CHAPTER - ONE

INTRODUCTION

1.1   General Background

Language is defined as a means of communication and self expression since it is used in our day-to-day life. Richards et al. (1985, p. 196) define language as "the system of structural arrangement of sounds (or their written representation) into larger units, eg. morphemes, words, sentences, utterances". Human beings express their feelings, thoughts and emotions through the means of language. Hall (1968) tells us that language is "the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols" (as cited in Lyons, 1980, p. 4). Language is a distinctive feature of human beings because everyone can acquire his/her mother tongue and learn other languages.

Wardaugh (1998, p. 1) defines language as "what the members of particular society speaks". According to Sapir (1978, p. 8) "language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" (as cited in Yadava, 2004, p. 3). Language is so essential for human being that it is almost impossible to survive without the use of it. It is language that makes human being different from other animals. Language is manifested through speech and writing. Languages are of various types that are being spoken/used in different communities of people. It may be different from one ethnic group to another, one community to another community as well as one country to another country. Language is changeable in nature. It is changed gradually along

with time. We can notice language change when we see languages used in Chaucer's time. We can compare the Nepali language used in the time of Bhanubhakta and the language being used at present.

1.1.1 The English Language

Among various languages, English has been developed as an international language in the world because of its wide use, the largest vocabulary, the richest literature and grammar. Some countries such as the UK, the USA, Australia, Canada etc. use English as their native language. And it is being used as lingua-franca among the people of various speech communities in the world. Thus, in this modern age, English has become a prerequisite and a very essential medium of communication because of its popularity and globalization.

Quirk (1962, P. 45) says:

> English has become one of the most important languages. The rapidly growing interest in English cuts across political and ideological lines because of the convenience of a 'lingua franca' increasingly used as a second language in important areas of the world. It is a key which open doors to scientific and technical knowledge indispensable to the economic and political development of vast areas of the world.

Being an international language of the world, English is regarded as the most important language to be learnt in the context of Nepal so is in the world. One should learn English who wants to learn about history, human civilization, cultures, geography, science and technology, political and economical development, art and literature and current international affairs and issues.

Considering the facts and importance of the English language, many more academic institutions in private level and Nepal Government have been investing a lot of efforts and money to teach this language at present time so that people can adjust in the international community. That is why, English Language Teaching (ELT) has been developed as an important field in Nepalese context and so has been in the world. English is being taught as a compulsory subject from Grade-1 to Bachelor level in Nepal.

1.1.2 Language and Gender

Language variation is very much concerned with gender, which is an important social variable. Gender is not merely biological and absolute concept. Gender is determined with some male like or female like features. In case of language use, we often observe that men and women do not speak in exactly the same way. They vary in terms of linguistic features such as pitch, choice of words, discourse patterns, etc; social and contextual features such as formal or informal, standard or vernacular varieties, and so on. Wardhaugh (1986, p. 316) argues "The female voice usually has different characteristics from the male voice and often females and males exhibit different ranges of verbal skills."

Women and men may have different paralinguistic systems and they move and gesture differently. Similarly, women are also reported to use more polite forms and more compliments than men. In doing so, they are said to be seeking to develop solidarity with others in order to maintain social relationships. On the other hand, men are likely to use talk to get things done.

Women are also often named, titled and addressed differently from men. They are more likely than men to be addressed by their first names when

everything else is equal, or if not by first names, by such terms as 'lady',' miss', or 'dear' and even 'baby' or 'babe'. They are said to be subject to a wider range of address terms than men.

The observers have pointed out noticeable differences between the men's and women's varieties of a language in terms of phonological features such as pronunciation, pitch, and so on. Wardhaugh (1986, p. 318) says "in Gros Ventre, an Arnerindian language of the northeast United States. Women have palatalized velar stops where men have palatalized dental stops, e.g. female *kjatsa* 'bread' and male *djatsa*."

The language difference in terms of gender can also be obvious in some languages in the morphological level. It is usually evident in case of choice of words. We have some examples to certain gender-based distinctions in the English language: actor-actress, waiter-waitress, master-mistress, gentleman- lady, bachelor-spinster, etc.

Lakoff (1973) claims:

> Women use colour words like 'beige', 'aquamarin&, 'lavender1 and 'magenta' but most men do not. She also maintains that adjectives such as 'adorable',' charming', 'divine', 'lovely' and 'sweet' are also commonly used by women but only very rarely by men. Women are also said to have their own vocabulary for emphasizing certain effects on them, words and expressions such as 'good', 'such fun', 'lovely', 'divine', 'precious', 'adorable', 'darling', and 'fantastic'. (as mentioned in Wardhaugh, 1986, p. 318).

