UNIT: 4. METHODS OF TEACHING WORDS, CONSULTATION AND USES OF DICTIONARY AND ENCYCLOPEDIA AND JOURNALS

Structure

4.1. Introduction

4.2. Objectives

4.3. Methods of teaching words (vocabulary)

   4.3.1. Principles of Learning Words
   4.3.2. Techniques of teaching new words
   4.3.3. Teaching of new words at junior stage
   4.3.4. Teaching of New Words at Senior Stage

4.4. Consultation and uses of dictionary

   4.4.1. Dictionary work
   4.4.2. Use of Dictionary
   4.4.3. Incorrect use of a dictionary

4.5 Consultation and uses of Encyclopaedia

   4.5.1. Difference between Encyclopaedia and Dictionaries

4.6. Consultation and uses of Journals

4.7. Let us sum up

4.8. Questions for reflection

4.9. Answers of check your progress

4.10. References and Suggested reading

---

4.1. Introduction

In previous unit we discussed about some approaches used in teaching of English such as structural approach, situational approach, communicative approach and constructive approach and how this method can be utilized in different classroom situations. We also discussed about the merits and demerits of these approaches.
In the present unit we will be discussing about the methods of teaching words or vocabulary and also how to consult and use dictionaries, encyclopedia and journals to learn second language.

4.2. Objectives

After going through this unit you will be able to know

- different methods of teaching words;
- different ways to teach dictionary consultation and use it in right way;
- teach the students how to consult encyclopedia and journals;

4.3. Methods of teaching words (vocabulary)

Words are the vehicles of ideas and thoughts. Words are very important means to express our thoughts and feeling, either in spoken or written form. The more words, one have at one's disposal, the better quicker and more accurate one will become in one's ideas and expression. Teaching of words begins from the first day of school and continues throughout one's academic career. English language has its own set of principles. If a student has a large vocabulary only then he can read with speed and comprehension and prepare notes on the material studied by him. One can make use of at least 3000 words while speaking and writing. But while reading and listening, a vocabulary of not less than 7000 words is needed. Thoughts are impossible without words. In fact words are the essential tools in our daily conversation and rise in our life, in whatever sphere we may have been placed.

Sokmen (1997) states that word (vocabulary) teaching was based on a top-down, naturalistic, and communicative approach which emphasized implicit and incidental learning of vocabulary. Inferring from the context and guessing are considered to be implicit teaching. The implicit approach is commonly used in foreign language teaching classrooms. Teachers often encourage students to guess the meaning of the word by looking at the context where the words are located. A teacher can spend at least the last ten minutes in a period for vocabulary building beyond the syllabus. The students should note the meaning of new words immediately and understand the context. In this way, their vocabulary will become a great source for their future. Memorizing is a traditional and boring method for students. An English teacher should use creative techniques to imbibe new words with interactive activities.
4.3.1. Principles of Learning Words

There are five main principles of learning words: 1. listening - Hearing precedes speaking. The listener hears the sound and watches the movements of the lips of the speaker. A deaf child is also dumb. Such children cannot listen therefore they are unable to speak also. 2. The object or the action of sight - The object or the action must be done as the sound is made. 3. listening to sentences - The new words must be taught in a sentence-pattern or in a phrase-pattern because this will make the meaning and the sense of the word clear to the pupils. 4. Trial and practice - The child learns the words by writing them many times. Practice makes a man perfect. In the beginning, the child may use the word incorrectly. Here, the teacher has to play his role, eventually. The child will use the words correctly. 5. Speaking proceeds reading and writing - The child first learns to use the words in spoken language then he makes use of them in writing.

4.3.2. Techniques of teaching new words

There are two steps in teaching new words. These are

1. Presentation - The teacher can use any technique, while presenting the material. These techniques are - demonstration, verbal context association and visual technique. Demonstration technique includes showing of the actual objects or performing actions by the teacher as well as students. Verbal context means, giving definition or explanation of a word. Under association technique, the teacher tells the synonyms or antonyms of words or simply gives their meanings in mother-tongue. Visual technique includes pictures, charts and the material displayed on the flannel board etc. The teacher can use various methods also for teaching of vocabulary. Traditional method by means of role and memory. Translation Method where language teacher translates the word into mother tongue.

2. Practice - The students should be given adequate practice in the use of the words. They should be asked to use the words in sentences of their own. Students should be asked to solve some word exercises like fill in the gap etc. to have command of the new vocabulary items

4.3.3. Teaching of new words at junior stage

The teacher should keep the following points in mind, while explaining the meanings of words at the junior stage:
The teacher can explain the meaning by using words in suitable sentences. But illustrative sentences should be simple. For example - flower- The flowers in the garden.

