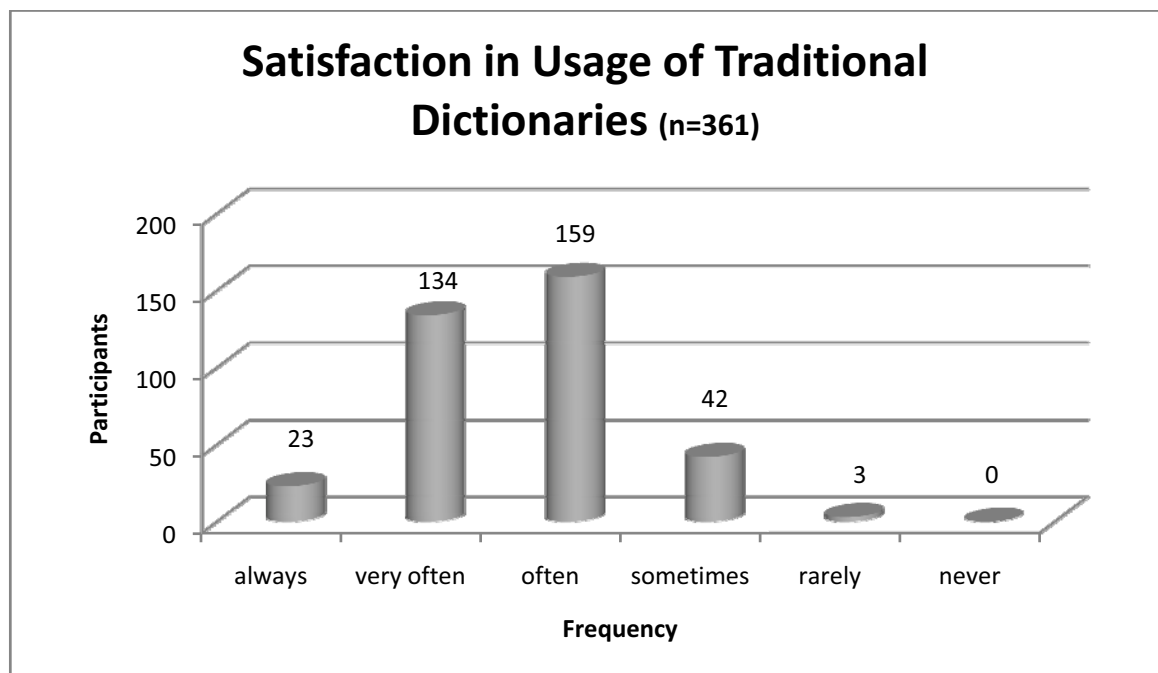
- There are often alternatives, which hint on usage in a certain context.
- It can be accessed everywhere and is always available.
- It provides word connections/collocations.
- It offers pronunciation.
- It is quicker and easier because of typing in and links.
- It is more comfortable.
- It provides several translations for one word in detail.

If all figures are compared, the following assumptions may be established:

1. Online dictionaries are more up-to-date.
2. Traditional dictionaries seem to provide more detailed information.
3. Online dictionaries are simpler in their handling.
4. Online dictionaries are quicker available than traditional ones.
5. Traditional dictionaries are clearer and remarkably more reliable.

### Question 5.1

Question 5.1 asked for the satisfaction regarding traditional dictionaries. As figure 16 shows, most participants were satisfied very often and often.



**Figure 20: Satisfaction in Usage of Traditional Dictionaries**

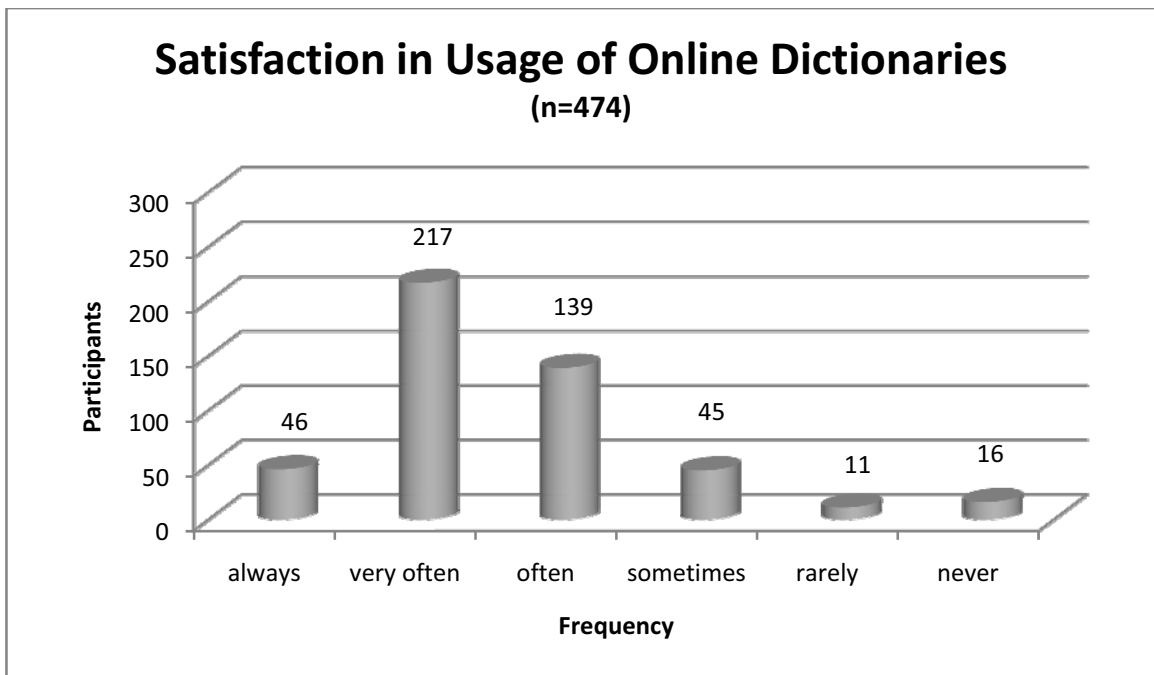
The main reasons for the participants' choice are displayed in the following chart. As Table 3 shows, frequencies were summarised in the form of three categories, as stated reasons were alike.

Frequency	Reason
Always Very often	It is reliable. It is comprehensive. It is complete. It is clear. It is compact. It offers variety in meanings. It offers high quality. It is available everywhere. It provides grammatical information and examples.
Often Sometimes	It is not up-to-date It is incomplete. It takes too long. It is too complicated.
Rarely Never	It takes too long.

**Table 3: Reasons for Frequency in Usage of Traditional Dictionaries**

### Question 5.2

In question 5.2, participants had to rate their satisfaction regarding online dictionaries. As figure 21 shows, most participants were satisfied very often and often.



**Figure 21: Satisfaction in Usage of Online Dictionaries**

The main reasons mentioned by participants for choosing a certain frequency for online dictionaries are displayed in categories in the following chart. It must be noted that several participants emphasised that previous knowledge is necessary when online dictionaries are attended.

