CHAPTER - V
TRY OUT

5.0 Introduction:

In the first and the second chapters of this dissertation, the researcher has focused on the point that in the present situation, the standard of our regional medium secondary school students has sharply declined in English. In a poor state like Orissa, the students confine themselves to their textbooks and classroom learning. They donot get a suitable bilingual pedagogic dictionary in the market. The researcher wanted to survey how many of them are aware of the utility of using a dictionary. Secondly, the researcher also wanted to tryout the dictionary under preparation on them to find out its usefulness and its shortcomings in order to modify the contents. So, the researcher contacted 50 students of class IX and X. In addition to those 50 students, the researcher also contacted 40 English teachers of different Oriya medium secondary schools. Similarly, the researcher also contacted 20 parents whose children were studying in secondary schools. An account of the habit formation of the students, the opinion of the teachers and guardians have been recorded in three different sub-chapters i.e. 5.0.2 and 5.0.3 (on the students), 5.1 (on the teachers and the guardians) of this section of the dissertation.

Tryout on the Students:

As the material (i.e. the bilingual pedagogic dictionary for the secondary learners of regional medium schools) is primarily concerned with the teaching of a reference skill to these young learners, the researcher tried it out on them. The
researcher contacted three headmasters separately for permission to use their classrooms and to spare students for the purpose but all of them had expressed their inability because they had to cover up the courses. Finding that one or two classes will not be sufficient for the purpose, the researcher had sought permission to utilise one room during holidays for the purpose but did not get any accommodation. So, the researcher had to make her own arrangements with some high school students.

**Arrangements with Two Groups:**

The researcher took two groups of students, 25 in each group for the purpose. One group was from different High Schools of Bhubaneswar and the other group constituted the students from Alanahat High School, Alanahat in Jagatsinghpur district and from Artatrana Bidyapitha, Gajarajpur, a village far off from the district town Jagatsinghpur, say 8 to 10 kilometres away.

**Tryout on the Urban Students:**

The researcher had to collect some students of the neighbourhood to get their views on the benefits of using a dictionary.

**A Get together:**

The researcher's first meeting with the students was not very rewarding because the researcher had not devised any systematic plan for the purpose. It was simply a get-together where the students expressed their views on dictionary use. The experience of the researcher was very disappointing at this first contact. Out of 25, ten said that they were using dictionaries. Of these ten, three were using *The New Dictionary: English-Oriya-English* compiled by S.Nath. Three others said that they were using *Ajanta's Advanced Learner's Dictionary: English-English-Oriya*. Four of their friends were using *Oxford Dictionary* (monolingual i.e.
English-English). The rest fifteen had no dictionary of their own. When supplied with dictionaries (both bilingual and monolingual) and asked to find out some letters alphabetically arranged, their performance was not satisfactory.

5.0.1 Preparation of a Set of Questions:

This experience with these students made the researcher prepare a set of exercises for them relating to their textbooks in English, the dictionary under preparation and the 'Work book' which is also a part of this dictionary. Fifteen questions are included in this Exercise which are given below:

5.0.2 Analysis of the Exercises:

The set includes fifteen questions.

Q.1 A set of words is given below. Arrange them in alphabetical order.

watching    sun    ground
horse       sport   conjurer
event       game    dance

Q.2 Say in which part of the dictionary you will come across the following words and before which letter, the first letter of the following words will appear in the Dictionary. You may consult a dictionary in case of difficulty.

The first one has been done for you. Cf. 'knees' appears in the middle part of the dictionary, 'K' letter appears before 'L' letter. So, the word 'knees' comes in the dictionary before 'L' letter.

(a) knees, calm, master, surprise, build, allow, wild.

Similarly, you can say which letter will appear in the dictionary before and after the first letter of the following words:
(b) calm, master, surprise.

So, in the first question, the students are asked to arrange the nine words given here in their alphabetical order. This question can test the familiarity of the students with the appearance of words in their alphabetical order in the dictionaries.

Second question gives some words and needs the students to find out the letters which come just before and after the first letter of these words. In the first bit of this question, one example has been given so that the task will be easier.

Q.3(i) 'Macedon was famous for its strong and swift horses' (P.1, Lesson 1. A Model English Reader, Book 1 for Class IX).

(a) find out the part of speech of the word ‘swift’ in the above sentence.

(b) give the meaning of the word ‘swift’ in the above sentence.

(ii) He kept talking to him in a soft voice. (P.4, Lesson 1, A Model English Reader, Book 1, for Class IX).

The word ‘soft’ has more than ten meanings. Find out from your dictionary the appropriate meaning of the word ‘soft’ in the above sentence.

The third question is divided into two bits. The first bit asks to name the part of speech of a particular word given in a sentence. It also needs the exact meaning of the word in the given sentence. Similarly, the second bit of this question asks to find out the appropriate meaning of a word ‘soft’ in the given sentence. The researcher has selected both the sentences from their English textbook meant for class IX students.
Q.4  Spelling notes

There are five meaningful words given in the Quiz. Insert the missing letters in the words to present them as completely meaningful words. Cf. The last word is 'teacher.' So, one word 'c' is missing there.

<table>
<thead>
<tr>
<th>w</th>
<th>i</th>
<th>s</th>
<th>p</th>
<th>e</th>
<th>r</th>
<th>e</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>e</td>
<td>a</td>
<td>t</td>
<td>u</td>
<td>r</td>
<td>e</td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>e</td>
<td>p</td>
<td>t</td>
<td>a</td>
<td>t</td>
<td>i</td>
<td>o</td>
</tr>
<tr>
<td>e</td>
<td>a</td>
<td>e</td>
<td>r</td>
<td>l</td>
<td>y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>n</td>
<td>g</td>
<td>r</td>
<td>l</td>
<td>y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>e</td>
<td>a</td>
<td>h</td>
<td>e</td>
<td>r</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question no. 4 needs the missing letters of different words in the quiz. All these four questions will lead the learners to a good dictionary.

Q.5  Give the masculine/feminine forms of the following words. One example has been given for you to make your task easier.

Cf. boy- girl

man –

God –

bear –

tiger –
dog –

father –
aunt –
Question no. 5 requires the learners to give the masculine and feminine forms of seven words. All these seven words have different types of opposite gender forms. One example is given for the guidance of the students.

Q.6 Find out the names of the animals from the names of their young ones stated below: One example is given for you.

Cf. a young bear/lion/fox is called a cub.

(a) The young of _____ is called a calf.
(b) The young of _____ is called a foal.
(c) The young of _____ is called a kitten.
(d) The young of _____ is called a puppy.

Question no. 6 needs the name of the animals from the names of their young ones. Here also one example has been given for better guidance.

Q.7 Supply the antonyms (opposite words) of the following words. One example has been given for you.

Cf. good – bad.

1) kind 2) lawful 3) lucky 4) necessary
5) knowingly 6) just 7) natural 8) pack
9) paid 10) pleasant 11) popular 12) brave

Question no. 7 requires the learners to supply the words having opposite meaning of the twelve given words. One example is also included here.

Q.8 Supply the comparative and superlative forms of the words given below:

good, comfortable, useful, dark, tall, bright, interested, bad, little, big.

Question no. 8 wants the learners to supply the comparative and superlative forms of ten given words.
Q.9  Give the simple past tense and past participle forms of the following verbs:

sit, show, run, build, take, swim, put, become, awake, beat, keep, know, leap, learn, make, use.

Question no. 9 tries to check the knowledge of the students about the past tense form of sixteen verb forms. The words are chosen carefully so that the learners will know about the irregular verb forms in the case of ‘put’, ‘swim’, ‘sit’, ‘beat’ etc.

Q.10  Give the meaning of the following words in English.

kidnap, key, kill, murder, execute, assassinate, suicide.

Question no.10 wants the learners to find out the correct meaning of the seven words. Out of these seven words, five words have similar meaning with a slight variation (cf. kill, murder, execute, assassinate, suicide). In the dictionary under preparation such notes are given (See P. 318 Chapter IV of this dissertation). In some monolingual dictionaries like Oxford Advanced Learner’s Dictionary, Longman’s Dictionary, Collins Cobuild English Dictionary etc, the learners can get the words along with their meanings. This question cannot be considered as a mere repetition of question no.3(i)(b) and 3(ii) because in the questions asked under Q.No.3 there was no variation. The questions given there were to lead the learners to the pages of a dictionary and to teach them how to get the proper meaning of words in the context. But in Q. no.10, they get a wider scope. So, question no.10 can be considered not as a mere extension of the earlier question but as the advanced form of learning.
Q.11 Give the plural forms of the following words. One example has been provided for you.

