# Presentation

### IOW DICTIONARY IN THE CLASSROOM: USES & ACTIVITIES



How can **IOW dictionary** be used to develop **critical language awareness**, **critical thinking**, and **critical digital literacy,** and practice foreign languages (in particular EFL) in context and with a specific goal?
How can **IOW dictionary** be used as a tool for **Second Language Acquisition**, and to favour the **students' autonomous learning**, engaging them in the **research** of **words** and their **situated meanings**?
**IOW dictionary** can be profitably used in the **classroom** for **different purposes** and with **different modalities**, helping teachers to develop their **students' critical thinking** and **critical language skills** through **participatory activities**.

**IOW dictionary...**

- makes students reflect on how **words** can (re)produce **stigma**, **discrimination**, and **oppression** by **challenging**, **deflating**, and **subverting** predominant **discourses** on **Othering**
- engages students in **critical thinking** and promotes **intercultural approaches**
- enhances the **students' creativity**, involving them in the **research** or in the **production** of **creative materials** that can challenge, deflate, or subvert discriminatory words
- fosters **classroom interaction** and **critical language awareness** through participatory activities, whether by **discussing existing entries** or **collectively writing new ones**
- encourages the students' **curiosity** and **reflexivity,** inviting them to become **detectives** of **words** and their **situated meanings**, discovering how and why **words** are **mobilised** in **specific contexts** and **times** to suit specific **ideological** and **political agendas**
- helps students practice **in-depth research**, finding and comparing **different sources**, also promoting their **critical digital literacy** in order to **approach critically AI ready-made products**
- favours the **co-construction** of **bottom-up alternative knowledges**, making students aware of the **hegemonic structures** of **knowledge production**
- promotes the **students' egagement** with **languages**, **Critical Discourse Analysis, translation**, **plurilingual perspectives**, and **multimodal materials**
- in the **EFL class**: motivates students to **practice English in-context** and with a **specific goal;** it helps students realise how the encounter with **an-*other*** language is the main promoter of the **encount**er with ***otherness*** – meeting the **Other** and meeting the **Self as Other**.

If you have any doubt or want to know more, please contact: paola.giorgis@iowdictionary.org

### WEBINARS AND IN-PERSON WORKSHOPS





We organise **webinars** (for min. 5 participants; groups of teachers and/or students) and **in-person workshops** to introduce IOW dictionary.

If interested, please write your name, surname, and email contact to: paola.giorgis@iowdictionary.org

In the meanwhile, we invite you to **navigate IOW website** to get a clearer idea of how **IOW is structured** and what it **offers,** and **to subscribe to the Newsletter** (https://www.iowdictionary.org/subscribe) to receive all info about new and forthcoming entries, as well as about call for papers, publications, events, etc.

**Take care** & **stay tuned!**