The teacher may also take the help of maps, charts and pictures etc. for explaining the meanings of mountain, rivers, oceans etc.

The teacher should know how to draw a picture on the black-board. He can draw different sketches for example—a bird, tree, house, circle etc, can be easily drawn on the black-board.

The teacher should try to explain the meanings preferably, if possible, by showing various objects to the students. Many objects are available in the class itself. For example—table, chair, clock, mat, door, fan, chalk, etc.

The teacher can also perform certain actions. For instance reading, writing, walking, jumping, eating, drinking, sleeping etc.

The teacher can teach new words by creating appropriate situations. For instance-if the teacher wants to teach the meaning of tall, the teacher may present before the class the students of various heights and say with performing suitable actions that Aanya is four feet one inch tall while Kavita is four feet seven inches.

The teacher can teach vocabulary items with the help of word games. It is helpful in creating interest in learning new words among the students. Some of the word games like:

1. **Preparing a word dictionary** - The pupils should be encouraged to prepare their own dictionaries of words. This habit of preparing a dictionary will help the pupils to learn correct spelling and meanings.

2. **By re-arranging the jumbled letters** - A teacher should give easy words to re-arrange them at the junior level. For example: Aplep - Apple, Mta - Mat, Talbe - Table. etc.

3. **Pair the words** - The teacher gives certain words in List A and B and tasks the students to pair them.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elephant</td>
<td>study</td>
</tr>
<tr>
<td>Flowers</td>
<td>animal</td>
</tr>
<tr>
<td>Orange</td>
<td>colour</td>
</tr>
<tr>
<td>Books</td>
<td>sour</td>
</tr>
</tbody>
</table>
4. Odd man out - The teacher provides a list of words to the students for selecting out the most unsurprising word out of them. For example

(1) white, green, yellow, fat, red.
(2) legs, eyes, nose, chair, head, chin.

5. Opposite meanings words - The whole class may be divided into two groups. While a student of a group speaks a word, the student of the other group has to provide its opposite meaning word: antonym.

For example - wise-fool, tall-short etc.

4.3.4 Teaching of New Words at Senior Stage

There are various ways as follows of teaching the new words at the senior stage.

- Preparing a word list - Students should be asked to prepare a list of difficult words. This will help them in learning new words.

- The formation of words - Words are the fundamental units of composition. Words are the instruments by which one fashions and embodies one’s ideas. But the words cannot be said to have been learnt fully unless the students know its derivative and the various forms it is capable of assuming. A noun will have its adjective, verb, adverb and so on. In some cases it is possible to form a noun out of a verb but not an adjective. The pupils should therefore be taught how these various parts of speech are formed in order to master all the uses and forms of the words.

Pupils should be asked to build nouns from verbs, nouns from adjectives, verbs from nouns, adjectives from verbs or adjectives from nouns etc. The teacher should give some idea about suffixes and prefixes for word building. For example:

**Nouns from Adjectives**

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Noun</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>active</td>
<td>activity</td>
<td>—ity</td>
</tr>
<tr>
<td>busy</td>
<td>business</td>
<td>—ness</td>
</tr>
</tbody>
</table>

**Adjectives from nouns**

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjectives</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>joy</td>
<td>joyous</td>
<td>—ous</td>
</tr>
<tr>
<td>India</td>
<td>Indian</td>
<td>—n</td>
</tr>
</tbody>
</table>

**Verb from nouns**

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Noun form verb</th>
<th>Verbs from adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>blood</td>
<td>bleed</td>
<td>bathe</td>
<td>able</td>
</tr>
<tr>
<td></td>
<td></td>
<td>bath</td>
<td>enable</td>
</tr>
</tbody>
</table>
circle   encircle   give   gift   long   prolong

**Negative Prefixes**

un - unable, untrue, unlikely.

In - incomplete, inefficient, intolerant.

- Similarly the teacher may ask the students to prepare a list of words saying a particular suffix. For example:
  - ful—useful, needful, houseful.
  - ion—motion, obligation, redemption.
- The teacher may ask the students to prepare a list of similar words or synonyms, like:
  - Say—speak—talk—tell.
- The students may be asked to prepare a list of compound words. Compound words contains one common part. For instance:
  - madman, superman, gentleman, etc.
- **One word substitution** - In English there are many excellent words each of which express ideas of numerous words. The student may be made familiar with such useful words. For example:
  - (a) A person who loves his own country - patriot.
  - (b) Murder of one-self—suicide.
  - (c) One who depends upon another - dependent

**Check your progress**

**Note:** a) Write your answer in the space provided after each item.

b) Compare your answers with those given in the end of the unit.