Cf. ruler –rulers.

sheep, deer, city, wife, man, scenery.

Question no.11 requires plural forms of six words. One example has been given for their guidance. The question has been set to test the word power of the students because some words like ‘sheep’ ‘deer’ do not undergo any change in their plural forms. Some words like ‘city’ ‘man’ appear different in plural forms.

Q.12 Find out which verbs in the following sentences are used in transitive forms and which verbs are intransitive ones.

1) Oriyas eat rice.
2) We eat thrice a day.
3) He speaks English well.
4) Our headmaster knows the rules.
5) My puppy sleeps always.
6) The soldiers fought bravely.

Question no.12 tests their grammatical knowledge regarding the transitive and intransitive use of a verb. The learners can also get information from a good dictionary about this transitive and intransitive use of a verb and can see some model sentences illustrating the grammatical rule.

Q.13 Give the adverb and noun forms of the following adjectives.

marvellous, occasional, official, psychological, searching, lawful, laughing.

In this question, the students are to find out the adverb forms and noun forms of some words.
Q.14 Try to pronounce the following words correctly and find out the difference between the sounds you produce while pronouncing some words like ‘air – hair – heir’.

i) keys, tiny, tour, cup, wish, card, part, post office, prefer, decay, defence, government, champion, natives, pull, pack.

ii) Swift-shift-gift
   Tame-lame-came
   Son-sun
   Wild-mild-killed
   Surely-purely
   Tame-fame
   Ride-hide
   Watch-match
   Care-stare
   Over-cover
   Air-hair-heir
   Hen-pen
   Bump-jump-pump
   Observe-preserve
   Bus-boss

Here the students will have to go to a dictionary to get the pronunciation of words. It is a problem area for our students and it needs more repetition for the reinforcement of learning. This question has been designed carefully to lead the
learners from pronunciation of single words to the pronunciation of two or three words which require slight variations in sound production from one to other.

Q.15 You can learn phrasal verbs from the following arrangements. The root word is put in a circle. Some phrasal verbs of the root words are drawn from your textbooks. Some others are added. Tell the meaning of all the phrasal verbs.

Figure No. 2

Figure No. 3
With (sb/sth)

out
on
ahead
over
after

look
up (Lesson 3, BK.1)
at
into
around
for

Down upon

Figure No. 4

With (sb/sth)

in (Lesson 8, BK.1)
by
for
through
out
on

live

Figure No. 5

talk

on
over
of
back
up

about (Lesson 3, BK.1)

Figure No. 6
Figure No. 7

- away
- about (Lesson 1, BK.1)
- towards (Lesson 5, BK.1)
- down
- against
- up

Figure No. 8

- out (Lesson 7, BK.1)
- at
- drive
- away
- off

Figure No. 9

- out
- up (Lesson 3, BK.1)
- give
- back
- over
- away
- in
The last question deals with phrasal verbs. They already know the meanings of some phrasal verbs like 'look after' 'look for' but they also need more and more practice. All these exercises are meant to test the knowledge of the pupils in grammar as well as in dictionary-use.

**Interaction with the Town Students:**

The researcher took four months consisting of nine sittings, each sitting comprising of three or three and half hours to teach the use of a dictionary and its utility to the students of Bhubaneswar. For the rural group, three terms of holidays i.e. Summer Vacation, Puja holidays and another Summer vacation were utilised.

The Students of Bhubaneswar living at Gada Gopinath Prasad got more rapport with the researcher and tryout on them was more frequent. Information regarding their class, their age, the name of their school are given below:
### Table No. 10

Information Regarding the Students of Bhubaneswar who were interacted by the Researcher.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Class</th>
<th>Age</th>
<th>Name of the school</th>
<th>No. of students</th>
<th>Boys/ girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class X</td>
<td>14</td>
<td>Gopinath Dev High School, Bhubaneswar</td>
<td>8</td>
<td>Girls</td>
</tr>
<tr>
<td>2</td>
<td>Class IX</td>
<td>13</td>
<td>Gopinath Dev High School, Bhubaneswar</td>
<td>6</td>
<td>Boys</td>
</tr>
<tr>
<td>3</td>
<td>Class IX</td>
<td>13</td>
<td>Govt. Boys High School, Unit-9, Bhubaneswar</td>
<td>4</td>
<td>Boys</td>
</tr>
<tr>
<td>4</td>
<td>Class X</td>
<td>14</td>
<td>Saraswati Vidya Mandir, Bhubaneswar</td>
<td>2</td>
<td>Boys</td>
</tr>
<tr>
<td>5</td>
<td>Class X</td>
<td>15</td>
<td>Brahman Jharilo High School</td>
<td>1</td>
<td>Boy</td>
</tr>
<tr>
<td>6</td>
<td>Class X</td>
<td>15</td>
<td>Balianta High School</td>
<td>1</td>
<td>Boy</td>
</tr>
<tr>
<td>7</td>
<td>Class IX</td>
<td>13</td>
<td>Govt. Girls High School, Unit-9, Bhubaneswar</td>
<td>3</td>
<td>Girls</td>
</tr>
</tbody>
</table>

From the table, it is seen that all the 25 students are between the age group of 13-15 belonging to either class IX or class X. Out of 25, 11 are girls and 14 boys.

**First Sitting with the Students:**

In the first sitting, they were asked first two questions of the exercises. Their first question was to arrange words in alphabetical order and then to find the letters...
which come before and after a letter that constitutes the first letter of a word. While arranging words, seven of them dropped the word ‘sun’ and five of them placed ‘sun’ before the word ‘sport’. Except this mistake, other words were arranged correctly. They got confused between the use of ‘before’ and ‘after’ while answering question no.2, eighteen students out of 25 committed this mistake. For example, instead of saying that ‘c’ in ‘calm’ comes after ‘b’ letter and before ‘d’ letter, these eighteen students wrote in the reverse order i.e. ‘c’ comes before ‘b’ letter and after ‘d’ letter but when their mother tongue i.e. Oriya was used, their answer was correct.

Second sitting with the Students:

After fifteen days there was another sitting. All the students were present. Their interest in picking up the skill of consulting a dictionary was obvious. This time five of them came with their own dictionaries. They were asked to answer the previous questions with some extra words added to them. The result was satisfactory. Excepting one, all the rest answered loudly and clearly. This time the third exercise was taken into account. Here they were asked to find out the correct part of speech of the word ‘swift’ in a sentence drawn from their textbook and the meaning of the same word in the context. Similarly, another sentence is given to them under this question and they were asked to give the correct meaning of the word ‘soft’ in the sentence. Out of 25, ten students (40%) gave correct answers but five of them (20%) answered saying that the word ‘swift’ was used as ‘noun’ in the context. Five others were of the opinion that ‘swift’ was used as adverb whereas three students (12%) expressed their views saying that the word was used as verb. Two students remained silent. They were asked to find out from a monolingual
dictionary or from the dictionary under preparation whether the use of the above word was indicated as a verb, adverb or noun. The ten students who had given correct answers explained the role of an adjective before a noun and convinced their friends. After this testing, some amount of teaching of the use of adjective in a sentence also took place. The learners were asked to find out the adjective forms of 'love', 'knot' and 'job' in the dictionary and make sentences using them and explain the meaning of the adjectival form in the sentence. Similarly, they were also asked to form the verb forms of 'love', 'kill', 'join' and to use them in sentences of their own. Finally they were asked to use the verb and adverb forms of the words like 'limp', 'live' in their own sentences and explain the role of a verb or adverb in the sentence. When the meaning of this word in the context was asked for, 20 students (80%) consulted the dictionary and gave correct answer after ten minutes. Four took a long time or rather preferred to remain silent. One of their friends said that the meaning of the word in the sentence was 'a bird like a swallow.' So, the researcher had to teach these five students who were unable to find the correct meaning of the word in the context for some time. We had to go to the dictionary under preparation to refer to some illustrative sentences and find out the correct meaning of a word in the sentence. After that the researcher wanted the learners to go to a monolingual dictionary and find out the meaning of a word in the sentence.

