Electronic Dictionaries

News Flash!!! News Flash!!!

All Junior High and High School students may now use the electronic dictionary on the Bagrut examination. Beginning in September 2017, all students from 7th grade and up, are permitted to use electronic dictionaries; their use is no longer limited to students diagnosed as having learning disabilities.

Table of Contents

What does it really mean?

⇒ When teachers give permission to students to use dictionary on a test or a quiz, all students may use an electronic dictionary instead of a traditional paper dictionary, OR in addition to the paper dictionary. For example – teachers should **decide whether to allow dictionary use** during vocabulary quizzes – considering that it could defeat the purpose. On the other hand, you may want to have specific quizzes aimed at dictionary work in which case you would allow their use.

⇒ As with the regular dictionary, the electronic dictionary **does NOT replace the necessity of learning vocabulary**. It is a tool that can help ALL of our students during examinations and language tests, be more precise with their choice of vocabulary usage, OR when a student gets stuck retrieving the correct meaning of a word, the dictionary can remind or assist.

⇒ It takes less time to look up words with the electronic dictionary , than with the traditional dictionary, however, **it still takes time**, and it is of course terribly inefficient to look up many many many *words*.

⇒ Some students:
- do not trust their knowledge, and as a result look up words that they know
- look up words incorrectly
- look up all of the wrong words

⇒ The larger the automatic vocabulary the easier it is for our students, however, in many cases our students "'think" they know the meaning of the word, they do not look it up, and it turns out that they did not know the meaning. (soap- soup, salt- salad)

⇒ Students **MUST learn HOW** to use the electronic dictionary. Many students make terrible mistakes as a result of inappropriate use.

⇒ Teachers must teach students how to use both the paper AND the electronic dictionary.

⇒ Using a dictionary, ANY dictionary, is a skill- it must be taught and should be quizzed in some way as well.

We hope you find the following pages helpful in teaching your students how to use the dictionary efficiently and effectively as a tool as well as transitioning to this change.

Basic concepts for learning how to use a dictionary

⇒ *The better L1 is, the easier it is to use a dictionary.*

⇒ *Understanding parts of speech is THE KEY to correct dictionary use.*

⇒ *Knowing how to identify HOW to look up a word is very important- in other words it is vital to teach our students what letters must be removed in order to look up a word (when going from English to L1 or from L1 to English.*

⇒ *Practice makes better*

⇒ *Practice makes better, faster*

⇒ *It is a good idea to encourage our students to look up words that they do not know. The meaning of a word is not usually on the ceiling, the floor, the window of the door…. But it usually is in the dictionary- at least if we look for it the right way. Looking up words can help learn them.*

⇒ *It is of course important to teach our students, and then remind them often that by translating a word or two or three, it does not mean that the whole sentence was correctly understood.*

We have included examples of different kinds of errors that can befall those who do not use the dictionaries properly. They have been included in order to demonstrate how easy it is to make a mistake and choose the incorrect translation. Teaching our students how to avoid these pitfalls is a gift for life.

My suitcase is:

- o *liver*

- o *heavy*

- o *honor*

כבד
כבד
כבד
כבד
כבד אודה
כבד את אביך
כבד כמשמעות
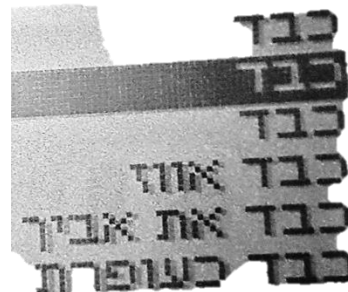
Remember

- *In order for our students to use this device effectively and efficiently they need to learn how to use it properly.*
- *As with the regular dictionary, in order for your students to use this tool efficiently, they need to be familiar with the electronic dictionary they have and know when and how to use it.*
- *The most important principle is PRACTICE!!Have your students bring their electronic dictionaries to your classes and work with them on reading comprehension tasks. Be available to assist and point out their mistakes.*
- *Your students will want to use their electronic dictionaries for writing tasks. This is a skill that also needs to be learnt and practiced. Your students need to be made aware that they cannot just type a Hebrew word into the electronic dictionary and then copy the translation into their writing task.*
- *Again, practice and awareness are the keys to success. Look at the picture below. How will your students know which option to choose?*