1. What are the principles for learning words?

_______________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6
4.4. Consultation and uses of dictionary

4.4.1. Dictionary work

It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning. Gonzalez (1999) found that dictionary work was laborious but necessary, and students need to be taught practical use of the dictionary. Exploring dictionary entries can be one important and effective component of understanding a word deeply. The entries can also help students determine the precise meaning of understanding a word deeply. The entries can also help students determine the precise meaning of understanding a word deeply. The entries can also help students determine the precise meaning of understanding a word deeply. Allen (1983:82) perceives, ‘Dictionaries are passport to independence and see them as one of the student - centered learning activities’.

Nevertheless it is obvious that the dictionary can be an extremely useful learning resource, especially as it makes the learner more independent of the teacher. There is hardly any aspect of vocabulary work that the dictionary is not relevant to.

The exercises which follow are related to teaching students the proper use of the dictionary. Bilingual dictionaries are fairly straight forward to use, but there is a lot to be said for the use of monolingual dictionaries, from the point of view of encouraging students to think in the target language. There is now a choice of good monolingual dictionaries available at various levels of difficulty and specially written for the foreign learner.

The simplest exercises relate to checking on the tricky endings of some English words, such as those ending in -able/-ible, -ant/-ent, etc. One possibility is to give the

2. What are the various ways by which words are taught at junior stage?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
students a list of such words, some wrongly spelled and some correctly spelled. One might feel uneasy, however, about giving wrong examples in this area, where the learner is so prone to confusion anyway. A better alternative is to use a dictation exercise, where the target word is read out to the class in a brief context: 'A person who goes to another country in order to settle there is called an immigrant. Spell immigrant. 'After doing perhaps ten such words, students can then use their dictionaries to check their spelling of the target words.

Students should also be aware that dictionaries can help them with spelling problems. This can be a trickier procedure than checking pronunciation because if one is using a monolingual dictionary, it means that one has to be familiar with the various sound-symbol possibilities in English.

An English teacher should instruct a student to bring a handy dictionary and thesaurus every day. By using dictionary, every student can see the meaning and pronunciation. By using thesaurus, they come to know synonym, antonym and similar words. If they are able to write sentences with the new words, they can memorize them so easily. Bilingual dictionaries are more helpful in the beginning of vocabulary enhancement. Step by step, the students start to use English to English dictionaries. Visual dictionaries will make the learning process more effective.

4.4.2. Use of Dictionary

- The most basic skill in using a dictionary is to find the word or expression one is looking up. A standard exercise for beginners is arranging words which are out of alphabetical order. Another useful exercise is finding derived forms under another headword, e.g. pliancy may be found under pliant, or idioms under headword, e.g. in the nick of time may be listed under nick.

- Another basic use of the dictionary is to find out pronunciation. Most good dictionaries now use the International Phonetic Alphabet (IPA), or a variant of it, to indicate pronunciation. Students should familiarize themselves with it at some stage in their studies. A possible pair-work exercise is where students copy down phonetic equivalent of some words from the dictionary, which they exchange with their neighbours and then try to reconstruct the normal written forms of the words. Another pronunciation exercise is to give students lists of words where the English sound system can be confusing, e.g. words ending in-ough, such as cough or tough.
Example The letters *th* in English usually have two pronunciations that is either /θ/ or /ð/. Using your dictionary where necessary, put these words into two columns, according to whether they have the sound /θ/ or /ð/:

- bath
- bathe
- then
- theory
- theff
- through
- gather
- mathematics

Students should realize that the dictionary can also give them useful grammatical information, sometimes in a more accessible form than a standard reference grammar. They can therefore be given exercises which show them what kind of grammatical information they are likely to find in a dictionary: past tense, past participle and present participle forms; irregular plurals and comparatives or superlatives; and so on.

Examples: (1) Check up the following past tense forms in your dictionary and note which verbs they came from: bought, brought, understood, caught, lay.

Use your dictionary to find out the present participle (or -ing form) of the following verbs: travel, hop, brag, mail, exceed rob.

