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## **1. Introduction.**

The tools for analysing help students to organize all the new things that they will learn about german language. Maybe they have seen them outside the classroom: maybe they have read a grammar book, asked a friend... With these tools students will make their own digital notebook. It has more advantages than a normal sheet of paper: first of all, it is really important for the students to learn. It can be seen in pdf format or in the internet. The following are the things that can be made at the main menu of the digital notebook:

## **2. Menu description**

The main menu has 3 columns: the left one is for writing things down, the one in the middle is for searching and organizing things, and the one in the right is for creating new fields.

### **2.1 Explanations**

The student can write down what is the category of something that he has learnt. There are five different categories:

- My words, to organize the words
- My grammar
- My communicative intentions, to organize the different aspects of the german language (words and grammar).
- My textual typologies, to specify the characteristics of the texts.
- My learning strategies, to think about the strategies when learning different things.

### **My words**

Words can be organised in four fields: substantives, verbs, adjectives and other words. Depending on the words you can choose different things such as gender, plural form... It is impossible to write down only a verb. The field substantive must also be filled, in order to prevent people to learning things isolated. The student writes all the possible combinations. The field other words can have lots of purposes, such as writing compounds.

How to work with my words. First, you must choose the thematic field. If you don't find the field that you are searching for, you can create a new one. After doing that you can choose a dictionary. In other fields the student can relate the words with grammar, communicative intention and textual typology. This way, the student will always have all under control, and learning German will be a lot easier because he isn't merely creating a list of words.

### **My grammar**

The templates of my grammar are more complex and diverse, because they are designed taking several things into account. Like in my words, here we have some blank templates to organize all the things learnt. There is also a drop-down menu in which the student can choose the grammar that he wants to learn. Like in thematic fields, you can modify the grammar in the main menu. In this case, only two templates will appear: the template with the exclamation sign to write down whatever you want to remember and the template "Siehe auch" (see also) to put in relation the grammar with other things. You can write down a lot of info there, there is no limit. You can make them bigger if you click on the right side.

### **How to use daf-collage**

Relating to grammar:

### **General questions**

There are not too much tables. However, there exist some students that love having tables, so students can choose if they want to use a table or a sheet to write down things.

### **Related to grammar**

PRONOMEN (pronouns) and ARTIKELWÖRTER (articles) are in different places. This makes them easier to study. We also differentiate INTERROGATIVPRONOMEN and INTERROGATIVARTIKEL. There are three tables in INTERROGATIVPRONOMEN (Wer and Was, welche, was für eine). Verbs are classified taking into account if they are regular or not. There are SCHWACHE VERBEN (regular), STARKE VERBEN (irregular) and GEMISCHTE VERBEN (with some irregularities).

### **My communicative intentions**

This will be very modified by the student. In Mittel the student can write down an example, for example *bei* inside *condition*: in Theoretische Beschreibung he could write down that it is a preposition, in Beispiel he could write down an example and in Siehe auch he could write other things, for example "see prepositions at the grammar section".

## **My textual typologies**

Like in communicative intentions, depending on the user this section will be more or less used. This section is really useful for a translator or an interpreter. It can be modified.

## **My learning strategies**

First of all, you have to create an activity. It is better to write down some numbers to organize this section, because it is only a sheet of paper, and it will be easier to find things.

## **Searching and organising**

The column in the middle has four different fields: search, show list, copy in pdf and help.

### **Search**

Here you will find a search field and you can search term by word, thematic field, grammar, communicative intention and textual typology. On the right side you will find the delete and edit buttons.

You can also search by alphabetical order, thematic fields, communicative intention, grammar or textual typology. You will see the connections between all the words. In this method, all is related, which is the best for learning german.

### **See lists**

Here you can see which fields exist.

### **Pdf copy**

Maybe you can use your digital notebook without using a computer. If that is the case you can have a pdf copy that you can print.

## **Creating new fields**

On the right column of the main menu you can create new fields for the five categories.

### **How to create a new main field**

You have to go to new thematic field/new grammar/new communicative intention/ new text type/new activity to give a name. In learning strategies there is no order.

### **How to create a field inside the main field**

Choose the main field and then write the new name of the subfield under.

### **How to delete a field**

Select the field, click in delete and the in save changes. If you are in learning strategies you have to choose delete an activity, then delete and then save changes.

### **Languages available**

The programme is available in Spanish, English, Polish and German. In the future there will be more languages available. The names of the different grammar aspects have been maintained in German because we think that it is better and does not confound people with the grammar aspects of their own languages.

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