Suggestions

⇒ *Ask your school or parents committee to purchase a set of electronic dictionaries for your students to practice on.*

⇒ *These electronic dictionaries can also be used for students who cannot afford to buy their own.*

⇒ *Students are not permitted to use their phones during Bagrut or other exams so they should not use them to practice "as if" they are electronic dictionaries.*

⇒ *Your team and school may want to organize specific "partani" lessons where small groups of students can register to learn and practice using electronic dictionaries. In order to implement this suggestion, you would need to speak with your pedagogical administrator and receive back up and support before embarking on such an initiative.*

The Approved Dictionaries

To date, 4 electronic dictionaries have been approved. (Arabic electronic dictionaries will be added in the future.) We have collated as much information as possible about each one:

Oxford *לוני כהן – אוקספורד* *דגם XF7* *מספר אישור: 4388* *מחיר: 298 ש"ח*		*Website:http://www.lonisystems.co.il/* *User Manual:http://www.lonisystems.co.il/device-features/*
Babylon 1 *יהודה ברמן* *Texton Babylon 9222* *מספר אישור: 4462* *מחיר: 296 ש"ח*		*These 2 are basically the same dictionary – the only difference is their casing / design but all their functions are exactly the same* *Website:https://www.texton-babylon.co.il/*
Babylon 2 *יהודה ברמן* *Babylon plusTexton 9222* *מספר אישור: 4475* *מחיר: 296 ש"ח*		*User Manual:https://www.texton-babylon.co.il/video* *https://www.texton-babylon.co.il/blank-1*
Wizcommquicktionary Wizcomtech-TS *קוויקשנרי* *מספר אישור: 4480* *מחיר: 420 ש"ח*		*Website:https://www.wizcomtech.com/videos* *User Manual:https://www.wizcomtech.com/downloads/category/31-quicktionaryts?download=128:quicktionaryts-user-manual-hebrew*

Classroom Management Ground Rules

It is important to **set ground rules** for classroom management when working with electronic dictionaries in class. We recommend following these ground rules from the start of 7th grade. Here are some suggestions:

- *Students do not HAVE to bring digital dictionaries and can use paper versions instead.*
- *Allow students to share if they are sitting next to each other; do not allow them to pass their expensive digital dictionaries around the class.*
- *If you are spending time teaching your students to use digital dictionaries, make sure to provide alternative work for students who do not have digital dictionaries (the Ladders handbooks have many suggestions for working with paper dictionaries.)*
- *Make sure all students have set their e-dictionary sounds to silent; tell them to do this at home the day before. Students whose digital dictionaries are still beeping can get help from their classmates to switch off the beeping during the first 5 minutes of the activity. After this do not allow use of beeping digital dictionaries.*
- *Do not allow your students to use their phones instead of digital dictionaries; it is NOT the same thing and will not help them learn how to use their digital dictionaries. They will probably keep using them at home, but in class it is NOT permitted.*
- *Always remember to tell your students in advance when to bring dictionaries to class (both electronic and paper).We cannot expect them to have them with them all the time.*
- *The fact that digital dictionaries are now allowed on Bagrut examinations does not mean that students can always use them in class. School policy (it can be teacher, grade and class based) should be followed in this case. In general, digital dictionaries should only be allowed when you allow regular dictionaries and definitely not during vocabulary quizzes or classwork where the objective is to learn, practice, or be tested on the meanings of new or recycled words.*

Additional Tips

Naomi Epstein has posted some excellent tips in her Blog "Visualising Ideas":

- *MYTHS & TIPS: USING ELECTRONIC DICTIONARIES IN THE CLASSROOM – PART ONE http://visualisingideas.edublogs.org/2017/08/13/myths-tips-using-electronic-dictionaries-in-the-classroom-part-one/*

From there follow the links to parts 2, 3,4 and 5

In order for our students to be able to use the e dictionaries properly, it really is necessary for the teachers to know how to use them as well.