The most important use of the dictionary is to find out the meaning of words, and here the problem is that the learner has to choose the meaning appropriate to a given context when several meanings are defined. The most obvious exercise in this area is also the most useful and valid one. This is simply to take a passage and, after discussing its general sense, to give the students a list of words from it, the meanings of which have to be found from the dictionary. Students have to write out the correct appropriate definition or (if that is too time-consuming) simply to note the number of the appropriate definition. Answers can then be compared, either in group or class work.

The best dictionaries (although this is still probably more true of monolingual than bilingual dictionaries) contain ‘encyclopedic’ information which can be a very useful teaching aid. Thus some dictionaries have useful picture displays of musical instruments, parts of the human body, kinds of animals, stages in the life of an insect, themes (such as camping) and so on, which can be very useful for vocabulary and/or composition work. This is especially true of the picture dictionaries for beginners.
These useful dictionaries may take the form of illustrated scenes, usually colour, covering such topics as ‘the human body’ or ‘the kitchen. The items illustrated are related to word-lists below the pictures word-index at the back may give the pronunciation, and show where the word is illustrated.

4.4.3. Incorrect use of a dictionary

Some students are not aware of the most efficient way to use a dictionary. Others go to the other extreme and are over-conscious of the importance of checking individual words. Whenever they come across a new word in a passage, they will immediately stop and not proceed until they have checked it up in a dictionary. This can kill all interest and even interfere with comprehension because the reader is so concerned with the individual words that he is less aware of the context which gives them meaning. It also results in very slow and inefficient reading. Some learners, even in conversation, will stop to check up their bilingual dictionary for the word they need, instead of perhaps finding another way to express it or enlisting the help of the native speaker they may be talking to.

Check your progress

**Note:** a) Write your answer in the space provided after each item.

b) Compare your answers with those given in the end of the unit.

3. How can dictionary be used in improving pronunciation?

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

4. What is the incorrect use of dictionary?

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________
4.5 Consultation and uses of Encyclopaedia

An encyclopaedia is a comprehensive reference work containing article on a wide range of subject or a numerous aspect of a particular field usually arranged alphabetically. An encyclopaedia is a type of reference work holding a comprehensive summary of information from either all branches of knowledge or particular branch of knowledge. Encyclopaedias are divided into articles, which are usually accessed alphabetically by article name. Its entries are longer and more detailed than those in most dictionaries, which focus on linguistic information about words, it also focus on factual information concerning the subject for which the article is named.

The purpose of an encyclopaedia is to collect knowledge disseminated around the globe; to set forth its general system to the students with whom we live, and transmit it to those who will come after us, so that the work of preceding centuries will not become useless to the centuries to come; and so that our offspring, becoming better instructed, at the same time become more virtuous and happy.

Encyclopaedia is important in teaching most of the language skills to the students. Including dictionary skill other skills which student will develop are:

- reading skills directly using and adapting materials of the encyclopaedia of a different language level;
- listening comprehension skills on the basis of authentic sound texts of the encyclopaedia adapted by the teacher to the learning process;
- improve writing skills, answering to partners’ questions, participating in preparation of reports, compositions, other joint activity of partners;
- enlarge the vocabulary, both active and passive, of the current foreign language that reflects a certain stage of development of culture of people, social and a political system of a society;
- get acquainted with culture that includes speech etiquette, features of speech behavior of various people, traditions of the country;
- form steady motivation to English as Second Language learning.
4.5.1. Difference between Encyclopaedia and Dictionaries

There are some broad differences between encyclopaedias and dictionaries. Most noticeably, encyclopaedia articles are longer, fuller and more thorough than entries in most general-purpose dictionaries. There are differences in content as well. Generally speaking, dictionaries provide linguistic information about words themselves, while encyclopaedias focus more on the thing for which those words stand. Thus, while dictionary entries are inextricably fixed to the word described, encyclopaedia articles can be given a different entry name. As such, dictionary entries are not fully translatable into other languages, but encyclopaedia articles can be. In practice, however, the distinction is not concrete, as there is no clear-cut difference between factual, "encyclopaedic" information and linguistic information such as appears in dictionaries. Thus encyclopaedias may contain material that is also found in dictionaries, and vice versa. In particular, dictionary entries often contain factual information about the thing named by the word.

Check your progress

Note: a) Write your answer in the space provided after each item.

   b) Compare your answers with those given in the end of the unit.