Exercise no.4 is a bit difficult for those who are not very much conversant with the use of a dictionary. But such quiz exercises teach them the spellings of words. Here six words are given with one letter missing in each and the learners had to consult dictionary to find out the exact letter to complete the six words. Finding them hesitant, the last word was done for them. They took a lot of time,
seemed struggling with the pages to find the right letter and the result was that out of 25, ten students gave three correct answers, other ten gave four correct answers and three of them had two correct answers whereas two others produced one correct answer each. One of them wrote ‘repetation’ instead of ‘reputation’, another wrote ‘angrely’ instead of ‘angrily’. Excepting the last word, all the other words were given from their class IX English Prose and Poetry book.

Third sitting with the Urban Students:

After a fortnight, there was another sitting. The previous four lessons were revised again. The fifth, sixth and seventh exercises were tried this time. Fifth question requires the opposite gender forms of seven words. While answering this question, the students gave very peculiar answers. The feminine form of ‘God’ was written as ‘Godes’ ‘Goden’ ‘Goddesh’ ‘Godess’ ‘Godlish’ ‘Goddesses’ by ten students. It proved that some of them had known the plural form ‘Goddess’ but were not very much acquainted with the word and committed a spelling mistake. Although they were supplied with bilingual and monolingual dictionaries, most of them did not consult them. One student wrote down the feminine form of God as ‘Ghost’ and for another it was ‘human beings.’ Similarly, the feminine form of ‘tiger’ was written as ‘tigeress.’ These were cases of their weakness in spelling the words correctly. One had mentioned the feminine form of ‘tiger’ as ‘lion’ which shows either slip or wrong learning or carelessness of our young learners while using English words and their misconception that consulting a dictionary is an uninteresting and unprofitable job. One had given the feminine form of ‘man’ as ‘women’. Ten of them had not given the feminine form of the word ‘bear’ and ‘dog’. For ‘aunt’ they had written ‘ancle’ which indicated that our young learners had known the word but had not known its spelling. So, the habit of frequent consultation of a suitable
dictionary should be inculcated in them which will generate knowledge by promoting study skill and can help them to overcome such shortcomings in the long-run. Here also each of them was asked to consult a dictionary and correct their own mistakes by looking up the words in the dictionary especially the dictionary under preparation which they did happily.

Similarly while answering the sixth question which required the names of some animals whose children’s names are mentioned, five of them did not answer (a) and (c) items i.e. about the parents of a ‘calf’ or ‘kitten.’ One wrote, a young fox is called a ‘kitten’ and another said ‘a young fox is puppy’. In the process, one girl student informed that the word ‘calf’ was not present in her bilingual dictionary named, ‘The New Dictionary.’ The researcher verified and found that the word ‘calf’ did not figure in the above dictionary. So, she was provided with the dictionary under preparation wherein she found the entry. Other eighteen students produced correct answers.

As it was a longer session and the participants wanted to continue, they were asked to consult the dictionary and correct the mistakes they had already committed. Some of them consulted dictionaries and corrected their mistakes happily but five of them appeared very passive. So, they were asked to consult dictionary at home and correct their mistakes but never to take the help of others while correcting their mistakes. With this understanding they were led to the next question i.e. 7th question which required the antonyms of twelve words to be supplied. To this question, their answers were also peculiar. They are given below:

- knowingly – knowingess, disknowing (ten students)
- lawful – lawness, lawless, inlawful (eight students)
just – adjust (five students)
lucky – unlocky, dislucky (three students)
natural – innatural, naturalness (ten students)
pack-packless (five students)
paid-not paid, paidless (five students)
popular – popularless (one student)
brave -braveness, unbrave (three students)

So, they were asked to consult dictionary at home and come prepared for the next sitting.

Fourth Sitting:

Again we got together for the fourth time after a fortnight. This time also the participants were asked to ruminate and answer how alphabetical arrangements in a dictionary help them in locating different words, how to find out the parts of speech of a word in the context, antonyms of some words etc. and then we switched over to the eighth exercise, which requires the comparative and superlative forms of ten words. Here also, most of them committed horrible mistakes but their interest in consulting dictionaries was very encouraging. The researcher gave them an example by giving the comparative and superlative degree forms of ‘good’. Their answers are recorded below:

comfortable – oncomfortable, comfortabul (ten students)
useful – usefulness (five students)
dark – darkness, darken, darkened (ten students)
tall – tallness, tell, tallen, tellen (eight students)
bright- brightful, brightfulness (three students)
interested – not answered by any.
bad – not answered by any.
little – more little, most little, littleness (three students)

Out of 25 students, 20 students have written ‘bigest’ missing ‘g’ letter. This is also clear that they know the word but do not know the spelling of the word. The above answers tell us how poor they are in English. Although they had twenty five dictionaries with them, they wrote wrongly. When they said that there were no such entries either in Ajanta Advanced Learner’s Dictionary and The New Dictionary (both are bilingual dictionaries) the researcher gave them the dictionary under preparation and they corrected their mistakes.

Fifth Sitting:

Again after a few days, there was another sitting and as usual they were asked to touch upon the previous lessons within half an hour. It was a kind of drill. Repetition can re-inforce learning and ‘the more you learn, the more you know’ was our motto. So, after revision work, the participants were asked to write down the past tense of the verbs given in the nineth exercise. Sixteen verb forms are given under question no.9. Here, their answers were correct except a few mistakes. Five students gave all wrong answers in the following manner:

keep – keeped, keepen
become – becomed
put – puted, putted
run- runned
sit-sited etc.
Five students answered all the questions correctly except the following mistakes:

- beat – beet-beated
- show-shew
- sit – sit, sited, sitted
- know- knowes

The fifth sitting took place after a fortnight. The previous exercises (eight lessons) were revised. The researcher found that the students had already developed keen interest in consulting a dictionary, in taking less time in locating words. The researcher mentioned some more new words like ‘tiny’ ‘suggestion’ to find out if they had improved in finding words in the dictionary and the result was satisfying. So, the participants were asked to take up exercises no.10 and 11. In the 10th exercise, the participants were asked to find out the meaning of seven words and to notice the slight difference in meaning between ‘kill’ and ‘murder’ and then among five words i.e. kill, murder, execute, assassinate and suicide. Their answers to the 10th exercise were correct.

But the exercise No.11 was difficult for them. In this exercise, six words were given and one word with its plural form had been provided for their guidance. Twenty, out of 25, failed to give the correct plural forms of the words like ‘sheep’ ‘deer’ ‘scenery’. They wrote down wrong expressions like ‘Deers’, ‘Sheeps’ ‘scenerys’. Five students wrote down, ‘city’s’ ‘wife’s’ ‘man’s’ ‘senerys’ ‘sceneryeys’ ‘sceneryes’ etc.

Sixth Sitting with the Urban Students:

Sixth sitting was arranged after a week. First of all, the previous exercises were revised with more stress on the eleventh exercise. Twelfth exercise was taken
up. Six sample sentences are given in this question and the students were asked to find out which verbs in these sentences were used in transitive forms and which others were used as intransitive verbs. Here they displayed some grammatical correctness because excepting two students others answered correctly.

On the advice of the researcher, the students explained the difference between ‘transitive’ and ‘intransitive’ verbs. Then they switched over to the 13th exercise. This exercise includes seven adjectival forms and needs their adverb and noun forms to be provided. Most of the participants committed mistakes like:

<table>
<thead>
<tr>
<th>Occasional</th>
<th>Occassionaltion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official</td>
<td>Officialtion</td>
</tr>
<tr>
<td></td>
<td>Officialisation (adv)</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychologicaled (adv)</td>
</tr>
<tr>
<td></td>
<td>Psychological (n)</td>
</tr>
</tbody>
</table>

They were asked to consult dictionaries and correct their errors without taking help from other sources.

**Seventh Sitting:**

Seventh sitting took place after a month. The participants were asked to go to earlier lessons for revision work. The researcher only watched them. They asked questions to each other. This time the researcher’s observation was that all of them had no problem in arranging words in alphabetical order, in answering to questions regarding the placement of letters before and after different letters. They had also acquired knowledge in finding out the correct parts of speech from a dictionary and
in finding out the correct meaning of a word in the context and speaking out of the antonyms of some words. But some of them still had the problem regarding transitive and intransitive verbs in sentences and about plural forms of some words. Then they were led to the fourteenth question wherein they were asked to pronounce words correctly. As town dwellers, they displayed some amount of proficiency in the field of pronunciation but five of them spoke in a very defective way. For example, one girl pronounced ‘surely’ as /sorli/, ‘purely’ as /porli/. In this sitting, the last lesson, i.e. question No.15 dealing with the use of phrasal verbs and their different meanings were also discussed. In the last exercise, the students did not show much expertise but in the meanwhile they had already picked up the habit of consulting a dictionary.