Frequency	Reason
Always Very often	<ul style="list-style-type: none"> <li>It is more convenient and quicker.</li> <li>It is complete.</li> <li>It offers a lot of different meanings, further information, collocations and examples.</li> <li>It contains special vocabulary or slang.</li> <li>It is up-to-date.</li> <li>It provides audio response.</li> <li>It offers a forum, where not provided entries can be discussed.</li> <li>Spelling mistakes are recognized.</li> <li>It is not 100 per cent reliable.</li> </ul>
Often Sometimes	<ul style="list-style-type: none"> <li>It lacks examples and explanation of meanings.</li> <li>Entries are wrong or imprecise.</li> <li>It displays too many meanings.</li> <li>It does not provide grammatical information.</li> <li>It is not reliable.</li> <li>It is incomplete.</li> </ul>

Rarely Never	I do not use online dictionaries. It lacks contextual information. It is bad structured. It displays too many results.
-----------------	---

**Table 4: Reasons for Frequency in Usage of Online Dictionaries**

If both diagrams are compared, one can state that online dictionaries are rated higher in the positive range, i.e. 'always' and 'very often'. This may have different reasons, among which their convenience and up-to-dateness was mentioned the most.



### Question 6

In question 6, participants had to translate the German noun 'Stelle' in the context of 'eine freie Stelle' into English. The following figures are counted regardless of the position they were assigned to.

Translation	Rate
job	308
position	274
place	162
appointment	80
location	76
spot	67
area	57
post	50
prescribed position	44
point	37
situation	18
digit	14
station	11
site	8
stead	8
body	5
patch	3
center	3
lieu	1
figure	0

**Table 4: Ranking for Translation of 'Stelle'**

As the table shows, 'job' and 'position' and 'place' were selected the most, so it can be assumed that most participants related the noun phrase to the field of work. This result could be attributed to the universality of these nouns and less usage of the other entries. Further reasons may not be given at this point as this would go beyond the scope of this paper and might be examined in further research. However, it can be assumed that, if contextual information was provided on leo.org for the twenty listed entries, the results would have been more distinct and the variance would not have been so high in the middle field.

Question 7

In question 7, the German noun 'Opfer' was provided in the context of 'ein verletztes Opfer' and had to be translated into English.

Translation	Rate
victim	492
casualty	144
sacrifice	78
prey	51
immolation	35
offering	21

**Table 5: Ranking for Translation of 'Opfer'**

As Table 5 shows, 'victim' was predominantly chosen by the participants. In the context of the given noun phrase, 'sacrifice', 'prey', 'immolation' and 'offering', would have been absolutely improper or even wrong translations. Again, it may be claimed that provision of contextual information or at least specific areas would have led to other results. In Chapter five, this example will be presented in an alternative way including contextual information, examples and the support by corpora.

### Question 8

In question 8, participants had to translate the noun 'Einsatz' in the context of 'ein erfolgreicher Einsatz' into English.

Translation	Rate
mission (mil.)	293
operation (tech.)	240
use	67
application (tech.)	56
assignment	58
deployment (mil.)	50
commitment	44
service	40
input	28
dedication	25
insert (tech.)	14
insertion	13
stake	16
adoption	18
cue (mus.)	11
sortie	8
exertion	8
inset	6
element (tech.)	5
pool	5
tray	5
liner (engin.)	3
stakes	2
cartridge (tech.)	1
insert bit (tech.)	0

**Table 6: Ranking for Translation of 'Einsatz'**

As can be seen, 'mission' and 'operation' were listed primarily, which implies that most participants thought of a military or technical context. Leo.org displays twenty-five translations, of which only ten are provided with indication of special branches, which needs urgent improvement. The author holds the same view as for the two previous examples.

Question 9

In question 9, participants had to translate the noun 'Muster' in the context of 'ein interessantes Muster' into English.

Translation	Rate
pattern	364
sample	193
model	132
example	125
prototype	58
exemplar	38
archetype	25
pattern (textil.)	22
swatch	21
specimen (tech.)	16
paradigm	12

**Table 7: Ranking for Translation of 'Muster'**

Among the eleven provided translation, only two contain further information in the form of special branches. Table 7 shows, that 'pattern' was selected in most cases, which can have several meanings depending on the context. As for 'Opfer', the following chapter will provide an improved version for the presentation of this particular example implying the integration of corpora.

Question 10

In question 10, participants had to translate the noun 'Kündigung' in the context of 'eine fristgemäÙe Kündigung' into English.

Translation	Rate
dismissal	174
cancellation	149
termination	79
quitting	50
denouncement	48
notice of termination	40
notice of termination of a work contract	39
quit	38
layoff	39

notice	36
notice of cancellation	27
denunciation	19
abrogation	43
written notice	10
notice of determination	7
redemption (finan.)	6

**Table 8: Ranking for Translation of 'Kündigung'**

The majority of students decided to choose 'dismissal' in the given context. However, 'Kündigung' can imply several different conditions and meanings, for which the user needs previous knowledge or contextual information for each entry. 'Dismissal' for instances refers to persons, whereas 'termination' never does. 'Layoff' often implies economic reasons and no voluntary leaving. 'Cancellation' in turn relates to documents, appointments or plans.

#### Question 11

As mentioned before, the average age of participants is 24. However, the age is of no further importance in this survey.

#### Question 12

School mark	Answers in percentage
1	20 per cent
2	47 per cent
3	27 per cent
4	5 per cent
5	0,5 per cent
6	0,5 per cent

**Table 4: Answers Regarding School Grades in Percentage**

As Table 4 shows, most of the participants had good school marks. This will however be of no further relevance for the survey, as the validity cannot be verified and might lead to a falsified result. In addition to that, establishing connections

between a participant's translations and his school marks would exceed the framework of this thesis.

Question 13

The last question asked for experience abroad and its duration. The evaluation showed that approximately 40 per cent of the respondents spent several time in English-speaking countries. Again, this will not be examined further for the before mentioned reasons listed in the previous question.

## 5. SUGGESTIONS FOR IMPROVEMENT

### 5.1 INDICATION OF SPECIFIC AREAS

Leo.org already uses abbreviations for special branches and applies this kind of support for the user or learner, but unfortunately it is still missing for a lot of entries.<sup>91</sup> The individual abbreviations can be found in Appendix 2. As shown in Chapter three, dict.cc provides an extensive amount of abbreviations for indicating the specific field, in which a particular word is applied. This list does not only contain common fields, but also unusual ones covering several spheres of life like [clo.] for 'clothing' or [equest.] standing for 'equestrianism'. The author suggests extending this concept, which would allow for even more detailed specifications.

### 5.2 CONTEXTUAL INFORMATION

Leo.org gives contextual information in the form of a short note in German as for the before mentioned noun 'sacrifice', for which the German translation is complemented by the information 'Kartenspiel'. Again, this is the exception and should be done for all entries. In the following, an alternative model will be presented using the example of 'Abriss', which is listed on leo.org as displayed in Figure 22.