5. How is encyclopaedia useful?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. What are the difference between encyclopaedia and dictionary?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
4.6. Consultation and uses of Journals

Consultation and use of journal while teaching words (vocabulary) is one of the important method where a teacher could inculcate in students a sense of selection of appropriate words while producing a piece of writing along with this it also enhances student ability to develop an understanding of specific words in a particular context. Understanding the genre of journalistic writing students could emphasize on the specific method of the writing. A journal is a scholarly publication containing articles written by researchers, professors and other experts. Journals focus on a specific discipline or field of study. Unlike newspapers and magazines, journals are intended for an academic or technical audience, not general readers. A journal has several related meaning it could be a record of events, a newspaper and other periodicals. In school context it could be a school magazine, annual report, daily magazine, comic, story book etc. Using this in the classroom teaching learning process teachers inculcate the habit of reading which indirectly develops student's vocabulary. The words in these journals or books help the child to correlate the knowledge which they possess about using the words. Reading more and more journal or magazines students learn the words and relate it contextually. Teaching words (vocabulary) using journal improves writing as well reading ability of the students, it sharpens student's senses etc.

Journals help in developing academic vocabulary among students. Using cross words puzzles, stories, games, prose, poetry as well as drama in from journals,magazines etc teacher develops various others faculties of the students like logical thinking, creativity, their reading ability along with these students learns to corelate the events with their day today activities. There are various books on building vocabulary available in most bookstores. Teacher should encourage students to present books among friends on birthdays will help the students to improve reading habits. Sunday newspaper contains versatile information. A language teacher should create an interest to read Sunday newspapers and make them share what they have read. An English teacher should update to use her/his language skills with the aid of modern technology and internet. A well-versed vocabulary will enable a student to perform well in class discussions, to read general books faster and to shine in various fields. An English teacher should insist a student to develop a habit of reading for pleasure. Reading beyond text books make a student versatile in all fields. A student should know multiple
features of a word. If students learn a new word, they should know its parts of speech, pronunciation, synonyms, antonyms, related words and example sentences using a new word. If they know in detail, they never make a mistake while applying this new word in their speaking and writing. An intelligent and well-rounded student will be consistent in learning vocabulary. An English teacher will induce the taste in reading fiction, short stories, biographies and English poetry. Students will select fiction and poetry according to their taste and age. If they become accustomed to read, they automatically start reading bulky novels and literature. An English teacher should make the students read “film reviews and book reviews” and prepare the students to write reviews about their favorite books and films. They will enjoy this activity. Keeping a small, handy note book in the pouch gives a great comfort to note new and catchy words immediately. An English teacher should imbibe the art of using right and exact word at the right time. An English teacher should teach euphemistic expressions like “He passed away” instead of using “He died”. Students should include idioms and figurative speech in writing than in speaking. Students while wasting their time in fruitless ways. An English teacher should introduce updated online English resources to the students. http://www.nytimes.com/learning/students/wordofday/, http://www.worldwidewords.org/index.htm, "http://www.theatlantic.com/language/ and http://home.earthlink.net/~ruthpett/safari/index.htm as they are the good resources for vocabulary improvement. An English teacher should evaluate his/her teaching methodology and improvise according to the latest technology. The teacher should also use digital dictionaries, encyclopaedia, books, and journals while teaching words in the classroom for better retention among students.

Check your progress

Note: a) Write your answer in the space provided after each item.

b) Compare your answers with those given in the end of the unit.

7. How can journal be useful in teaching words?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

14
4.7. Let us sum up

In teacher preparation programme, there is more attention to techniques for teaching vocabulary. One reason is this in many English classes, even where teachers have devoted much time to vocabulary teaching, the result is not up to the mark. Sometimes after months or even years of teaching English many of the words needed have never been learned. Thus various methods could be involved while teaching words (vocabulary) in classroom. Words (vocabulary) teaching becomes meaningful when it is done in context. A word gets its meaning from context. This awareness can be brought about by doing task based on dictionary work, encyclopaedia, journals etc. which will help learners learn and consolidate commonly used words, phrases, idioms and proverbs.

4.8. Questions for reflection

1. Was vocabulary teaching done extensively during your school days? What sort of exercises was used?

2. Go through the Sunday supplement of any English newspaper. Take atleast five vocabulary games from the children’s section. Describe how would you use them in school?