**Eighth and Ninth Sittings:**

Two more sittings were conducted for these Bhubaneswar based students to tryout the ‘Workbook’ on them. The last two sittings appeared to be more lively because meanwhile, the students had already picked up this referential skill of dictionary use. There was no waning in their interest. When asked if the discussions, exchange of views and consulting the dictionaries were not boring and disgusting, most of them smiled and said that they were not feeling bad. One of them was rather more vocal in expressing his views in Oriya (i.e. his mother tongue) which means in English ‘excellent.’ All of them said that previously they were not using any dictionary but now they were consulting their dictionaries and eight of them had already purchased some dictionary books.

**Interaction with the Rural Students:**

The researcher had three long sittings with the village students. During the Summer Vacation of the year 2000, Puja holidays, 2000 and Summer Vacation, 2001.
the researcher contacted the students. Each sitting during Summer Vacation
continued for 15 days and during Puja (Dushhara) it was for 6 days. Each sitting
was of three hours duration with a little break in the middle. Right from the
beginning some guardians came with their wards. The attitude of the guardians was
always encouraging. During the 2nd sitting, five teachers also joined their students
and out of these five, one was an English teacher.

As has been mentioned earlier, most of these students had no dictionary of
their own. Only three students out of 25, had their dictionaries. One boy had the
copy of *The New Dictionary* by S.Nath, another boy had *Ajanta Advanced
Learners Dictionary: English-English-Oriva* and one girl had both the *Oxford
Pocket Dictionary* and *Ajanta Advanced Learners Dictionary*. Ten xerox copies
of some portion of the dictionary under preparation were also supplied to them.

**First Sitting with the Rural Students:**

In the first sitting more emphasis was given on consulting a dictionary. The
skill was taught mainly to 22 students who had no dictionary of their own. They
were asked to purchase one pocket dictionary each. Although these twenty two
students had no idea how to find words in a dictionary, they were well aware of all
the 26 English letters and their place in the complete set. Other three had some
knowledge regarding consulting a dictionary although they were not very much
habituated with this practice.

So, the researcher had to devise a different practice for them. The period
during the first summer vacation was completely devoted to teaching them to find
out different words in the dictionary including the first and the second exercises.
Here also the researcher found that they were unable to use ‘before’ and ‘after’
correctly. These students gave correct answers in Oriya but when expressing in English, they were confused. While leaving the village, the researcher had given some tasks to the learners from their English text books to find out the place of first letters of the words in the dictionary and to write down their meanings. The researcher had left the papers with their guardians with the word that they should not encourage them to find words in their bazar notes but to use the Oxford Advanced Learners' Dictionary available in the village library and write down the answers. The researcher had also left two typed copies of first portion of the Workbook dealing with arrangement of words in alphabetical order, spelling verifications, definitions of words in a dictionary and the derivatives of root words.

Second Sitting:

The second sitting lasted for six days and everyday we used three hours for our purpose. This time the researcher observed more interest in the students. In the meanwhile i.e. within four months, the students had acquired some amount of skill of using a dictionary, locating a word with less difficulty and finding their meanings. There was a lot of encouragement from their guardians. Two teachers of the local school also came to the sittings. In this second sitting, we covered all the exercises but the performance of the students was very disheartening.

In the second sitting they were unable to find out the correct part of speech of the word ‘swift’ in the context. Twenty out of 25 students gave wrong answers. Ten of them wrote down that ‘swift’ was used in the sentence as adverb, for five students, the part of speech was ‘noun’ and the rest five came out with the opinion that ‘swift’ was used as ‘verb.’ Similarly, although twenty students gave the correct meaning of ‘soft’ in the context, two students wrote, ‘soft meaning soft’, and one
wrote, 'soft – meaning decision' and the other two remained silent. Exercise No.4 which needs to supply one missing letter in each word also appeared difficult for them. Ten students gave correct answers. Two of them formed meaningless words like 'eangrly' and 'angrely'. In the second word, these two students only displayed their poor stock of active vocabulary, their ignorance in the field of spelling. So, they were asked to consult dictionary again and give the correct word. Both of them corrected themselves. While writing down answers to the Exercise No.5, i.e. to supply the opposite gender forms of the given words, they had no difficulty except in the word 'bear', only one of them gave correct answer, other 24 students did not give any answer. Here also, their poor knowledge in spelling became obvious. Ten of them wrote ‘ancle’ as the masculine form for ‘aunt’, ‘Godes’ for ‘Goddess’ and ‘beech’/‘beach’ for ‘bitch’. It is concluded by the researcher that their knowledge was better but they were poor in spelling. Only frequent consultation of a suitable dictionary can remove this ignorance.

While answering to the Exercise No.6 i.e. to find out the names of the animals from the name of their young ones given in the question, the students of this village also displayed their knowledge in giving the proper words for three questions excepting the question in item No.(b) i.e. the parent’s name of a foal. After consulting dictionaries, they gave the correct answer.

Exercise No.7 appeared to be difficult for them because they could not answer correctly in most of the cases. This question needs antonyms of twelve words. Only four words namely ‘lucky’ ‘natural’ ‘popular’ and ‘necessary’ were answered correctly by twenty students otherwise the other answers were as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowingly</td>
<td>knowingness (20/25)</td>
</tr>
<tr>
<td>paid</td>
<td>paidless (all 25)</td>
</tr>
</tbody>
</table>
While answering the Exercise No.8, they could not answer the items like 'comfortable', 'interested', 'bad' and 'little'. This question requires the learners to supply the comparative and superlative forms of ten adjectives. Otherwise they were able to produce the comparative and superlative forms of other adjectival forms correctly. Here, their teachers motivated them and ten students could spell out the two degree forms of 'comfortable' 'interested' and 'bad'. But their answer to 'little' was 'more little' and 'most little' which was immediately corrected by their English teacher.

During Puja holidays, the students of the village mentioned above were also asked to give the past tense forms of the verbs enlisted under Exercise No.9. Here also the students exposed their poor knowledge in spelling. Twenty out of 25, gave correct answers excepting one word i.e. 'beat'. Five of them wrote 'Take - Taken'.
They conveniently forgot the simple past tense form of this verb, 'took'. Similarly, fifteen of them wrote, 'swim – swim – swining'. Except these two mistakes, the rest answers were correct. From this test, the researcher was sure that these rural students were better in grammar but very poor in spelling.

Exercise No.10 needs the dictionary meaning of six words. This exercise was answered with all correctness. The participants were happy to find that 'kill' 'murder' 'execute' 'assassinate' and 'suicide' can be used at different places depending upon the necessity of the situation. They openly admitted that previously they had no knowledge about this slight variation in the meaning of words and assured the researcher that they would henceforth be interested in finding out such interesting words. Their interest gave the researcher an opportunity to explain how 'bring' and 'fetch' have different meanings and how the use of 'only' as adverb can change the meaning of a sentence by taking different positions in an expression. The researcher shared their happiness over this discussion.

Question No.11 was tried which needs the plural form of six words. They had a problem with 'sheep' 'deer' and 'scenery' while answering exercise No.11 although the rest three words were easily converted by them into their respective plural forms. Ten wrote 'sheep’s.' Ten wrote 'dears' and five wrote 'sheeps' and seven wrote 'deers.' All the twenty five wrote 'sceneries' or 'scenery’s.'

Exercise No.12 did not pose any problem for five students. The rest answered wrongly saying:

- 'Oriyas eat rice' – intransitive (5 students)
- He speaks English well – intransitive (10 students)
- My puppy sleeps always – transitive (10 students).
Here also their teachers corrected them teaching about transitive and intransitive verbs and how verbs take objects like ‘rules’ in the sentence “our headmaster knows the rules.” Next day, when examined, it was found that the students had already known the difference between transitive and intransitive verbs. One of them wrote ‘tranjective’ instead of ‘transitive.’