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<sup>91</sup> For further information, see <[http://dict.leo.org/pages.ende/abbrev\\_de.html?lp=ende&lang=de](http://dict.leo.org/pages.ende/abbrev_de.html?lp=ende&lang=de)> [last access: 03-09-2008]

Suchtipps   Abkürzungen   Neuer Eintrag   Fehler melden   FAQ   Nützliche Links   Kontakt			
Toolbars   Lion   PDA   Statistik   Über uns   Mitwirkung   Werbung			
🔍	ENGLISCH	DEUTSCH	🔍
	<b>Unmittelbare Treffer</b>	<b>18 Treffer</b>	
	abridgment <sup>AE</sup> <small>also: abridgement<sup>AE</sup></small> abridgement <sup>BE</sup> <small>also: abridgment<sup>BE</sup></small>	der <b>Abriss</b>	
	abstract	der <b>Abriss</b>	
	avulsion	der <b>Abriss</b>	
	break	der <b>Abriss</b>	
	demolition	der <b>Abriss</b>	
	digest	der <b>Abriss</b>	
	epitome	der <b>Abriss</b>	
	outline	der <b>Abriss</b>	
	precis <small>- pl. precis</small>	der <b>Abriss</b>	
	scheme	der <b>Abriss</b>	
	stub	der <b>Abriss</b>	
	summary	der <b>Abriss</b>	
	survey	der <b>Abriss</b>	
	synopsis <small>- pl. synopses</small>	der <b>Abriss</b>	
	talon	der <b>Abriss</b>	
	tear <small>- sheeting [tech.]</small>	der <b>Abriss</b> <small>[Kunststoffe]</small>	
	tear-off	der <b>Abriss</b>	

Figure 22: Search Results for 'Abriss' on leo.org

Although this is a wide variety of words to choose from, the lack of contextual information gets apparent immediately, which poses a problem for non-native speakers.

For German speakers, 'Abriss' can be the following in everyday language:

- a) pulling down sth.
- b) an overview
- c) an excerpt of a book

The table below is the attempt of an improved version, which makes no claim to be complete as language is changing over the time by addition of new words, alteration of existing ones and ceasing of archaic expressions. However, it indicates special branches, includes sufficient contextual information and examples, which in turn and by all means will provide more security for learners of English when they look up a word. As the translations given by leo.org are not extensive, the table contains all possible entries according to the author's state of knowledge and moreover represents a composition of the entries listed by various online dictionaries or printed dictionaries.



5. Suggestions for Improvement

<u>English</u>	<u>Special branch</u>	<u>Indication of Usage</u>	<u>Examples</u>	<u>German (Contextual Information)</u>
abridgment	general also lit.		e.g. the abridgment of a book	der Abriss (eines Buches) (gekürzte Ausgabe)
abstract	general also lit.		e.g. the abstract of an article	der Abriss (eines Artikels) (kurze Zusammenfassung)
avulsion	med.		e.g. avulsion of a limb	der Abriss (eines Körperteils)
break		fig.	e.g. the break of a relationship	der Abriss (einer Beziehung)
brief outline	general		e.g. a brief outline of a presentation (usually at the beginning)	der Abriss (einer Präsentation) (kurze Darstellung)
brief summary	general		e.g. a brief summary of a presentation (usually at the end)	der Abriss (einer Präsentation) (kurze Zusammenfassung)
demolishing	constr.		e.g. demolishing of a building	der Abriss (eines Gebäudes)
demolition	constr.		e.g. the demolition of a bridge	der Abriss (einer Brücke)
digest	general	rarely used	e.g. a digest of a book	der Abriss (eines Buches) (Überblick)
excerpt	lit.		e.g. the excerpt of a book/essay	der Abriss (eines Buches/ Aufsatzes) (Ausschnitt, Auszug, Exzerpt)
epitome	lit.	rarely used	e.g. the epitome of a book	der Abriss (eines Buches) (Auszug, kurze Darstellung)
layer	hort.		e.g. a layer of a leaf	der Abriss (eines Blattes)

5. Suggestions for Improvement

<u>English</u>	<u>Special branch</u>	<u>Indication of Usage</u>	<u>Examples</u>	<u>German (Contextual Information)</u>
outline	general	fig.	e.g. the outline of a book e.g. the outline of English history	der Abriss (eines Buches) der Abriss (der Englischen Geschichte)
pontil mark	ind.		e.g. the pontil mark in glass	der Abriss (in Glas)
précis			e.g. a précis of a speech	der Abriss (einer Rede)
pulling down			e.g. the pulling down of a house	der Abriss (eines Hauses)
scheme		fig.	e.g. the scheme of a concept	der Abriss (eines Konzeptes)
sketch	theat.		e.g. a sketch of a play	der Abriss (eines Stücks) (kurze Darstellung)
stub	general  med.		e.g. the stub of a pencil/candle/cigarette  e.g. the stub of an arm	der Abriss (Stummel eines Bleistifts, einer Kerze oder einer Zigarette) der Abriss (eines Körperteils)
summary	general		e.g. the summary of a presentation	der Abriss (einer Präsentation) (Zusammenfassung)
survey	general		e.g. the survey of a topic	der Abriss (eines Themas) (Übersicht oder Überblick)
synopsis	lit.		e.g. synopsis of a plot	der Abriss (einer Handlung)
talon			e.g. the talon of a ticket	der Abriss (eines Belegs) (Kontrollabschnitt einer Eintrittskarte)

<u>English</u>	<u>Special branch</u>	<u>Indication of Usage</u>	<u>Examples</u>	<u>German (Contextual Information)</u>
tear	tech.		e.g. the tear of a sheeting	der Abriss (eines Kunststoffes)
tear-off			e.g. the tear-off of a piece of paper	der Abriss (eines Stück Papiers)
wrecking	constr.	esp. Am.	e.g. the wrecking of a building	der Abriss (eines Gebäudes)

**Table 5: Suggestion for Improvement Using the Example of 'Abriss'**

### 5.3 CORPORA

According to Zanettin, "The WWW is not a corpus, but it can be used as a corpus."<sup>92</sup> As he expresses, it is the general idea to use possibilities of falling back on sources, which are available anyway. For this case, the author suggests the provision of links after entries, leading to corpora, which include example sentences and therefore allow the user to understand the respective entry in a contextual situation. Corpora such as the British National Corpus<sup>93</sup> or the German-English Translation Corpus of the TU Chemnitz, which contains one million words<sup>94</sup>, could be integrated. The latter comprises academic texts, including extract from longer scientific and humanities texts, public speeches and articles, tourist brochures, information and policy documents from the European Union and literature contributions like extracts from novels, detective- and short stories, and historical fiction.<sup>95</sup> As Knapp suggests, corpora might be helpful for translators, which can be transferred to language learners and their usage of online dictionaries. The application of corpora can be explained by "the increasing interest among linguists in studying language in use, rather than linguistic systems

<sup>92</sup> Zanettin, F. (2001). "DIY Corpora; The WWW and the Translator" in Knapp 2003: 66.

<sup>93</sup> For further information, see <<http://www.natcorp.ox.ac.uk/>> [last access: 08-01-2009].

<sup>94</sup> Hahn, A., Reich, S., Schmied, J. "Aspect in the Chemnitz Internet Grammar", 132 In: Mair, C. ed. (2000). *Corpus Linguistics and Linguistic Theory: Papers from the Twentieth International Conference on English Language Research on Computerized Corpora*. Amsterdam: Rodopi.

