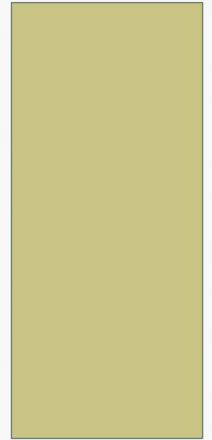


Using Dictionaries ~ Print and Digital to Aid in Learning

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Workshop Objectives

This workshop shares information on how to raise a student's awareness of dictionaries (print and digital) as an excellent learning resource. You will get your students searching for definitions for pronunciation, synonyms, phonetic use, and much more!

Use a Dictionary... Why?

- **Dictionaries, print or digital, contain valuable information**
- **Beginner to Advanced students clearly benefit with usage**
- **Soon after implementing dictionary use in your classroom, you will see:**
 - **How your students become more aware of the different ways in which dictionaries can positively affect their English language learning**
 - **The value of monolingual dictionaries as a learning resource**

Dictionaries – A Traditional Resource

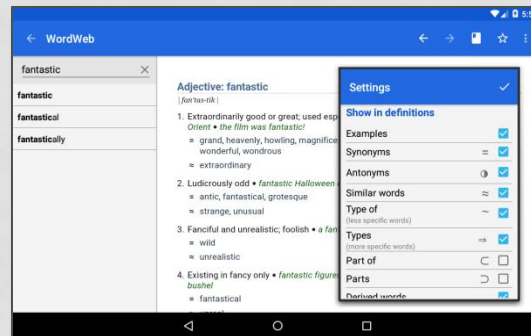
- Dictionaries are a basic resource in any study of language
- At first glance, the density of language in either the printed or the digital version may seem intimidating to some students
- As the teacher, we can use dictionaries to the student's advantage as they are a treasure store of information for teaching English as a Second Language
- Using dictionaries as a learning tool leads to:
 - Improved learner differentiation
 - Planning for and accommodating different student needs
 - Greater learner independence

Using Dictionaries as Lesson Content

- **Dictionaries offer input in a range of areas, to include:**
 - **Collocations (expressions that typically contain a word and just naturally sound right), e.g.:**
 - “Fast Food” vs. “Quick Food”
 - “A Quick Shower” vs. “A Fast Shower”
 - **Etymology (the background of the word)**
 - **How to use the word**
 - **Spelling (and alternatives)**
 - **Grammatical input**
 - **Meaning(s)**
 - **Part of speech (noun, verb, article, etc.)**
 - **Phonology to aid in pronunciation**
 - **Synonyms and antonyms (words of the same and opposite meanings)**

Dictionary Availability

- Dictionaries exist in many forms, in addition to printed dictionaries, most students use e-Dictionaries through convenient access with a Smartphone App
 - Dictionary.com
 - Dictionary and Thesaurus (Rated 4.5 Stars and Free)
 - Merriam-Webster Dictionary (Rated 3 Stars and Free)
 - WordWeb Dictionary (Rated 4.5 Stars and Free)
- Using our devices, let's evaluate each for ourselves!
- Find any others that will do the job just as well?



Lesson Content

- When students are aware of the different ways in which dictionaries can assist in their learning, they are more likely to use them in their own research rather than always consulting you
 - This skill allows an individual student to look up a point of interest without involving the rest of the class
 - This is good self-management skill that will likely continue outside of the classroom

Encourage and avail students time within the lesson to conduct their research, however; guessing meanings from context or other clues is also a very valid learning strategy, therefore; constant dictionary use may mean the students aren't listening to you or are focused on getting the answer right rather than the learning!

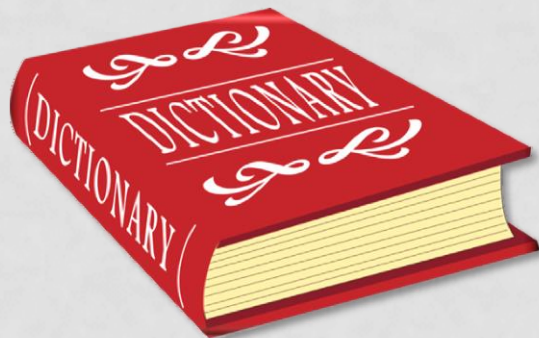


Lesson Content Practice Activity

- **Practice Activity: Ask concept-check questions after students use a dictionary to translate because otherwise you can't be sure that they have the right meaning**
 - ...There may be two to several meanings
- **Does the student have the right word?**
 - A spelling mistake could lead them to a different word entirely
 - EXAMPLES

Dictionary Use at All Levels

Dictionaries contain valuable language information and is a beneficial tool for students from beginner levels upwards



Beginner to Elementary Levels

- **Beginner to Elementary**

- At these levels, students tend to use translation dictionaries (e.g., Spanish-English, Chinese-English, etc.)
- Using English-English dictionaries will better familiarize students with the alphabet solely in English
 - Even closely related European languages omit certain letters and/or pronounce the letters differently

Practice Activity: Set up a True/False quiz in which students check simple definitions using a dictionary



Helpful
Tips

Pre-intermediate to Intermediate Levels

- **Pre-intermediate to Intermediate**
 - Use dictionary work to highlight ‘false friends’, which are the words that look the same as a word in the students’ first language, but have a different meaning in English
 - For example, speakers of Latin languages can compare ‘*sensible*’ and ‘*sensitive*’, which tends to be switched in meaning, and also, a good test is to find out why ‘*sympathetic*’ does not translate into ‘*simpatico*’

Practice Activity: Give students phrasal verbs and get them to mark each one as separable or inseparable. Many dictionaries show this by using ‘something’ or ‘someone’ to illustrate.