While answering the thirteenth exercise which required the students to supply the adverb and noun forms of seven adjectival forms, they were very much troubled. But this time the whole sitting was given to them to find out the proper words from the dictionary. Finding that they were unable to find some antonyms from the bilingual dictionaries the researcher asked them to consult the dictionary under preparation. Then they consulted the manuscript portion and found the adverb and noun forms easily. Here also inspite of their proficiency in consulting dictionaries, they committed spelling mistakes in the following manner:

- marvellow (n) — (10 students)
- maruellowstion (n) — (10 students)
- marvellous† (adv) — (10 students)
- marvelously (adv) — (5 students)
- psychologi (n) — (10 students)
- psychologicali (adv) — (10 students)
- officialtion (n) — (10 students)
- officiali (adv) -- (10 students)

Some pronunciation lessons were also tried out on them. In this field they were very poor in comparison with their town counterparts. Ten of them said /pɔ:stæfɪ/ for post office, for ‘wish’ they were unable to pronounce /ʃ/ sound
properly. While saying 'over' and 'cover' /r/ sound was not mute, 'government' was pronounced loudly and clearly so that all the letters of the word were sounded distinctly. 'Champion' was said by ten as /tʃɔmpɪən/. So, the researcher felt that this area should be done more for them and that is why before going to the exercise No.14, they were made aware of the important role of pronunciation in learning English.

Next day, Exercise No.14 was taken up. It tests the pronunciation of some words. First bit of the question tests the pronunciation of some individual words whereas the second bit requires the pronunciation of two/three words in a group so that the students can find out the delicate areas in pronunciation of different words. They had already known that there were different pronunciation of different words but they had not improved. They were advised by the researcher to watch T.V. news in English and/or to listen to radio news in English but they did not like the idea and said that they were unable to follow these English news. But when the researcher insisted on the idea that they should take advantage of the situation, they agreed. This time the researcher left them giving tasks on phrasal verbs and pronunciation practices.

**Third Session with the Rural Students:**

For the third and final round of interaction with these village children, the researcher spent 15 days. This time question no. 15 was tried out on them. Out of 25, 10 students showed their expertise in giving the proper meaning of the phrasal verbs. These 10 students gave the meaning of the different phrasal verbs and even used them in different sentences of their own. Other 15 students joined them here
and there but failed to display their knowledge in this field. But one healthy sign was that out of 25, 18 had already possessed dictionaries of their own. They had preferred one bilingual dictionary named *Ajanta Advanced Learners Dictionary*. This time ten of them started comparing between two and more bilingual dictionaries and found the shortcomings of these two books. Their analysis was clear. They wanted other pedagogical aspects like illustrative sentences, illustrative pictures, idiomatic use of words, phrasal verbs, antonyms and synonyms in a bilingual dictionary. This time they also informed the researcher that such tests related to the use of a dictionary are also included in their English textbooks and the manuscript dictionary of the researcher was more helpful than the other two bilingual dictionaries.

Finding their awareness and interest in the use of a suitable dictionary, the researcher tried out the Workbook on them. This Workbook is not a separate book. The dictionary under preparation and the Workbook can be taken together as one. Some portions of the Workbook had already been given to these students when they failed to arrange words alphabetically. They covered till the sections ‘Derivative words’. Now the other chapters were tried out on them.

They were interested in the chapters like ‘Parts of Speech’ ‘spelling and sound’ ‘Syllabic Division’ ‘compound words’ ‘Relative words’ ‘Forming adjectives’ and other lessons. It was a sort of overall revision session. Moreover, new items of learning like use of prefixes and suffixes which were not included in their Exercise lessons interested them. Similarly, ‘use of accents’, ‘words which are commonly confused’ were also tried out on them.
5.0.3 An Overview:

The researcher can not confirm that these two groups are now experts in using dictionary but can certainly say that some amount of interest has certainly been inculcated in them and there has been an awareness in them that consulting a dictionary frequently will help them learn English effectively and accurately.

Conclusion:

The researcher was satisfied finding that all her attempts had been successful in arousing a sense of awareness at least in these two groups of learners.

Subsequently, whenever the researcher found an opportunity to contact the urban students and the rural students, it was observed that all of them had possessed a dictionary either a monolingual school book size dictionary or a bilingual dictionary like *New Oxford Intermediate Learner's Dictionary, Oxford Elementary Learner's Dictionary, The Oxford Pocket School Dictionary, Little Oxford Dictionary, Longman Junior English Dictionary, Ajanta's Comprehensive Dictionary, and The Complete Concise Dictionary*, and were consulting them frequently and learning their textbooks on their own. Their parents/guardians also confirmed that their children/wards were insisting on purchasing a dictionary and were frequently turning the pages. Some of their school teachers also expressed satisfaction and confirmed that their learners had already formed the habit of consulting dictionary which results in better learning of English. One guardian informed that previously her daughter was purchasing *Chandamama* (i.e. an Oriya magazine) but now she was purchasing both the Oriya version and English version of the same monthly and trying to read and understand the English version with the help of her newly purchased bilingual dictionary.
When the learners, teachers and guardians have already understood the utility of using a dictionary for learning English better and they have appreciated the bilingual pedagogic dictionary under preparation, it would not be out of place, if the researcher proposes that the use of a dictionary, especially this bilingual pedagogic dictionary should be extended to all the schools in Orissa. This dictionary should be included in the syllabus and should also be rigorously used in the English classrooms for the benefit of the learners.

5.1 Suggestion of the Teachers and Guardians:

To collect the views of some high school teachers on the Bilingual Pedagogic Dictionary under preparation and its associated Workbook, the researcher contacted eighty high school teachers to get some portion of the books reviewed. Out of 80, 40 teachers returned the Xerox copies of different portions of the dictionary with their views. The rest 40 did not respond inspite of frequent visits and requests. The experience of the researcher was very unpleasant. One head master of a private High School in Bhubaneswar, Orissa took a portion and assured the researcher to return the manuscripts of the dictionary portion and the Workbook with his views within a fortnight. The researcher had to approach him several times, say twelve to fifteen times. Every time the reply was very apologetical that he had no time, his colleagues were not very co-operative and as such he was bound to supervise everything in the school for which he had no leisure and so on. Ultimately he did not return the xerox copies of the dictionary and the Workbook nor did he give his views on either of them. Another headmaster of another private school in Bhubaneswar, Orissa also behaved more or less in the same manner. The researcher had to contact him several times for his views on both the books. He promised to return the papers with his
views after a week. When contacted at school, he said that the papers were at home and reasoned out that he had not kept them at the school. Ultimately he disappointed the researcher saying that he had lost those papers somewhere while shifting house. The researcher had requested this headmaster to go through the papers, even consult the other teachers of the school and to collect his colleague’s views as the material was prepared for their students. As the second headmaster was the researcher’s neighbour and had shown interest at the early stage, the final answer of this headmaster was unexpected. Both the headmasters took around 8 months to express their inability to co-operate. Similarly, one headmistress of Bhubaneswar was approached by the researcher to get the views of her teachers on the materials. But right from the beginning, the headmistress expressed resentment asking the researcher to come over after some days. Second approach also went in vain and the headmistress did not arrange any meeting between the researcher and her teaching staff. Out of 80, only 40 teachers responded. All the researcher can say is that it is very unfortunate that the high school teachers including two headmasters and one headmistress did not show any interest in the learning material. But some other teachers including one headmistress of a Government High School in Bhubaneswar have shown enough interest. The researcher was overwhelmed with the spirit of accommodation of this headmistress who arranged time for her English teacher to be with the researcher for text book analysis and she also joined at times and pointed out some shortcomings in the design of the lessons.

The following table shows the qualification, age, period of service and the districts where the teachers serve. The dictionary and the Workbook have been reviewed by them.
### Table No. 1.