The students who know their native language better, will be able to use the e dictionary (the same is true for any dictionary) more efficiently and more correctly. That means that it is important to work on parts of speech, phrasal verbs, common chunks, identifying the root of the word that is being looked up, and practicing.

Many errors result from rushing, not reading the translation properly and not paying attention to the word in Hebrew that is being matched.

It is of VITAL importance to remember that there are students who do not trust their own knowledge or ability. As a result, they will look up every word in the dictionary, and will still not understand.

Looking up words and translating whole sentences are two different things, and attention must be given to practice that.

It is also very important to play with the e dictionaries. Putting word lists on the board, having competitions and playing games with them will make them more user-friendly and more accessible. In addition the more often the word is looked up, the more chance there is that the student will actually remember it.

A 10 hour in-service course on the use of electronic dictionaries, for Junior High and High School teachers, is available through CET – click here for additional details.

Introduction to Machine Translation and Artificial Intelligence

It is vital that your students understand that their electronic dictionary is a machine that has no intelligence whatsoever! A short discussion or activity around artificial intelligence could help them to remember this point.

You could try showing them "Eliza, the computerized psychologist". Project it on your board and have your students make suggestions what to write to her and see how she responds. Be sure to practice yourself first so that you are familiar with this tool. Eliza is available on many websites. Here are some of them:

http://www.manifestation.com/neurotoys/eliza.php3

http://cyberpsych.org/eliza/#.WZl9toiGNEY

http://psych.fullerton.edu/mbirnbaum/psych101/Eliza.htm

The important message in this demonstration is for your students to understand that this is a software program that does not UNDERSTAND anything and that their electronic dictionary also does not understand anything. It is simply a tool that can help them if they learn how to use it correctly and practice.

Another way of demonstrating this point to your students is by using Google Translate. *Use your projector for this task as well. Thanks to Gabi Reved for the following activity:*

Take a text in English and ask Google to translate it into Hebrew or Arabic.

The steps are:

⇒ *Save the machine translation next to the source text and compare*
⇒ *Note how many sentences make sense, how many are completely correct and how many are not.*
⇒ *Along with your students, offer a better or more correct translation.*
⇒ *Identify at least two words, phrasal verbs, or language chunks that have been translated in a way that is completely incorrect, OR in a way that confuses the reader even more.*
⇒ *Finally, ask your students to try to figure out why google mistranslated, or WHAT WENT WRONG?*

The most suitable texts to use are probably the ones your students have recently studied in their textbooks.

Ideas for practice tasks - different uses for electronic dictionaries

There are two very different uses for the electronic dictionaries; using them to understand the English in a reading task and using them to figure out how to write English (translating from mother tongue to English).

Using the e-dictionary to Translate from English in to L1

- *Using the electronic dictionary to translate or to look up the English definition of the word in L1 when writing or preparing for an oral presentation.*
- *Using the e-dictionary to translate from English to understand a reading task or questions.*

The dictionaries should be allowed for use in this case much in the same way that they are allowed for use in tests (Bagrut exams). For example, students should not use them when reading new texts from their text books where you have been working on the new vocabulary items and want them to practice and learn them.

This is very similar to using a paper dictionary and the Ladders handbooks have many suggested tasks and explanations of what to be aware of. You can reach the Ladders handbooks by following the Banner on the English Inspectorate site to the Ladders site.