<sup>95</sup> For further information, see <<http://ell.phil.tu-chemnitz.de>> [last access 03-09-2008].

in the abstract".<sup>96</sup> Corpora are "a collection of texts held in machine-readable form and capable of being analysed automatically or semi-automatically in a variety of ways".<sup>97</sup> However one needs to consider the size and representativeness of a corpus. Knapp recommends a general corpus, in which different types of text and speech are covered.

Again, the author has made the endeavour to provide an improved version using the example of 'Muster', which was a part of the survey as well. Leo.org provides the following entries.

Suchtipps   <a href="#">Abkürzungen</a>   <a href="#">Neuer Eintrag</a>   <a href="#">Fehler melden</a>   <a href="#">FAQ</a>   <a href="#">Nützliche Links</a>   <a href="#">Kontakt</a>			
Toolbars   <a href="#">Lion</a>   <a href="#">PDA</a>   <a href="#">Statistik</a>   <a href="#">Über uns</a>   <a href="#">Mitwirkung</a>   <a href="#">Werbung</a>			
🔍	ENGLISCH	DEUTSCH	🔍
		<b>77 Treffer</b>	
<b>Unmittelbare Treffer</b>			
	archetype	das <b>Muster</b>	
	example	das <b>Muster</b>	
	exemplar	das <b>Muster</b>	
	model	das <b>Muster</b>	
	paradigm	das <b>Muster</b>	
	pattern	das <b>Muster</b>	
	pattern [textil.]	das <b>Muster</b>	
	prototype	das <b>Muster</b>	
	prototypes <i>pl.</i>	die <b>Muster</b> <i>Pl.</i>	
	sample	das <b>Muster</b>	
	samples <i>pl.</i>	die <b>Muster</b> <i>Pl.</i>	
	specimen [tech.]	das <b>Muster</b>	
	swatch [textil.]	das <b>Muster</b>	

**Figure 23: Search Results for 'Muster' on leo.org**

Besides the suggested increased indication of specific areas and contextual information, which were explained in the previous subchapters and which are again missing here for most of the items, another way of supporting the learner's search and understanding is the provision of links to corpora for the English or the German item respectively. The English-German Translation Corpus of the TU Chemnitz provides 19 hints for 'Muster', of which 16 are interestingly translated with 'pattern', among which nine entries are displayed below for the case both 'pattern' and 'Muster' are entered.

<sup>96</sup> Baker, M. (1995). "Corpora in translation studies: An Overview and Some Suggestions for Future Research", 225 in Knapp 2006: 57.

<sup>97</sup> *ibid.*

Source: *.../doc/doc1.eng*, Line: 62<sup>98</sup>

The pattern is complex because the problems and challenges facing Europe are not easily tractable.

Das Muster der Verflechtungen ist komplex, denn die Probleme und Herausforderungen, denen sich Europa gegenübersteht, sind nicht leicht zu bewältigen.

Source: *.../ac/burr.eng*, Line: 689

This was correct but the country was covered by a complex orthogonal pattern of lines of shallow clouds. These clouds were triggered by the uplifting effect of both the day-time warming of the land and of the high ground acting on the fresh westerly winds.

Diese Prognose war zwar korrekt, das Land war jedoch von einem komplexen orthogonalen Muster aus flachen Wolken überzogen, die durch den Auftrieb gespeist wurden, der aus der Erwärmung des Landes am Tage und der Wechselwirkung des frischen Westwindes mit Höhenzügen resultierte.

Source: *.../ac/burr.eng*, Line: 716

By 12 October it had developed into a tight circular pattern and a clearly defined eye.

Bis zum 12. Oktober hatte er sich in ein enges kreisförmiges Muster mit einem klar definierten "Auge" entwickelt.

Source: *.../ac/finl.eng*, Line: 695

Yet even that story, whatever the truth about Cleon's personality or military capacity, well illustrates the pattern.

Aber selbst diese Geschichte illustriert schön das allgemeine Muster, was immer die Wahrheit über Kleons Persönlichkeit und über seine militärische Befähigung gewesen sein mag.

Source: *.../ac/harm.eng*, Line: 584

Events in Kiel laid a pattern that was followed in virtually every town in Germany.

Die Kieler Ereignisse waren ein Muster dafür, was in fast allen Städten Deutschlands folgte.

Source: *.../ac/kee.eng*, Line: 555

The pattern for his struggle with Satan in preparation for the coming of God's Rule is prepared for in the Q accounts of Jesus' temptations (Lk 4:2b-12).

In den Berichten über die Versuchung Jesu (Lk. 4,2 - 12) ist das Muster für seinen Kampf mit dem Satan angelegt, der der Vollendung der Herrschaft Gottes auf Erden vorausgehen wird.

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<sup>98</sup> The sources contain abbreviations, which stand for the following: ac = academic; doc = public speeches and articles; tou = tourist brochures and eu = EU documents.

Source: *.../ac/murdin.eng*, Line: 447

If the image of a binary star is frozen on video tape, photon by photon (a), then each individual speckle in the pattern (b) can be discerned as the image of the binary star.

Wenn die einzelnen Photonen, aus denen sich das Bild eines Doppelsterns zusammensetzt, auf ein Videoband aufgezeichnet werden (a), kann jedes einzelne Speckle in diesem Muster (b) als Bild des Doppelsterns erkannt werden.

Source: *.../eu/ece4.eng*, Line: 539

(i) the current (1991) geographical trade pattern of CEECs' exports is much closer to the 'normal' pattern than the past (1989) one;

i) Die gegenwärtige (1991) geographische Verteilung der Ausfuhren der mittel- und osteuropäischen Länder entspricht weit mehr dem "normalen" Muster als früher (1989).

Source: *.../eu/ecs4.eng*, Line: 104

29. This pattern is developing spontaneously under the impact of the Internal Market: customs officials, police authorities, lawyers and judges, and many other sectoral groupings are getting together increasingly to train and be retrained and to learn each other's languages.

29. Dieses Muster entwickelt sich durch den Binnenmarkt von selbst: Zollbeamte, Polizeibehörden, Rechtsanwälte und Richter sowie viele sonstige sektorale Gruppierungen werden immer häufiger gemeinsam ausgebildet und ungeschult und erlernen die Sprache des anderen.

The corpus also provides example sentences if the English and German terms are entered in one search. The example of 'model' and 'Muster' produces the following sentence:

Source: *.../ac/harm.eng*, Line: 398

The Spartakus League there put out a leaflet telling how 'the Viennese workers elected councils on the Russian model and proclaiming 'Monday 28 January the beginning of the general strike'.

Dort veröffentlichte der Spartakusbund ein Flugblatt, in dem er von dem "nach dem Muster der russischen Revolution gewählten Wiener Arbeiterrat" berichtete und daß "am Montag, dem 28. Januar, der Massenstreik" beginnt.

This example gives even more information, namely the collocation 'on the [Russian] model', which could be translated with 'nach dem Muster von' in German.