**Information Regarding the teachers interacted by the Researcher.**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the district</th>
<th>No. of teachers contacted</th>
<th>Whether Rural/ Urban/ Tribal</th>
<th>Qualification</th>
<th>Approximate age</th>
<th>Period of service (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rayagada</td>
<td>3</td>
<td>Tribal</td>
<td>B.A.B.Ed.</td>
<td>44</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed.</td>
<td>38</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed.</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Keonjhar</td>
<td>3</td>
<td>Tribal</td>
<td>B.A.B.Ed.</td>
<td>38</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed.</td>
<td>36</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed.</td>
<td>40</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Mayurbhanj</td>
<td>4</td>
<td>Tribal</td>
<td>B.A.B.Ed.</td>
<td>27</td>
<td>4/5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed.</td>
<td>32</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed.</td>
<td>56</td>
<td>30/32</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M.A. B.Ed.</td>
<td>27</td>
<td>04</td>
</tr>
<tr>
<td>4</td>
<td>Balasore</td>
<td>4</td>
<td>Rural</td>
<td>B.A. B.Ed.</td>
<td>33</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed.</td>
<td>40</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed.</td>
<td>33</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed.</td>
<td>32</td>
<td>08</td>
</tr>
<tr>
<td>5</td>
<td>Sambalpur</td>
<td>2</td>
<td>Urban/ Rural</td>
<td>B.A. B.Ed.</td>
<td>36</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed.</td>
<td>33</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>Dhenkanal</td>
<td>3</td>
<td>Semi/ Urban</td>
<td>B.A.B.Ed.</td>
<td>42</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed.</td>
<td>33</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed.</td>
<td>36</td>
<td>13</td>
</tr>
<tr>
<td>Sl No.</td>
<td>Name of the district</td>
<td>No. of teachers contacted</td>
<td>Whether Rural/Urban/Tribal</td>
<td>Qualification</td>
<td>Approximate age</td>
<td>Period of service (years)</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------</td>
<td>---------------------------</td>
<td>-----------------------------</td>
<td>---------------</td>
<td>----------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Jagatsinghpur</td>
<td>5</td>
<td>Rural</td>
<td>B.A. B.Ed</td>
<td>30</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A. B.Ed</td>
<td>33</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A. B.Ed</td>
<td>40</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M.A.B.Ed</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M.A. B.Ed</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>Khurda</td>
<td>4</td>
<td>Rural</td>
<td>M.A.B.Ed</td>
<td>42</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M.A.B.Ed</td>
<td>30</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed</td>
<td>44</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed</td>
<td>55</td>
<td>33</td>
</tr>
<tr>
<td>9</td>
<td>Puri</td>
<td>5</td>
<td>Semi-Urban</td>
<td>M.A.M.Ed</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M.A.M.Ed</td>
<td>30</td>
<td>06</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A. B.Ed</td>
<td>42</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed</td>
<td>30</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed</td>
<td>32</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Cuttack</td>
<td>7</td>
<td>Urban</td>
<td>B.A.B.Ed</td>
<td>47</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed</td>
<td>35</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed</td>
<td>33</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed</td>
<td>31</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.B.Ed</td>
<td>40</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M.A. B.Ed</td>
<td>40</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M.A.B.Ed</td>
<td>41</td>
<td>18</td>
</tr>
</tbody>
</table>
Points Appreciated by the Teachers

Fifteen teachers out of 40 have appreciated the following aspects of the dictionary:

1. Use of phonetic symbols will greatly encourage/enable the young learners to look up new words in the dictionary.

2. Parts of speeches as indicated are sufficient.

3. Use of prepositions will help the learners to expand their range of vocabulary in English.

4. Meanings of the words as illustrated in sentences will enable the students to learn the meanings of the words in contexts.

5. Oriya meanings will help less than average learners who are poor in English.

6. The teachers also appreciated the following aspects: pronunciation, spelling, illustrative sentences, illustrative pictures, idiomatic use of words, phrasal verbs, antonyms and synonyms, affixes and suffixes, different gender forms, mention of irregular verb forms, irregular plural forms of nouns, comparative and superlative degrees of some adjectives, different definition of a lemma and above all meaning of the words in Oriya and said that this dictionary will go a long way towards helping our young learners in acquiring more proficiency in English.

7. Ten teachers expressed their views saying that the use of synonyms and antonyms will make the dictionary more helpful to the beginners.

8. Till now, there was no Workbook to accompany a bilingual dictionary (i.e., Eng-Oriya). This is the first attempt and they highly appreciated this Workbook.
Points of Improvement Suggested by the Teachers

The shortcomings of the books as suggested by those teachers are given below.

All the points they have raised are vital points.

1. Ten teachers out of 40 (25%) point out that the use of phonetic symbols will not be understood by the students.

2. Four teachers (10%) also want pronunciation in Oriya to be included. They are of the opinion that if not for all words, at least for some words which confuse even the elders, there should be pronunciation in Oriya script. Five of these ten teachers express their views saying that if pronunciations are written in Oriya letters, that would be more helpful to the students of rural and tribal areas like Kalahandi, Bolangir and Phulbani etc.

3. Ten teachers out of 40 (25%) are of the opinion that some illustrative sentences are difficult and they need to be changed into simple ones. As they have not pointed out the sentences categorically, the researcher will take care of this issue and change them to simple sentences before the publication of this dictionary.

4. Four teachers (10%) have suggested that the syllabic divisions of the head words will be of great help to the young learners.

5. Fifteen teachers (37.5%) expect that the rules relating to doubling of consonants (i.e. while using – ed and –ing forms to a verb) to be mentioned in the dictionary.

6. Fifteen teachers (37.5%) want the irregular plural forms of nouns to be mentioned in the dictionary.
7. Fifteen teachers need that entries of adjective head words should be supplied with their comparative and superlative forms (for example keen, -er, -est).

8. Ten teachers (25%) say that the sounds that animal or birds make should be included in the dictionary. The teachers have also given some examples like cow – moo, cat – mew/ purr.

9. They have also pointed out that diminutives of the words like hillock for hill, booklet for book should be given in the dictionary.

10. In addition, they need the names of the young animals like kid (young goat), a tadpole (a young frog) etc. should be included in this dictionary.

11. Forty teachers (100%) want the head words to be written in bold type or in Italic type to make a clear distinction between the head word and its derivatives.

12. Twenty teachers (50%) highlight another area saying that the alternative spellings of the head words if any may be mentioned.

13. Thirty teachers (75%) suggest that every main entry of a word i.e. the root word and its derivatives to be presented with illustrative sentences.

14. Thirty teachers (75%) want Oriya translation of all the illustrative sentences.

15. Twenty teachers (50%) suggest that the use of common prefixes and suffixes may be given in bold letters using tildes. One of them has also given an example: Cf. Legal Il~ (illegal) ~ly (legally).

16. Ten teachers (25%) have stated that use of pictures in case of some materials, animals and birds may make the dictionary more lucid and instructive specially for the young learners and for the students of other states of India.
whose mother tongue is not Oriya. They also mention that some words may be classified through activities (e.g. running, jumping, hopping etc.)

17. Twelve teachers (30%) need the idiomatic use to be written in italic / roman letter.

18. Ten teachers (25%) suggest that some figurative expressions (if possible) may be included to make the dictionary more usable, helpful for the pupils.

   e.g. apple – apple pie order – which means ‘in perfect order’.
   Bag – bag and baggage,
   Bee – Bee line – which means shortest distance between two places.

Analysis:

Regarding the first and second points which are related to pronunciation, the researcher is at one with the teachers. The statement that the phonetic symbols will not be understood by the students is obvious. But the researcher has touched upon this point repeatedly saying that trained teachers well-versed in phonetic symbols can be the proper guides in this area. Secondly, the advice that there should be pronunciations in Oriya letters is not called for because the researcher has already mentioned in the third chapter that there are no exact sound available in Oriya for some English sounds like /s/, /f/ /v/ /z/ /o/ /œ/ and many others. Although there are three ‘S’s in Oriya script, they sound alike in speech. Similarly, /f/ sound in English is a fricative sound and it differs from Oriya ‘f’. So, a careful observation reveals the fact that both the languages differ widely from each other in many respects including pronunciation. Some lexicographers have attempted to use Oriya letters to reflect English pronunciation but they have failed miserably (e.g. Diamond Dictionary – By J.M. Patnaik). So, the researcher decided not to use Oriya letters to provide English pronunciation.
Some teachers asked for syllabic division of the head words (No. 4). To this, the researcher wants to reply that stress marks have been provided for proper pronunciation. The skilled teachers will motivate the learners to pick up correct pronunciation in the classroom. By watching T.V., listening to the radio and playing pronunciation cassettes they can learn proper pronunciation. So, the researcher feels that this syllabic division of the words is not that important for secondary learners.

