

USE OF MONOLINGUAL AND BILINGUAL DICTIONARY AT SECONDARY LEVEL

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master of Education in English**

**Submitted by
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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date:2067-06-15

Tirtha Raj Pant

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Tirtha Raj Panta** has prepared this thesis entitled **Use of Monolingual and Bilingual Dictionary at Secondary Level** under my guidance and supervision.

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DEDICATION

Dedicated

To

My Parents

Who directed me to the path of

real life and this stage where

I am now

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ABSTRACT

The present study entitled 'Use of Monolingual and Bilingual Dictionary at Secondary Level' was carried out to compare the proficiency on dictionary use in terms of medium of instruction and sex and to compare the usefulness of using monolingual and bilingual dictionary in ELT and Besides, it aims to find out the areas of difficulties of using the monolingual dictionary at secondary level. Moreover, it also presents some recommendations to improve the existing pedagogical situation. Sankhuwa-sava district was selected purposively as study area for the research. Ten schools, hundred students and thirty secondary-level English teachers were selected using simple random sampling procedure. For the data collection, the test items and a set of questionnaire were prepared and administered among the selected students. And a set of questionnaire was prepared and administered among the teachers. The major findings of the study were that the proficiency of English-medium school students was far better than that of Nepali-medium school students; boys were slightly better in proficiency than the girls; monolingual dictionary is more useful in ELT than the bilingual one. The main difficulty of using an English monolingual dictionary was that the students could not understand the meaning in English only.

The study is divided into four chapters along with their sub-chapters. Chapter one includes general background, review of the related literatures, objectives and the significance of the study. Chapter two deals with methodology, process of data collection and limitations of the study. The third chapter comprises analysis, interpretation and presentation of data. Chapter four incorporates findings and recommendations. Similarly, references and appendices are attached at the end.

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ABBREVIATIONS AND SYMBOLS

adj.	:	Adjective
adv.	:	Adverb
B.A.	:	Bachelor of Arts
B.Ed.	:	Bachelor of Education
CD-Rom	:	Compact Disk - Read only Memory
Dr.	:	Doctor
ELT	:	English Language Teaching
esp.	:	especially
etc.	:	Et cetera
FM	:	Full Marks
i.e.	:	id est. (that is)
I.Ed.	:	Intermediate in Education
L ₁	:	First Language
M.Ed.	:	Master of Education
Mr.	:	Mister
Mrs.	:	Mistress
N	:	Noun
NELTA	:	Nepal English Language Teachers Association
P.	:	Page
PCL	:	Proficiency Certificate Level
Prof.	:	Professor
Resp.	:	Respondents
Stds.	:	Students
T.U.	:	Tribhuvan University
TL	:	Target Language
Vb	:	Vreb
Vs.	:	versus
%	:	Percent
&	:	and
10+2	:	Higher Secondary Level