The following excerpt from the Ladders handbook highlights the different aspects needed to focus on. All the strategies (except knowing the order of the letters of the alphabet) are still necessary. Instead of knowing the order of the letters, students need to know where the letters are on the e-dictionary keypad (QWERTY keyboard as in the keyboard for computers). You may want to recommend practice in this area to your students. There are many online programs to learn touch typing and become more familiar with the English letters on the keyboard and the key is practice. Your students need to practice at home if they want to learn to type words into their e-dictionary quickly. (This is not an issue for the students who have purchased the Wizcomm Quicktionary scanning e-dictionary)

Nation (2001) suggests a list of strategies that might be taught and tested in order to train learners in effective receptive dictionary use:

Get information from the context

Get information from where the word occurred. This includes:
   a. *deciding on the part of speech*
   b. *deciding if the word is an inflected or derived form that can be reduced to a base form*
   c. *guessing the general meaning of the word – hi , can we take out the word guessing…. It is not guessing , it is figuring out, thinking what it can be, guessing is rather arbitrary and we do not want this to be arbitrary*
   d. *deciding if the word is worth looking up by considering its relevance to the task and general usefulness*

Find the dictionary entry**.**

This includes:
* *knowing the order of the letters of the alphabet*
* *knowing the dictionary symbols for the different parts of speech*
* *knowing alternative places to search such as separate entries, sub-entries, word groups, derived forms, variant spellings and appendixes.*

Choosing the right sub-entry**.**

There may be a need to choose between different meanings and uses listed within the entry using information gained in step 1 above.

Relate the meaning to the context

Decide if it fits. The learner needs to adapt the meaning found in the dictionary to the context of the word in the text and check if the meaning fits the message of the text.
Nation, I.S.P. (2001). Learning Vocabulary in Another Language. Cambridge Applied Linguistics, Cambridge University Press.

Use Familiar Words

In general, a good guide is to tell the students NOT to choose a word that does not look or seem at least slightly familiar. Students have the tendency to choose words that seem bigger and better than the ones they know, and often that results in odd or funny results. – רוקד ושר *dance and minister When going from English to Hebrew there are other issues.*

First of all sometimes the plural form will appear and will be translated. Other times that is not the case. Thus, just like when teaching students how to use any dictionary attention must be paid regarding the s at the end of the word- plural nouns, singular verbs and possessives.

For example, the word "countries" does not have a translation, yet the words babies and wives do.

Students may look up words that are in the past tense such as

felt, left ,

and they may NOT remember that they are verbs in the past tense, OR they may NOT know them at all. It is important to remind students to ALWAYS look for something that relates to the verb. For example- The Oxford XF7 clearly states: past and 3rd form of the verb, other e dictionaries list the pp.

Capital letters

All of the electronic dictionaries are in capital letters thus, it is very important for the teachers, especially of the students in the lower level groups (Etgar, Ometz, and very challenged three pointers) and in junior high to make sure that all of the students know the capital letters. It is therefore necessary to practice matching words in lower case letters to words in capital letters, and doing the same with the e dictionaries.

15 letters are different and they are: A, B, D, E, G,H,I,J,L,M,N,Q,R,T,Y

Using the e-dictionary to translate from mother tongue to English

This skill is usually used for open questions and writing tasks.

The best way to teach this is by having your students look up and choose the best translations of words in their mother tongue. This document provides examples in Hebrew, with the hope that an Arabic-English e-dictionary will be available in the near future making it possible to add examples in Arabic as well.

> *Your students need to be aware of the limitations of using any dictionary for translating for the purpose of writing. An occasional word is OK if they know HOW to use the e-dictionary but it is always better to stick to what they know how to say in English when writing, especially when they are going to be graded for the writing.*

> *When translating from Hebrew into English keep the following in mind:*

Diacritics. (ניקוד)

Some of the e dictionaries have diacritics. (ניקוד)

For example- the word -סְפָרִים

The first word that appears is - סַפָּר barber

The second option is - סְפָר frontier/ border

The third option is - סֵפֶר book

Or when looking up the word דֶבֶר

The first translation is for - דֶבֶר - plague

It is very important for those students who know how to read with diacritics, to pay attention and to read the Hebrew translation very carefully.