However, it must be noted that integration of corpora could also lead to misunderstandings, as in the following case when 'example' and 'Muster' are entered together:

Source: .../eu/ece3.eng, Line: 556

Thirdly, the labour market would benefit from a more modern organization of the trade unions along the lines seen for example in Sweden and in Germany.

Drittens würde der Arbeitsmarkt von einer moderneren Organisation der Gewerkschaften nach beispielsweise schwedischem und deutschem Muster profitieren.

Here, 'example' does not directly correlate with 'Muster', as 'for' and 'example' belong together in this context.

It can be concluded that the usage of corpora in online dictionaries would make a significant contribution to language awareness as the various meanings a word can have are displayed in context, even providing collocations. However, a corpus solution might be too difficult for simple dictionaries, which only provide general English terms.

There is the possibility to combine different approaches like provision of specific fields or definitions, giving examples and more contextual information on the one hand and establishing the additional feature of links to corpora for learners and users, who require more sophisticated results on the other. This final approach shall be represented using the example of 'Opfer'. First, the entries leo.org offers are presented.

🔍	ENGLISCH	DEUTSCH	🔍
		<b>21 Treffer</b>	
	<b>Unmittelbare Treffer</b>		
	casualty	das <b>Opfer</b>	
	immolation	das <b>Opfer</b>	
	oblation [rel.]	das <b>Opfer</b>	
	offering	das <b>Opfer</b>	
	prey	das <b>Opfer</b>	
	sacrifice	das <b>Opfer</b>	
	sacrifice	das <b>Opfer</b> <small>[Kartenspiel]</small>	
	victim	das <b>Opfer</b>	

Figure 24: Search Results for 'Opfer' on leo.org

Second, a concept, which contains both approaches, is created for the item 'Opfer' and its English pendants, as follows.<sup>99</sup> The corpus presents 42 entries for this item, among which 'victim' was used in most cases.

The first entry **casualty** generally refers to a person, which is injured or killed in an accident, battle or the like. One may ask "Were there many casualties?" which in a military context would be "Gab es hohe Verluste?". It can also be used in a figurative sense, like "Er wurde Opfer seiner Gier.", which is "He became the casualty of his greed" in English. The corpus offers expressions like

We can never forget the untold millions of casualties suffered in those six long years [...]. Source: .../doc/doc18.eng, Line: 6

[...] Shots had been fired at the soldiers before they started the firing which led to the casualties. [...] Source: .../doc/doc26.eng, Line: 7

The formal term **immolation** can be used in a literature context. It has the same meaning like 'sacrifice', which will be explained below, or describes the action of sacrificing by burning.

According to Merriam Webster, **oblation** is "the act of making a religious offering; *specifically capitalized*: the act of offering the eucharistic elements to God" or "something offered in worship or devotion: a holy gift offered usually at an altar or shrine".

**Offering** may refer to a collection or contribution to support the church. It is a sacrifice, i.e. something that is given to a God as a part of worship or given as a present to please someone. In ancient times, people presented burnt offerings to their gods. The corpus offers the following:

[...] When he found that the priests had stopped making offerings to the god of the river Mala [...]. Source: .../ac/cros.eng, Line: 220

**Prey** is an animal taken by a predator as food. It can also have a figurative meaning as in "She was prey to anxiety and to illness", which means she could be frightened easily and always fell ill. It may furthermore connote the inability to avoid being affected by something unpleasant: "During the long wait she was prey

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<sup>99</sup> The dictionaries DCE and Langenscheidt Großwörterbuch Englisch, and <<http://www.merriam-webster.com/>> were consulted for English definitions, meanings and examples for the item 'Opfer'.



to all sorts of doubts." Moreover, **prey** might be a person, who can easily be deceived or influenced as in "Some salesmen consider young housewives easy prey."

**Sacrifice** might be the following

"an act of offering to a deity something precious; *especially*: the killing of a victim on an altar", "something offered in sacrifice", "destruction or surrender of something for the sake of something else" and "something given up or lost <the *sacrifices* made by parents>".<sup>100</sup>

The Free Dictionary explains **victim** as follows, always providing examples for the respective meaning

1. One who is harmed or killed by another: a victim of a mugging.
2. A living creature slain and offered as a sacrifice during a religious rite.
3. One who is harmed by or made to suffer from an act, circumstance, agency, or condition: victims of war.
4. A person who suffers injury, loss, or death as a result of a voluntary undertaking: You are a victim of your own scheming.
5. A person who is tricked, swindled, or taken advantage of: the victim of a cruel hoax.

In conclusion, it must be said that corpora, how voluminous they may ever be, can certainly never comprise all situations and contexts that exist in the world. But they can facilitate enquiry and search processes and save time as they provide the information crucial for certain situations.

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<sup>100</sup> For further information, see <<http://www.merriam-webster.com/dictionary/sacrifice>> [last access: 25-10-2008].

## 6. CONCLUSION AND FORESIGHT

When considering the analysis of three selected online dictionaries and when taking the results of the questionnaire as a basis, the hypothesis can be supported that online dictionaries, in particular leo.org, need to be improved regarding provision of specific areas, contextual information and examples.

Furthermore, the author's assumption that people favour online dictionaries over printed ones could be confirmed partly, as the majority of people prefer to use both, followed by online lexica. Moreover, the presumption that leo.org and dict.cc are the most popular web-based dictionaries could be affirmed by the findings of the survey.

Suggestions for improvement and alternative models have been presented throughout the paper and the possibilities for their realisation and implementation must be examined in further research.

Undoubtedly, there is a need for improvement regarding entries and their presentation; nevertheless it must be noted that the establishment of an Internet-based dictionary certainly is a lengthy and challenging process, which takes years and might probably never be finished due to the continuous development of language. It is without controversy that online dictionaries will be improved and extended in the course of time. As Leech/Nesi end their essay on dictionaries of the future with the following words: "Although the perfect learners' dictionary will always remain imaginary, moving towards perfection will have become a reality."<sup>101</sup>

Regarding the prospects of online dictionaries, Engelberg/Lemnitzer state "Wir sind davon überzeugt, dass im elektronischen Medium die Zukunft der Wörterbücher liegt." They however demand of publishing companies to not only pay attention to user friendly and suitable presentation of data, but they also require a media-compatible design.<sup>102</sup>

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<sup>101</sup> Leech, G., Nesi, H. (1999). "Moving towards perfection: The learners' (electronic) dictionary of the future", 306 in Herbst & Popp 1999: 306.

<sup>102</sup> Engelberg & Lemnitzer 2001: 195.

The authors of the mentioned article in the magazine c't conclude with the following:

Der Trend zum Online-Wörterbuch ist von der Hoffnung getragen, aktuelle Begriffe besonders rasch zu finden, weil es Jahre dauern kann, bis sich neue Worte in den gebundenen Ausgaben etablieren. Die kostenlosen Online-Angebote der bekannten Verlage können diesem Anspruch nicht genügen. Es wäre aber auch wirtschaftlicher Selbstmord, wenn die Wörterbücher im Web gar besser wären als die Bücher, von deren Verkauf man lebt. Fundgruben sind die engagierten Projekte von Einzelpersonen oder Universitäten: keineswegs Notlösungen, sondern vielfach beispielhaft.<sup>103</sup>

As the author believes, online dictionaries will and cannot substitute the traditional printed dictionaries. However, web-based resources, in particular Internet dictionaries will become more popular and the number of offers will increase. The write takes the view that the value of these offers must be examined in further research. Besides this, she proceeds on the assumption that the aspect of cost will be relevant for high quality Internet dictionaries in the future, as everything comes at a price.