The views of the teachers presented under Sl. No. 5, 6, 7, 8, 9, 10, 11 are important points and they deserve to be mentioned in a suitable dictionary. So, hints about doubling of consonants (e.g. write – written, swim swimming), irregular plural forms of nouns (man-men, father-in-law – fathers-in-law), different forms of comparative and superlative degrees of some adjectives (e.g. good – better – best, useful – more useful – most useful), sounds of animals (e.g. lions – roar, cow-moo), names of young animals, (young of a cow – calf, young of a lion – cub) have been included in the dictionary. Regarding the inclusion of the sounds that the animals and birds make (Sl. 8), the researcher confesses that some sounds have been presented at the beginning of the dictionary under preparation but this area has not been focussed elaborately. So, careful attention will be given to include more words related to this area. Sl.16 deals with the inclusion of illustrative pictures of some materials, animals and birds. This idea has an important place in dictionary. So, pictures will be certainly included in this dictionary. When the typed and xerox copies of some pages of the dictionary were circulated among the reviewers, the pictures were not inserted but the researcher had informed all of them that illustrative pictures will be included in the book. However, sufficient care will be taken in this respect.
Suggestions in SI. 11 and 12 are also equally important. Writing of head words in bold letters in order to distinguish them from their derivatives has been taken into account and necessary entries have been made in this dictionary. The other point relates to the alternative spellings of some head words. Some words like 'civilization' may take another spelling like 'civilisation'. Such cases have already been included. Other such words will be taken care of before publication of the dictionary.

SI. No.13, highlights the demand of the teachers regarding presentation of illustrative sentences on every root word and its derivatives. Such illustrative sentences are abundantly available in this dictionary. But the point of view of the teachers that there should be illustrative sentences covering all the derivatives and the requirement of SI. 14 that all these illustrative sentences should have their Oriya translations not been fulfilled as the researcher aims at publishing a low cost book.

Sl.15 reflects the views of ten teachers who want the prefixes and suffixes to be printed in bold letters using tildes. But the researcher does not feel any need of bold letters but tildes are used to save space in the book.

In Sl.16 the teachers want illustrative pictures for better understanding of the words. It has already been mentioned that the illustrative pictures are included.

Sl.17 indicates that idiomatic use of words to be written either in italic/roman letter. This point has been presupposed and italics are used in the book to make the idiomatic uses distinctive.

Some teachers need some figurative expressions to be included (Sl.18) in this dictionary. The researcher wants to say that some such figurative expressions have
been included in this book but the main focus of this dictionary is not to equip the learners to study literature although that is one aspect of learning a language. But when our young learners have already developed a sense of fear for English, the primary aim of this book will be to remove that pull of fear, bring self confidence into them and make them ready to learn some English which will help them in building communicative skills for everyday life. The other aim is to help them study science, Economics, Commerce, Political Science, Foreign affairs and the like. So, first of all they should learn good English.

Out of forty teachers, thirty teachers have appreciated the Workbook to accompany the dictionary. It is a part of the dictionary under preparation. This book has been designed to lead the young learners of Orissa to this dictionary through interesting activities. These teachers are of the opinion that such aids to bilingual dictionaries were not available previously. According to them, this is a new idea and the book will be of great help to the young learners if they use it properly. The rest ten teachers say that there is much grammar in the Workbook and some items could have been dropped. But at the same time they also appreciated the Workbook. They also feel that this Workbook will unfold a new realm of knowledge to the rural and tribal learners of English.

**Conclusion:**

The teachers occupy the centre of the learning programme in a country and are the operators of the programme. As they have close contacts with the learners, their observation about the need of the learners is valid. By and large, most of them have appreciated the bilingual pedagogic dictionary under preparation. However, since some of their suggestions are substantial, the researcher will take them into
account. The points have been elaborately discussed in an early part of this chapter under the heading 'Analysis.' The researcher will modify the dictionary before publication in the light of the feedback received from these teachers.

**Views of the Guardians:**

Forty-five guardians were approached with five letters of the dictionary under preparation and some portion of the Workbook to get their suggestions. Only 20 of them returned the papers with their views. All these 20 were conscious guardians. The five letters given to them for their views were J, K, L, M, & N.

The following table gives information about the guardians:

**Table No. 12**

**Information About the Guardians Contacted by the Researcher.**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Occupation</th>
<th>Number</th>
<th>Approximate age</th>
<th>Qualification</th>
<th>Man/ woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Senior Reader in English</td>
<td>1</td>
<td>55</td>
<td>M.A. in English, Ph.D.</td>
<td>Man</td>
</tr>
<tr>
<td>2.</td>
<td>Lecturer in English</td>
<td>3</td>
<td>45, 42, 38</td>
<td>M.A., M.Phil, M.A., M.Phil</td>
<td>All men</td>
</tr>
<tr>
<td>3.</td>
<td>Lecturer in History</td>
<td>2</td>
<td>42, 37</td>
<td>M.A., M.Phil</td>
<td>All men</td>
</tr>
<tr>
<td>4.</td>
<td>Lecturer in Sociology</td>
<td>1</td>
<td>32</td>
<td>M.A., M.Phil</td>
<td>Woman</td>
</tr>
<tr>
<td>5.</td>
<td>Retired Veterinary Surgeon</td>
<td>1</td>
<td>Above 60</td>
<td>B.V.Sc.</td>
<td>Man</td>
</tr>
</tbody>
</table>
At the stage of collection of views of the educated guardians, the experience of the researcher was very disappointing. There would have been wide spectrum of observation had all the guardians co-operated. Fifteen guardians did not return the portions of the dictionary given to them. When approached, their repeated answer was that the extracts were kept somewhere and were not traceable. When they were requested to accept some other copies, they declined saying that when they were not sure of giving time to it, why should the researcher spend money unnecessarily on them. They further opined that the dictionaries available in the markets were sufficient to meet the needs of the high school learners. Ten guardians, however, returned the copies of the extracts of the dictionary saying that everything was alright and there was no need of giving point-wise analysis of the entries. It is obvious that these two groups of guardians remained more or less passive to this area. So, the researcher decides to confine herself to the views of the 20 conscious guardians who co-operated with her.
Points of Appreciation by the Guardians:

By and large, these twenty guardians have appreciated the effort of the researcher in the following terms:

1) A lot of painstaking efforts have been put into this dictionary. Use of Oriya will be helpful to the young learners in learning English.

2) Use of phonetic symbols will encourage the young learners to look up new words in the dictionary.

3) Parts of speech indicated are sufficient.

4) Meanings of words are simple.

5) The illustrative sentences given in the dictionary will lead the learners to the dictionary.

6) Existing dictionaries of any kind (English-English or English-Oriya) are not sufficient for regional school students. This present attempt will meet their needs.

7) Oriya translations of English sentences will create a familiar atmosphere for the Oriya learners of English.

8) The students will learn spellings, sentence structures, parts of speech, idiomatic use of words, phrasal verbs and their use in sentences, antonyms and synonyms, irregular plural forms of nouns, irregular verb forms, gender forms from this dictionary. Till now, there was no such bilingual dictionary available. So, this dictionary will be highly appreciated by the learners and their teachers.

9) The Workbook is a good attempt. It will help them in consulting the dictionary.
Suggestions for Improvement by the Guardians:

According to the guardians the following areas and points require careful consideration:

1) Ten out of twenty (50%) are of the opinion that the illustrative sentences given in this dictionary are difficult for the secondary learners of vernacular medium schools. According to them the sentences like;

(i) The room has livened up with fresh flowers and music.

(ii) My mother's frequent illness was a very difficult load to bear.

(iii) The little children are loaded down with homework.

(iv) Can we get a club-house in this locality?

(v) The luckless people can never win prizes.

(vi) He is very keen on cricket.

(vii) Our school building now needs a lick.

(viii) The Jury now sits on judgement.

Also expressions like “untrimmed and unplanned” are difficult for these learners of Oriya medium schools.

2) Two guardians (10%) say that use of abbreviations like ‘sb’ ‘sth’ is abundant. Their advice is to write the full forms of the words lest such expressions would de-motivate the learners.

3) Another point raised by the guardians is the use of phonetic symbols. Twenty guardians (100%) are of the opinion that school children cannot make out any thing out of these phonetic symbols. Their suggestion is to use Oriya script. Two guardians out of these 20, again opine that such use of
Oriya letters giving English pronunciation, at least of the words which
confuse the Oriya learners would certainly help them.

4) Six guardians (30%) need the doubling of consonants i.e. in the past tense
and in ‘-ing’ forms of a verb are to be mentioned in the dictionary.
Similarly, they also want the irregular plural forms of nouns to be mentioned
in this dictionary.