For example, *pick up* is entered as “*pick someone up*” (therefore separable), whereas, “*fed up with someone*” has the object at the end to show that it’s inseparable.



Upper-intermediate to Advanced Levels

- **Upper-intermediate to Advanced**
 - Have a writing session in which you plan an essay topic together
 - Use dictionaries and/or thesauruses to find synonyms so that students don't repeat themselves in their work

Practice Activity: Situate your students in teams, to play a game that will help them help improve their ability to define and explain vocabulary. The idea is to have one word and three definitions. Teams research the correct meaning and then offer very convincing true and false definitions. The classmates on the other teams have to guess which definition is correct.



...ON TO A LESSON PLAN

... THAT YOU CAN USE!

Lesson Overview

- **Time:** Approximately 1 hour
- **Materials:** A supply of English-English dictionaries.
 - Students will also need access to a set of sentences and a set of questions, which can be from worksheet or put on the board or screen
- **Objectives:** By the end of the lesson, students will have practiced using an English-English dictionary for lexical input and a pronunciation aid

Students will be more aware of the value of monolingual dictionaries as a learning resource!



Warm-Up Activity: Homophone & Phoneme Activity

- **Homophones:** Words that sound the same but are spelled differently and have different meanings
 - Examples: rose (flower) and rose (past tense of “rise”), or differently, such as carat, caret, and carrot, or to, two, and too.
- **Phonemes:** the perceptually distinct units of sound in a specified language that distinguish one word from another
 - Examples: p, b, d, and t in the English words pad, pat, bad, and bat.

This tool will aid your students in determining whether all the words in each group are pronounced in exactly the same way or not – our dictionary practice today will come in handy to practice searching for phonemes.



Phonemic Awareness



- Phonemic awareness is the most fine-grained level of phonological awareness. A phoneme is the smallest unit of sound that can change the meaning of a word, but a phoneme has no meaning itself. There are approximately 41 phonemes in spoken English, represented by the 26 letters of the alphabet singly or in combinations.
 - One letter may have more than one phoneme; for example, **the letter c has two phonemes: /k/ (as in cat) and /s/ (as in city).**
- Learners with phonemic awareness can hear that *bad* and *boy* begin with the same sound, /b/. They know from listening that *mad* and *bad* end with the same sound, /d/. They can substitute phonemes, for example, by changing the vowel in a word: *bed*, *bid*, *bod*, *bud*, *bead*, *bide*. They can rearrange phonemes; for example, they know that if you take the /b/ away from *bread* (or *bred*) you would be left with *red*.
- Phonological awareness, particularly at the phoneme level, is a gradual attainment that continues to develop as decoding skills develop: it is not an all-or-nothing concept. It is therefore important to find out just what a learner knows and can do, through careful assessment.

Source: <http://www.literacyandnumeracyforadults.com/resources/354513>

Vocabulary and Phonemes for Homophone Activity

In this activity, you will do the first one as an example: look up each word with the class and write the phonemes on the board. Afterwards, drill the pronunciation of each group to round off this activity.

1. You are not _____ to eat in the classroom. (allowed /ə'lauɪd/, aloud /ə'lauɪd/)
2. This morning I _____ eggs for breakfast. (eight /eɪt/, ate /et/)
3. The man has _____ very ill all week. (bean /be:n/, been /bi:n/)
4. The girl was stung by a _____ in the garden. (be ____, bee ____)
5. I _____ up balloons for the birthday party. (blew ____, blue ____,)
6. What color will you _____ your hair? (die ____, dye ____,)
7. To make pancakes you need _____, eggs and water. (flour ____, flower ____,)
8. On sports day I _____ everyone in the race. (beet ____, beat ____,)
9. The boy _____ all of the answers on the exam paper. (knew ____, new ____,)
10. Please can you help _____ me the cheese? (grate ____, great ____,)

Giving a Word a Thorough Examination!

Dictionary Race

• The Trouble with English Words...

I take it you already know
of *fough* and *bough* and *cough*
and *dough*?

• Others may stumble, but not you,
on *hiccough*, *thorough*, *slough*
and *through*.

• Well done! And now you wish, perhaps,
to learn of less familiar traps?

• Beware of *heard*, a dreadful word
that looks like *beard*
but sounds like *bird*.

• And *dead*.
It's said like *bed*, not *bead*.
For goodness sake,
don't call it *deed*!

• Watch out for *meat* and *great* and *threat*.
They rhyme with *suite*
and *straight*
and *debt*.

• A *moth* is not a moth in *mother*.
Nor *both* in *bother*;
broth, in *brother*.

• And *here* is not a match for *there*
Nor *dear* and *fear*
for *bear* and *pear*.

• And then there's *dose* and *rose* and *lose*.
Just look them up.
And *goose* and *choose*.

• And *cork* and *work* and *card* and *ward*,
And *font* and *front* and *word* and *sword*.

• And *do* and *go* and *thwart* and *cart*
Come, come, I've hardly made a start!

• A dreadful language? Man alive!
I'd mastered it when I was five!

Strange Words for Things

- **Gizmo**
- **Widget**
- **Thingy**
- **Whatsit**
- **WhatChaMaCallIt**

Extension Lesson Activities

- **Listing Abbreviations**
- **Creating Quizzes**
- **Nominating a Word of the Day**
- **E**

QUESTIONS?

... AND GOOD LUCK!