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<sup>103</sup> Hasenbein, H., Schreiber, C.. 2002. "Online-Übersetzer". c't 13/2002. 13.06.2002. [last access: 08-01-2009].

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Uni Erfurt. Bereich Sprachwissenschaft. Lehrveranstaltungen.  
<<http://www.unierfurt.de/sprachwissenschaft/personal/feine/Lehrveranstaltungen/Wortschatz/Woerterbuch.pdf>> [last access: 26-10-2008]

University of Essex. Department of Linguistics. Glossary  
<<http://www.essex.ac.uk/linguistics/clmt/MTbook/HTML/node98.html>> [last access: 01-10-2008]

## APPENDIX

### APPENDIX 1: OVERVIEW OF BILINGUAL OR MULTILINGUAL ONLINE DICTIONARIES

<http://de.bab.la/dictionary.php>

<http://de.babelfish.yahoo.com/>

<http://dict.leo.org/>

<http://dict.tu-chemnitz.de/>

<http://dict.uni-leipzig.de/>

<http://dictionary.reverso.net/>

[http://en.wiktionary.org/wiki/Wiktionary:Main\\_Page](http://en.wiktionary.org/wiki/Wiktionary:Main_Page)

<http://iate.europa.eu/iatediff/SearchByQueryLoad.do?method=load>

<http://odg.de/>

<http://quickdic.org/>

[http://translate.google.com/translate\\_t#](http://translate.google.com/translate_t#)

<http://translator.ibes.org/start.htm>

<http://uebersetzer.abacho.de/uebersetzer.html>

<http://ultralingua.com/en/>

<http://www.deutsch-englisch.org/>

<http://www.dicdata.de/>

<http://www.dict.cc/>

<http://www.dict2.de/>

<http://www.eudict.com/index.php>

<http://www.onelook.com/>

<http://www.pons.de/>

<http://www.student-online.net/woerterbuch.shtml>

<http://www.wbuch.de/>

<http://www.websters-online-dictionary.org/definition/German-english/index230.html>

<http://www.webtranslate.de/>

<http://www.woerterbuch.info/>

<http://www.woerterbuch.tv/>

<http://www.wordreference.com/de/>

<http://www.woxikon.de/>

## APPENDIX 2: ABBREVIATIONS FOR SPECIAL BRANCHES

- admin.** for administration (*Verwaltung*)
- agr.** agriculture (*Landwirtschaft*)
- anat.** anatomy (*Anatomie*)
- arch.** architecture (*Architektur*)
- art.** arts (*Kunst*)
- astr.** astronomy (*Astronomie*)
- autom.** automotive industry (*Automobilbranche*)
- aviat.** aviation (*Luftfahrt*)
- bank.** banking and finance (*Bank- und Finanzwesen*)
- bot.** botany (*Botanik*)
- biol.** biology (*Biologie*)
- chem.** chemistry (*Chemie*)
- comm.** commerce (*Geschäftswelt*)
- comp.** computer science (*Informatik*)
- constr.** construction (*Bauwesen*)
- cook.** cookery (*Kochkunst*)
- econ.** economy (*Wirtschaft*)
- educ.** education (*Bildungswesen*)
- elec.** electricity (*Elektrizität*)
- engin.** engineering (*Ingenieurwesen*)
- env.** environment (*Umwelt*)
- finan.** finance (*Finanzwelt*)
- geog.** geography (*Geografie*)
- geol.** geology (*Geologie*)
- hist.** history (*Geschichte*)

- insur.** insurance (*Versicherungswesen*)
- law** law (*Jura/Recht*)
- ling.** linguistics (*Sprachwissenschaften*)
- lit.** literature (*Literatur*)
- math.** mathematics (*Mathematik*)
- med.** medicine (*Medizin*)
- meteo.** meteorology (*Meteorologie*)
- metr.** metrology (*Metrologie - Lehre vom Messen*)
- mil.** military (*Militär*)
- min.** mineralogy (*Mineralogie*)
- mus.** music (*Musik*)
- myth.** mythology (*Mythologie*)
- naut.** nautical science (*Nautik*)
- pack.** packing (industry) (*Verpackung*)
- pharm.** pharmacy (*Pharmazie*)
- philos.** philosophy (*Philosophie*)
- phot.** photography (*Fotografie*)
- phys.** physics (*Physik*)
- physiol.** physiology (*Physiologie*)
- pol.** politics (*Politik*)
- print.** printing (*Druckwesen*)
- psych.** psychology (*Psychologie*)
- pub.** publishing (*Verlagswesen*)
- rel.** religion (*Religion*)
- sociol.** sociology (*Soziologie*)
- sport.** sports (*Sport*)

**tech.** technology (*Technik*)

**telecom.** telecommunication (*Telekommunikation*)

**textil.** textiles (*Textilindustrie*)

**thea.** theatre (*Theater*)

**zool.** zoology (*Zoologie*)

## APPENDIX 3: QUESTIONNAIRE

### 1. Welche der folgenden zweisprachigen DEUTSCH-ENGLISCH / ENGLISCH-DEUTSCH Online-Wörterbücher kennen Sie:

- 1 dict.cc
- 2 dict.uni-leipzig.de
- 3 leo.org
- 4 pons.de
- 5 woerterbuch.info
- 6 Sonstige:

### 2. Welche der folgenden zweisprachigen DEUTSCH-ENGLISCH / ENGLISCH-DEUTSCH Online-Wörterbücher nutzen Sie und wie oft:

- |                       | sehr oft | oft | manchmal | selten | nie |
|-----------------------|----------|-----|----------|--------|-----|
| 1 dict.cc             |          |     |          |        |     |
| 2 dict.uni-leipzig.de |          |     |          |        |     |
| 3 leo.org             |          |     |          |        |     |
| 4 pons.de             |          |     |          |        |     |
| 5 woerterbuch.info    |          |     |          |        |     |
| 6 Sonstige:           |          |     |          |        |     |

### 3. Welche Aussage trifft am ehesten auf Sie zu:

- a) Ich benutze das traditionelle gedruckte Wörterbuch.
- b) Ich benutze Online-Wörterbücher.
- c) Ich benutze beides.