5) Another point raised by ten guardians (50%) is that the entries of adjectival
head words may be accompanied with their comparative and superlative
degree forms.

6) The next point mentioned by five guardians (25%) is that there should be
antonyms and synonyms of some useful words which would be more helpful
to the beginners.

7) Five guardians want pictures of some animals and birds to be included in this
dictionary for easy identification.

8) Ten guardians spell out that there should be English sentences for all the
words including their derivatives and all these English sentences should be
translated into Oriya.

Analysis:

The researcher finds that most of the points raised by the guardians in their
review of the present dictionary are valid points.

First of all, these guardians need simple illustrative sentences to be included
in this dictionary. They have also taken enough pains to mention some of the
sentences showing that they would be difficult for our young learners who are poor
in English. Here, the researcher wants to say that the first and the third sentences
present the use of phrasal verbs. The meaning of the phrasal verbs have been mentioned and their uses in two different sentences have been given. The second sentence gives an example of the use of the word ‘bear’. Fourth sentence is an easy sentence. Only the use of ‘club-house’ may be difficult for some rural and tribal students. The researcher hopes that even in rural and tribal areas they have their club houses. The meaning of the ‘club-house’ is given and even in tribal areas they have common sitting houses in their areas from good old days and that is the ‘club house’ in the modern term.

Fifth sentence is not at all difficult. The guardians are of the opinion that instead of ‘luckless’, ‘unlucky’ would have been active and easy vocabulary for the learners. The researcher wants to point out that this dictionary is meant for average learners. But below average and bright students are not ignored. Even the average and below average will learn some new words while turning the pages of the dictionary and in this process, the range of their vocabulary will be enhanced. Regarding the sixth sentence, the guardians pointed out that instead of ‘keen on’, the expression like ‘fond of’ would have been a familiar expression for these learners. The researcher wants to clarify this point by saying that this sentence has been included under the word ‘keen’. So, the use of ‘fond of’ cannot be entertained here. Moreover, their wards can also learn how to change words and expressions while retaining the meaning of the expression. According to the guardians “school building needs a lick” is a difficult sentence. Simple words like ‘distemper’ or ‘whitewashing’ would have been better. Here also the researcher convinced them saying that the sentence is included under the word ‘lick’. So, no other alternative is possible. Some students can learn it immediately and use at the slightest
opportunity and others will take a little more time to remember and use it in sentences of their own. Similarly, two guardians said, “The Jury is sitting on judgement” was difficult for the high school students. The researcher does not find any reason in considering all these sentences difficult because Oriya meaning of the words like ‘Jury’ ‘judgement’ are given. Moreover, for a word like ‘Jury’ the students can consult their dictionary. Again two guardians considered the expression, ‘untrimmed and unplanned manner’ as a very difficult expression for their children. This expression has been used to give the definition of ‘jungle.’ The researcher does not consider this expression would create any confusion in order to get the meaning of ‘jungle’ because this word ‘jungle’ is already used as an Oriya word even by the illiterate people of Orissa. Moreover, Oriya meaning is also given against the root word. In addition to it, after having no problem to understand the root word, our learners will try to find out the meaning of the word ‘untrimmed’ because the other word ‘unplanned’ is very much common for them. In this process, the learner will learn a new word and add it to his/her stock of vocabulary. At the same time, the researcher wants to assure the guardians saying that proper care has been taken to include simple sentences but in case of some difficult sentences, extra care will be taken before the publication of the book.

Two guardians (10%) spell out that the use of abbreviations like ‘sb’ ‘sth’ would discourage the young learners from consulting the dictionary. The researcher wants to make it clear that besides these two abbreviations, other abbreviations used to indicate the parts of speech like ‘n’ for ‘noun’, ‘v’ for ‘verb’, ‘i’ for intransitive, ‘t’ for transitive, ‘adj’ for adjective and many others have been included. There will be a key section in the dictionary wherein the full forms of such abbreviations will
be provided for the learners. So, it would never pose a problem. This is only an apprehension. The learners will learn them once for all and would not find any difficulty while coming across such abbreviations.

The third point which is related to pronunciation is a very important point. When our teachers and elders commit some mistakes while pronouncing English words, the young learners certainly consider this area as very difficult. To remove this difficulty, a key to phonetic symbols with appropriate examples has been provided at the beginning of the dictionary. Moreover, teaching pronunciation mainly falls on the shoulder of the teachers. The researcher has already mentioned in different chapters of the dissertation that trained teachers well-versed in the use of phonetic symbols should take up the responsibility. Listening to T.V. news and radio news, playing spoken English cassettes can also help the learners. The saying 'where there is a will, there is a way' never goes in vain.

Some guardians have expressed their views saying that the doubling of consonants of the verbs in their past and participle forms (cf. write – written) and in continuous tense (swim – swimming) should be mentioned in the dictionary. They also want the irregular verb forms (write – wrote – written) and irregular plural forms of nouns (man – men, deer – deer) to be mentioned. The researcher wants to make it clear that these suggestions are really important ones. So, such items have already been taken into account.

Ten guardians need the comparative and superlative degrees of the adjectival forms to be included in the dictionary. This is also a vital point which has been included in this dictionary wherever necessary.
Five guardians have expressed their views saying that the antonyms and synonyms of some words should find place in this dictionary. This is also an important point and in the dictionary under preparation such entries are already available.

Eight guardians want pictures of birds and animals to be added to the dictionary. The researcher considers this expectation of the guardians as a very important suggestion. Their expectation has already been taken care of.

Ten guardians are of the opinion that all the words and their derivatives should be presented in illustrative sentences and all these illustrative sentences should be translated into Oriya. In this respect, the researcher can say that such ideas cannot be accommodated as in that case the book will be a bigger one and the cost of the book will be more. The primary aim of compiling this book is to make it a low-priced edition so that most of the learners can afford to buy this book. The researcher wants to make it clear here that most of the root words or lemma have been used in sentences and the Oriya meaning of all the root words have been included.

Some guardians (five of them) expect to have correct or near-correct pronunciation in Oriya e.g. keen (℅). But it has already been mentioned at the early part of this chapter that the trained and expert teachers will take care of this area because for some English words like 'ship' there is no Oriya equivalent. Moreover, if all the words of this dictionary are accompanied by English pronunciations in Oriya scripts, the book will be a bigger one and expensive.

Another point mentioned by a guardian is that a word like 'keepsake' is one word. He has advised the researcher to be very careful in this matter and no gap
should be allowed to come between. Some typed copies had been circulated among
the guardians. In other copies, there is no gap and this word appears as one word.
The above mentioned guardian has not returned the extracts given to him. Anyway,
if such lapses are there, the researcher will be meticulous while verifying the entries
before publication of the book.

Regarding the Workbook, all the guardians expressed their views that the
Workbook will be of great help while teaching dictionary use as it is both exhaustive
and comprehensive.

The guardians, especially from the villages were of the opinion that they did
not realise before-hand the importance of a dictionary in second language learning.

5.2 An Overall Impression:

The researcher interacted with three groups of people who are directly or
indirectly associated with learning English. The teachers and guardians were worried
about the decline in the standards of their pupils/children in English. The pupils
themselves constitute an important part in learning English because they are at the
core of the social concern. After contacting all these three important sections of the
society, collecting their views, seeking their suggestions and administering some
portion of the dictionary on them, the researcher feels that the effort of preparing a
bilingual pedagogic dictionary for the average secondary learners of vernacular
medium students in Orissa has become rewarding. It has awakened a realisation that
resort to a referential skill like consulting a dictionary will go a long way towards
improving the standard of the learners.

The researcher’s interaction with the students was a successful one. After a
few sittings, it was observed that the participants had got interested in consulting a
dictionary.
From the opinions and reactions of the teachers and guardians it has been gathered that they were in need of a suitable bilingual dictionary like the present one. The teachers and the guardians spoke in clear terms that with limited stock of English Vocabulary, the young learners had no aptitude for consulting a monolingual dictionary.

So, the researcher appeals to the syllabus designers, textbook writers, academicians, administrators, teachers, guardians and the pupils not to shift the responsibility to others but to do the right things at the right moment so that the problems can be solved. The students who are unable to study in English medium schools will learn English in a better manner even in regional medium schools. There will be double benefit for them as they will be learning English and Oriya side by side.