3. How can we encourage students to take more responsibility of their own vocabulary learning?

4. Why are some words easier than other words?
4.9. Answers of check your progress

1. Principles of learning words: 1. listening - Hearing precedes speaking. The listener hears the sound and watches the movements of the lips of the speaker. A deaf child is also dumb. Such children cannot listen therefore they are unable to speak also. 2. The object or the action of sight - The object or the action must be done as the sound is made. 3. listening to sentences - The new words must be taught in a sentence-pattern or in a phrase-pattern because this will make the meaning and the sense of the word clear to the pupils. 4. Trial and practice - The child learns the words by writing them many times. Practice makes a man perfect. In the beginning, the child may use the word incorrectly. Here, the teacher has to play his role, eventually. The child will use the words correctly. 5. Speaking proceeds reading and writing - The child first learns to use the words in spoken language then he makes use of them in writing.

2. The teacher can teach vocabulary items with the help of word games at junior level. Some of the word games like:

1. Preparing a word dictionary - The pupils should be encouraged to prepare their own dictionaries of words. This habit of preparing a dictionary will help the pupils to learn correct spelling and meanings.

2. By re-arranging the jumbled letters - A teacher should give easy words to re-arrange them at the junior level. For example: Aplep - Apple, Mta - Mat, Talbe - Table. etc.

3. Pair the words - The teacher gives certain words in List A and B and tasks the students to pair them.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elephant</td>
<td>study</td>
</tr>
<tr>
<td>Flowers</td>
<td>animal</td>
</tr>
<tr>
<td>Books</td>
<td>colour</td>
</tr>
</tbody>
</table>

4. Odd man out - The teacher provides a list of words to the students for selecting out the most unsimilar word out of them. For example

(1) white, green, yellow, fat, red.
5. **Opposite meanings words** - The whole class may be divided into two groups. While a student of a group speaks a word, the student of the other group has to provide its opposite meaning word: antonym. For example, wise—fool, tall—short etc.

3. Most of the dictionaries now use the International Phonetic Alphabet (IPA), or a variant of it, to indicate pronunciation. Students should familiarize themselves with it at some stage in their studies. A possible pair-work exercise is where students copy down phonetic equivalent of some words from the dictionary, which they exchange with their neighbours and then try to reconstruct the normal written forms of the words. Another pronunciation exercise is to give students lists of words where the English sound system can be confusing, e.g. words ending in-ough, such as cough or tough. Example: The letters *th* in English usually have two pronunciations that is either /θ/ or /ð/. Using your dictionary where necessary, put these words into two columns, according to whether they have the sound /θ/ or /ð/:

<table>
<thead>
<tr>
<th>bath</th>
<th>theft</th>
</tr>
</thead>
<tbody>
<tr>
<td>bathe</td>
<td>through</td>
</tr>
</tbody>
</table>

4. The incorrect use of dictionary is that some students are not aware of the most efficient way to use a dictionary. Others go to the other extreme and are over-conscious of the importance of checking individual words. Whenever they come across a new word in a passage, they will immediately stop and not proceed until they have checked it up in a dictionary. This can kill all interest and even interfere with comprehension because the reader is so concerned with the individual words that he is less aware of the context which gives them meaning.

5. Encyclopaedia is useful in developing reading skills directly using and adapting materials of the encyclopaedia of a different language level; listening comprehension skills on the basis of authentic sound texts of the encyclopaedia adapted by the teacher to the learning process; improve writing skills, answering to partners’ questions, participating in preparation of reports, compositions, other joint activity of partners.

6. There are some broad differences between encyclopaedias and dictionaries. Most noticeably, encyclopaedia articles are longer, fuller and more thorough than entries in most general-purpose dictionaries. There are differences in content as well. Generally speaking, dictionaries provide linguistic information about words themselves, while encyclopaedias focus more on the thing for which those words stand. Thus, while dictionary entries are
inextricably fixed to the word described, encyclopaedia articles can be given a different entry name. As such, dictionary entries are not fully translatable into other languages, but encyclopaedia articles can be.

7. A journal has several related meaning it could be a record of events, a newspaper and other periodicals. In school context it could be a school magazine, annual report, daily magazine, comic, story book etc. Using this in the classroom teaching learning process teachers inculcate the habit of reading which indirectly develops student's vocabulary. The words in these journals or books help the child to correlate the knowledge which they possess about using the words. Reading more and more journal or magazines students learn the words and relate it contextually. Teaching words (vocabulary) using journal improves writing as well reading ability of the students, it sharpens students senses etc.

4.10. References and Suggested reading

https://en.wikipedia.org/wiki/Audio-lingual_method
http://www.slideshare.net/sheilacheiii/tefl-the-audiolingual-method
https://www.youtube.com/watch?v=7qBq_mcrbC8
http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/10/10_chapter%203.pdf
http://www.businessdictionary.com/definition/encyclopedia.html#ixzz40VJJj4xQ