### 4.1 Warum benutzen Sie das traditionelle gedruckte Wörterbuch? (Bitte ankreuzen, Mehrfachnennung möglich) Es ist:

- 1 aktueller
- 2 ausführlicher
- 3 einfacher
- 4 schneller
- 5 übersichtlicher
- 6 verlässlicher
- 7 Ich nutze kaum Internet.
- 8 Sonstige:

### 4.2 Warum benutzen Sie das Online-Wörterbuch? (Bitte ankreuzen, Mehrfachnennung möglich) Es ist:

- 1 aktueller
- 2 ausführlicher
- 3 einfacher
- 4 kostenlos
- 5 schneller

- 6 übersichtlicher
- 7 verlässlicher
- 8 Ich nutze kaum Bücher.
- 9 Sonstige:

**5.1 Sind Sie mit den Suchergebnissen in traditionellen gedruckten Wörterbüchern zufrieden? Bitte begründen Sie Ihre Auswahl im dahinter stehenden Feld!**

- 1 Immer Grund:
- 2 sehr oft Grund:
- 3 oft Grund:
- 4 manchmal Grund:
- 5 selten Grund:
- 6 nie Grund:

**5.2 Sind Sie mit den Suchergebnissen in Online-Wörterbüchern zufrieden? Bitte begründen Sie Ihre Auswahl im dahinter stehenden Feld!**

- 1 immer Grund:
- 2 sehr oft Grund:
- 3 oft Grund:
- 4 manchmal Grund:
- 5 selten Grund:
- 6 nie Grund:

**6. Bitte übersetzen Sie in der folgenden Aussage das Wort "Stelle" ins Englische. Benutzen Sie dafür bitte die unten aufgeführte Auswahl und tragen Sie darunter die Übersetzung/en ein, die Ihrem Ermessen nach am passendsten ist/sind. Bitte begründen Sie anschließend Ihre Wahl.**

eine freie Stelle

appointment  
area  
body  
center  
digit  
figure  
job  
lieu  
location  
patch  
place  
point  
position  
post  
site  
situation  
spot



station  
stead  
prescribed position

- 1.
- 2.
- 3.

Grund:

1. Ich bin mir sicher, dass nur diese Übersetzung(en) korrekt ist/sind.
2. Ich bin mir nicht genau sicher, ich habe es schon einmal so gelesen oder gehört.
3. Ich glaube, dass die Wörter nach Relevanz und danach geordnet sind, wie oft sie gebraucht werden.
4. Das Wörterbuch enthält nicht die Übersetzung, die ich passend finde:
5. Ich weiß es nicht.
6. Sonstige Gründe:

**7. Bitte übersetzen Sie in der folgenden Aussage das Wort "Opfer" ins Englische. Benutzen Sie dafür bitte die unten aufgeführte Auswahl und tragen Sie darunter die Übersetzung/en ein, die Ihrem Ermessen nach am passendsten ist/sind. Bitte begründen Sie anschließend Ihre Wahl.**

ein verletztes Opfer

casualty  
immolation  
offering  
prey  
sacrifice  
victim

- 1.
- 2.
- 3.

Grund:

1. Ich bin mir sicher, dass nur diese Übersetzung(en) korrekt ist/sind.
2. Ich bin mir nicht genau sicher, ich habe es schon einmal so gelesen oder gehört.
3. Ich glaube, dass die Wörter nach Relevanz und danach geordnet sind, wie oft sie gebraucht werden.
4. Das Wörterbuch enthält nicht die Übersetzung, die ich passend finde:
5. Ich weiß es nicht.
6. Sonstige Gründe:

**8. Bitte übersetzen Sie in der folgenden Aussage das Wort "Einsatz" ins Englische. Benutzen Sie dafür bitte die unten aufgeführte Auswahl und tragen Sie darunter die Übersetzung/en ein, die Ihrem Ermessen nach am passendsten ist/sind. Bitte begründen Sie anschließend Ihre Wahl.**

ein erfolgreicher Einsatz  
adoption  
application (tech.)  
assignment  
cartridge (tech.)  
commitment  
cue (mus.)  
dedication  
deployment (mil.)  
element (tech.)  
exertion  
input  
insert (tech.)  
insertion  
inset  
liner (engin.)  
mission (mil.)  
operation (tech.)  
pool  
service  
sortie  
stake  
stakes  
tray  
use  
insert bit (tech.)

- 1.
- 2.
- 3.

Grund:

1. Ich bin mir sicher, dass nur diese Übersetzung(en) korrekt ist/sind.
2. Ich bin mir nicht genau sicher, ich habe es schon einmal so gelesen oder gehört.
3. Ich glaube, dass die Wörter nach Relevanz und danach geordnet sind, wie oft sie gebraucht werden.
4. Das Wörterbuch enthält nicht die Übersetzung, die ich passend finde:
5. Ich weiß es nicht.
6. Sonstige Gründe:

**9. Bitte übersetzen Sie in der folgenden Aussage das Wort "Muster" ins Englische. Benutzen Sie dafür bitte die unten aufgeführte Auswahl und tragen Sie darunter die Übersetzung/en ein, die Ihrem Ermessen nach am passendsten ist/sind. Bitte begründen Sie anschließend Ihre Wahl.**

ein interessantes Muster

archetype  
example  
exemplar  
model  
paradigm  
pattern  
pattern (textil.)  
prototype  
sample  
specimen (tech.)  
swatch

- 1.
- 2.
- 3.

Grund:

1. Ich bin mir sicher, dass nur diese Übersetzung(en) korrekt ist/sind.
2. Ich bin mir nicht genau sicher, ich habe es schon einmal so gelesen oder gehört.
3. Ich glaube, dass die Wörter nach Relevanz und danach geordnet sind, wie oft sie gebraucht werden.
4. Das Wörterbuch enthält nicht die Übersetzung, die ich passend finde:
5. Ich weiß es nicht.
6. Sonstige Gründe:

**10. Bitte übersetzen Sie in der folgenden Aussage das Wort "Kündigung" ins Englische. Benutzen Sie dafür bitte die unten aufgeführte Auswahl und tragen Sie darunter die Übersetzung/en ein, die Ihrem Ermessen nach am passendsten ist/sind. Bitte begründen Sie anschließend Ihre Wahl.**

eine fristgemäße Kündigung

abrogation  
cancellation  
denouncement  
denunciation  
dismissal  
layoff  
notice  
quit  
quitting  
redemption (finan.)

termination  
notice of cancellation  
notice of determination  
notice of termination  
notice of termination of a work contract  
written notice

- 1.
- 2.
- 3.

Grund:

1. Ich bin mir sicher, dass nur diese Übersetzung(en) korrekt ist/sind.
2. Ich bin mir nicht genau sicher, ich habe es schon einmal so gelesen oder gehört.
3. Ich glaube, dass die Wörter nach Relevanz und danach geordnet sind, wie oft sie gebraucht werden.
4. Das Wörterbuch enthält nicht die Übersetzung, die ich passend finde:
5. Ich weiß es nicht.
6. Sonstige Gründe:

### **11. Wie alt sind Sie?**

Alter:

### **12. Wie gut war Ihre Englischnote in der Schule?**

- 1 sehr gut
- 2 gut
- 3 befriedigend
- 4 ausreichend
- 5 mangelhaft
- 6 ungenügend

### **13. Waren Sie jemals im englischsprachigen Ausland? Wenn ja, wie lange?**

- 1 Ja = Dauer in Monaten:
- 2 Nein

## APPENDIX 4: DEUTSCHE ZUSAMMENFASSUNG

Die Magisterarbeit im Hauptfach Anglistik/Amerikanistik mit dem Titel "Zweisprachige Online-Wörterbücher – eine kritische Untersuchung" behandelt das Aufkommen von sogenannten Internetwörterbüchern, auch Hypermedia- oder Online-Wörterbücher genannt, welche aufgrund der rasanten Entwicklung im Bereich der Informations- und Kommunikationstechnologie vermehrt genutzt werden und teilweise den Gebrauch des traditionellen Wörterbuches zum Blättern ersetzen, wie die Autorin vermutet.

