

General.

In this little manual we talk about two things:

1. How does the dictionary work technically?
2. How can we work didactically with the dictionary?

1. How does the dictionary work technically?

Our dictionary is ready and can be used in the languages of all participants. Two brief manuals are also delivered, making our work with the dictionary more comfortable.

- a. *Brief manual for the teacher.* . All essential features are present here like: constructing a dictionary, adding pupils, adding teachers and more. The digital dictionary can be used individual, with a small group, a class or larger unit.
- b. *Brief manual for the pupil.* All elementary features are explained here.

To make sure that children can pronounce their words while recording, you need a microphone and a box. Very often they are already integrated in the computer. Newest computer have the whole set integrated: microphone, box, webcam.

Every project partner has, already in Seinajoki, received a *user name* and a *password*. This gives an access at the teacher level. Pupils and single groups have another account, without the teacher features.

User name: Seinajoki.your first name

Password: test

Of course the password can be changed (see manual)

In case of trouble please contact:

j.bronkhorst@taalonderwijs.nl or a.vanderbeek@taalonderwijs.nl

2. How can we work didactically with the dictionary?

How to start?

In order to get a clear picture of the program it is a good idea to practice for yourself, before starting. Check if you can do the following things with the dictionary:

Actions: I am able to	Yes
Create a dictionary	
Enter new words in a dictionary	
Add a picture to the dictionary	
Add links to the dictionary	
Add movies to the dictionary	

Remove a dictionary	
Add new pupils	
Add new teachers	
Search in the dictionary	
Search a specific word in a dictionary	
Search a specific pupil	

If you are able to do all this, it's time to go to school with the dictionary. An important decision is how you want to work with the dictionary:

- Individually: each child gets its own dictionary
- Group: a group of children work together in a dictionary

In both cases is the amount of children important. How many individual dictionaries will be made? How large is the group? Are there more groups?

When there are too many individual dictionaries it is difficult for a teacher to have an actual overview of all of them. Special techniques are requested then.

Getting on in practice.

During the first phase of our work we start to make a dictionary in our mother tongue language of school language. Children have the opportunity to enter that word in other languages they are familiar with.

Children first learn to enter words in their dictionary and fill it. Many children are already familiar with the computer, others not or hardly. Starting from a group instruction is often very efficient. It can be prepared by the teacher, for instance movies, pictures, sounds can be introduced and tested before starting. By doing so the teacher does not lose time by searching, little mistakes and waiting at the computer. Using the manual for pupils is also possible.

Questions in this phase arise like:

- Who decides what words are entered in the dictionary? The teacher? The pupils? Both?
- Will the dictionary be used in combination with a specific method? Which one?
- Will the dictionary be used independent or in combination with for instance writing texts in English lessons or in combination with other lessons?
- How often can be worked with the dictionary? Are the sufficient computers available?
- Where will we work? In school? At home? Both?
- Are parents allowed to cooperate?
- Is there a presentation where the words will be showed to the group? This could also be done for training purposes.
- Who is allowed to read and write in what dictionary? For instance: in a class five groups from four pupils share a dictionary. Each group has access to her own dictionary but not to that of the others.

When the words have been entered in the dictionary other questions arise, like:

- What criteria will be used during our work? For instance: no mistakes in spelling, good writing performance, completeness of entries, degree of abstraction of the entries, length of the definition.
- Do we use techniques like verification and falsification? What does that mean for the definition construction?
- What metacognitive processes can be observed in written and oral language use, for instance analysis, synthesis, and evaluation (according to Bloom/Anderson: Higher Order Thinking Skills (HOTS))?
- Vocabulary: how large is the vocabulary? Can deeper understanding from words be observed?
- How is evaluation arranged? Is there already a positive effect for teachers and pupils observable?

Finally there are questions that should be answered in the VISEUS project, like:

- Are children, working cooperative, able to define words using partly foreign languages?
- How is the relationship between words and texts? (Visavis environment) ?
- How are teachers and children actually using the dictionary in daily practice?
- How is the didactical procedure by working cooperative with the dictionary? Spontaneous? Organized? When organized: what procedure is followed?
- How are groups working together?
- Is it motivating for pupils to make an entry for the European dictionary?
- What conclusions can we draw with regard to the didactics of vocabulary learning from children?

Starting from November 2008 each school has, within the Viseus project framework, access to the European dictionary. After the project the school can keep this entry and continue working within the European framework.