Singular form

All words that are looked up must be in the singular form. Sometimes the e dictionary will understand the plural noun and will refer the user to the singular form סכינים- סכין knife -

Polysemy

A particularly challenging word is קוראים

The first meaning that appears is:	**desert partridge** קורא
The second one is:	**reader** קורא
If the student wants to say:	**is called** קוראים ל
	they will not find it

For example קוראים למקום תל אביב
A translation that has appeared on a Bagrut exam is:
Reader to place Tel Aviv

Especially if there are multiple meanings of the word for example

מראות *mirrors*

The dictionary will refer to the word מראה *(mar-eh) and not mar-ah - mirror*
*So, for example if the student wants to write-*הסרט מראה
The student may find the following translation:
The movie mirror (in other cases, where the student is less secure about his or her
own knowledge….. the possibilities are endless:
The ribbon mirror, to scratch mirror

Verbs

All verbs must be converted to בנין קל – עבר
הולך - הלך
הלכתי - הלך
For example if the word הלכתי *is looked up that way , the translation is:*
According to the Halacha

It is often important to work specifically on particular words, for example:
raise
*My father **raised** me to be a good person.*
*OR My father **is raising** me to be a good person.*
If the student looks up the word in בנין קל – עבר
The word that will appear is – raise גידל
However, if the student looks up the word- מגדל
The word that will appear is   tower or breeder or grower

Abbreviations and Parts of Speech

The students must practice to "keep looking" for the right word and NOT take the first one that pops up.

Teachers should teach and review the abbreviations and parts of speech chart that appear on the opening flap or guidelines of the e dictionary with the students.

In Hebrew there are many instances where single letters are added to the word-\שיש- becomes 'marble' instead of there is / there are

In some of the e dictionaries the כש appears with the correct translation.

There are words in Hebrew that are actually three or four words in English

Such as כשהייתי

כשהלכתי *There are NO options at all.*

Thus, it is important to work with the students on learning how to say these kinds of things in English and to stress, that while in Hebrew it might be ONE word, in English it can be three or four.

Expressions and phrasal verbs

When expressions and phrasal verbs are translated from English to Hebrew, the options are often very confusing. It is therefore important to practice CHOOSING the correct translation.

Below are some examples to practice with:

check - check in, check out, check up

come – come back, come in, come out, come on

take – take up, take over, take in, take turns

Examples

Here are some examples of what to look up in order to focus on the different issues and problems that could arise. (Thanks and credit to the Facebook group Funny Translations EFL Israel for providing many of these examples).

First and foremost, it is important for your students to understand that not everything in Hebrew can be translated into English. Read this article from The Jerusalem post for examples:

http://www.jpost.com/Israel-News/Culture/21-MORE-amazing-Hebrew-phrases-with-no-English-translations-500162

You can also find many examples in:

THE WORLD OF BLOOPER:
STUDENT GEMS COLLECTED BY BAGRUT MARKERS,
EDITED BARRY SILVERBERG SUMMER 08 MOWAIDE ALLEF

http://www.etni.org.il/etnirag/issue6/barry_silverberg.htm

Ask your students what the writer was trying to say in the following examples:

1) *Don't drive that way – do a **horseshoe / farce** and drive back!*
2) *The teacher hasn't yet given us the **substance** for the test next week.*
3) *If you see the horse **experience**, you have driven too far.*
4) *My uncle **domestic helps** me with my math.*
5) *Do you like **upside-down** coffee?*
6) *When I went to 7th grade, I moved from primary school to **brigade** school.*
7) *I **olive harvest** that you wanted to say something else.*
8) *At the end of the path there is an **ignorant** of water.*
9) *When I finish the army I want to study **seeing math**.*
10) *If he really feels bad you need to take him to the **sorting**.*

Discuss why they made these mistakes and what the correct word is and why. Your students can use their digital dictionaries to help them find the correct word. They should always use the cross-reference function to double check themselves (see below).

Cross check function

The cross – check function on the Babylon digital dictionaries - to the right of the screen	*The cross – check function on the Oxford e-dictionary - press the F2 button once you have looked up a word to cross check that word*

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