Nach Untersuchung des Forschungsgegenstandes, Begriffsklärung und Erläuterung des aktuellen Forschungsstandes, gibt die Arbeit beginnend einen Überblick über Wörterbücher im Allgemeinen, ihre Definition und ihre Typen. Nachstehend werden die Vor- und Nachteile beider Formen von Wörterbüchern, was die Makrostruktur, das heißt die Anzahl, Auswahl und Anordnung der Wörterbucheinträge, und die Mikrostruktur, nämlich Informationen innerhalb des Eintrages, z.B. Abkürzungen oder Beispiele, einschließt, untersucht.

Folgend werden drei ausgewählte Online-Wörterbücher, d.h. leo.org, dict.cc und pons.eu in Hinblick auf Aufbau, Struktur, Stichproben, und Vor- und Nachteile untersucht, wobei sich diese untereinander in der Form unterscheiden. Leo.org ist ein von einer Universität erstelltes Internetwörterbuch, dict.cc ist ein privat angebotenes und letzteres stellt ein zusätzlich Angebot eines großen Verlages dar. Weiterhin wurden diese drei Internetwörterbücher ausgewählt, weil die Autorin von der Annahme ausgeht, dass diese, insbesondere leo.org, die bekanntesten sind. Anschließend wird die im September 2008 durchgeführte Umfrage unter 550 Studenten an der TU Chemnitz methodisch vorgestellt und ausgewertet. Die Arbeit schließt mit Verbesserungsvorschlägen, welche durch Angabe von Fachgebieten wie [tech.] für Technik oder [biol.] für Biologie, Einbezug von Korpora, d.h. Bereitstellung von Beispielsätzen aus einer umfassenden Sammlung von Texten aller Art, Angabe von Kontext oder Kombination aller drei Möglichkeiten realisiert werden kann.

Die Autorin erstellt die Hypothese, dass Online-Wörterbücher heutzutage mehr genutzt werden als die traditionellen gedruckten Wörterbücher. Weiterhin

behauptet sie, dass Onlinewörterbücher aufgrund fehlender kontextueller Informationen oder nicht vorhandener Beispiele, kein befriedigendes Ergebnis liefern können, was es dem Nutzer oder Lerner erschwert, das richtige Wort in einer bestimmten Situation anzuwenden.

In der Einführung stellte die Autorin fest, dass kaum Forschung zur Materie Online Wörterbücher existiert. Somit besitzt dieses Thema eine hohe Relevanz, wie auch verschiedene Autoren feststellten. Die Auswahl der Problemstellung basierte größtenteils auf persönlichen Motiven der Verfasserin, da sie aufgrund ihrer Arbeit als Lehrerin und Übersetzerin jeden Tag Internet Wörterbücher konsultiert.

In Kapitel zwei wurden Vor- und Nachteile von gedruckten Wörterbüchern auf der einen Seite und von Internet basierten auf der anderen untersucht mit Einbeziehung von weiterführenden Ideen und Verbesserungsvorschlägen. Erstere weisen klare Vorteile im Bereich Verfügbarkeit und eindeutige Nachteile in Hinblick auf den Preis auf. Als Alternativen wurden E-books vorgeschlagen. In Online Wörterbücher hingegen können Aspekte wie Multimedialität einbezogen werden. Dies erlaubt vor allem die Berücksichtigung von kulturellen Unterschieden, welche in Form von Graphiken und Audio- oder Videodateien dargestellt werden können.

Wie in Kapitel drei der Arbeit analysiert, bieten leo.org und dicct.cc eine große Anzahl an Übersetzungen, was als besonderes Defizit bei pons.eu kritisiert werden kann. Unter den drei getesteten verfügbaren Internet Wörterbüchern überzeugte vor allem dict.cc durch seine hohe Anzahl an Einträgen, seine gute Überschaubarkeit und überzeugende Benutzerfreundlichkeit aufgrund vieler Informationen und Erklärungen zur Benutzung des Online Wörterbuches. Pons.eu überzeugte mit Darstellung der verschiedenen Bedeutungen eines Wortes, welche durch Anwendung von römischen und arabischen Ziffern wie in gedruckten Wörterbüchern umgesetzt wurde und enttäuschte mit hoher Präsenz von Werbeanzeige, die keinen Bezug zum Thema aufweisen und den Nutzer ablenken.

Ergebnisse der in Kapitel vier vorgestellten Umfrage, die in Form eines Fragebogens durchgeführt wurde, zeigten, dass die Annahmen der Autorin größtenteils bestätigt werden konnten. Die Frage nach der Bekanntheit

ausgewählter Wörterbücher ergab, dass leo.org, dict.cc und pons.eu zu den bekanntesten gehören und außer letzterem auch am häufigsten konsultiert werden. Außerdem wurde Beolingus, das Wörterbuch der TU Chemnitz, auffallend häufig durch die Teilnehmer genannt, welches aus Gründen der Verzerrung nicht vorgegeben war. Weiterhin konnte anhand ausgewählter Beispiele, welche im Fragebogen übersetzt werden sollten und zu welchen die Teilnehmer Kommentare schreiben konnten, festgestellt werden, dass besonders leo.org zu wenige Zusammenhänge anbietet.

Die Autorin schließt mit dem Ausblick, dass Online Wörterbücher traditionelle Wörterbücher nicht ersetzen können und werden. Es ist jedoch zu beobachten, dass sich der Trend zu Angeboten zur Sprachübersetzung im Internet immer weiter entwickeln wird mit der Möglichkeit, dass der Kostenaspekt hinzukommt, da Qualität immer ihren Preis haben wird.



## Zentrales Prüfungsamt

(Anschrift: TU Chemnitz, 09107 Chemnitz)

### Eidesstattliche Erklärung \*

Name: Pecher	<b>Bitte Ausfüllhinweise beachten:</b> 1. Nur Block- oder Maschinenschrift verwenden.
Vorname: Janine	
geb. am: 27.08.1983	
Matr.-Nr.: 75639	

Ich erkläre an Eides statt, gegenüber der Technischen Universität Chemnitz, dass ich die vorliegende Magisterarbeit selbstständig und ohne Benutzung anderer als der angegebenen Quellen und Hilfsmittel angefertigt habe.

Die vorliegende Arbeit ist frei von Plagiaten. Alle Ausführungen, die wörtlich oder inhaltlich aus anderen Schriften entnommen sind, habe ich als solche kenntlich gemacht.

Diese Arbeit wurde in gleicher oder ähnlicher Form noch bei keinem anderen Prüfer als Prüfungsleistung eingereicht und ist auch noch nicht veröffentlicht.

Datum: 09.01.2009

Unterschrift: .....

Pecher