Women's variety of a language is different from the men's one in terms of morphological features in the Japanese language as well. Gender

differences in word choice are obvious in this language. Wardhaugh (1986, p. 320) writes:

> Japanese women show they are women when they speak, for example. by the use of a sentence-final particle *ne* or another particle *wa*. And a male speaker refers to himself as *boku* or *ore* whereas a female uses *watasi* or *atasi*. Whereas a man says *boku kaeru*' I will go back' in plain or informal speech, a woman says *watasi kaeru wa*.

Language differences in terms of gender can also be found in the dialect of some languages as well. This means the dialectal variety of language used by men can be different from that of women. Wardhaugh (1986, p. 320) argues that "Austrailian aboriginal language, Yanyuwa, spoken by approximately 90 to 100 people, has gender- differentiated dialects. The dialects use the same word stem but there are different classes - making prefixes on nouns, verbs and pronouns."

1.1.3 Proficiency in Using a Dictionary

Generally, proficiency refers to the ability to do something because of training and practice. Proficiency can be achieved in different field of language learning that develops one's performance in the concerned language. Here, proficiency in using a dictionary refers to the ability of the students to use a dictionary effectively for language learning. When a student is proficient enough to use a dictionary, the dictionary really helps to learn better and she/he can have command over vocabularies. To be proficient in using a dictionary, one should have knowledge about various dictionary skills so that she/he can find out the intended information about words.

i.   Alphabetical Order

Words are arranged alphabetically in the dictionary. To find out the words we need, we have to know where the words are listed in the dictionary. So, learners should have knowledge and skills to judge quickly whether a word comes before or after another one, this is called alphabetical order.

ii.   Guidewords

Guide words are listed at the top of each dictionary page that signal the words alphabetically listed on the page. The words alphabetically between two guide words are printed on the given page. One should be able to observe guide words appropriately to enhance proficiency in using a dictionary.

iii.   Quarter of the Dictionary

A dictionary is often divided into four parts that makes easy to find out the words we need. It is estimated that the words spelled from the alphabets A to D are listed in the first part/quarter; E to L are in the second, M to R in the third and S to Z in the last quarter. Thus, students should have the ability to notice the words and quarter of the dictionary to search the words quickly.

iv.   Pronunciation

Students should be able to notice the phonemic symbols used for the correct pronunciation of the words in the dictionary to be proficient in using a dictionary.

v. Definition and Contextual Meaning

Words are often defined to express the meaning in the dictionaries. Single word may have different meaning according to the context they are used. Thus, a proficient user should be able to choose the right meaning of the words in a particular context.

vi. Label, Slang and Abbreviations

Proficiency of using a dictionary can be measured with the ability of the learner whether he/she is familiar with the labels, slang, symbols and abbreviations used in the dictionary or not. One can not be able to find the right information about the words until he/she is unfamiliar with the components used in the dictionary.

1.1.4 Dictionary and its Importance

To achieve the objectives of ELT, different additional materials are being used according to the nature and level of the learners. Among them, dictionary is one of the common materials that are being used in teaching and learning English. There is no doubt that a dictionary plays a vital role for teaching learning and getting necessary information about the language. One of the best resources for learning language is a dictionary. Hornby (2005, p. 422) says dictionary is "a book that gives a list of the words of a language in alphabetical order and explains what they mean or gives a word for them in a foreign language". It contains a selected list of words in alphabetical order, explains their meaning and pronunciation, and gives information about them. It gives lexical information arranged usually alphabetically, under the individual words of a language. It is said that a good dictionary is a good investment for the learners' future studies in English. Dictionaries provide various information to the language

learners. Dictionary is a simple tool which helps us to pronounce, respell and use the grammar we need to collaborate within in a communication.

1.1.5 How to Use a Dictionary

A dictionary gives a solution whenever we are unable to get the right information about new words and their uses in teaching learning process. Although it is an inevitable means for learning English, one should know the proper use of it. Learners should be able to find out the exact information quickly and appropriately in a dictionary that facilitates to learn English. To find out words in the dictionary, it is important to know the alphabets well. Learners should be able to judge quickly whether any word comes before or after another one, this is called alphabetical order. If the first letters of two words are same, we should look at the next letter to decide the correct order.

Words are printed in large bold type at the upper top left-hand and right-hand corner of any page to help us quickly find a word in the dictionary. They are called guide words. The first guide word is the first word on that page and the second is the last word on the page. Hence, other words are alphabetically found between two guide words on the page. To be specific, some things to know while using a dictionary are:

a.   Guide words- two words listed at the top of each dictionary page that signal the words alphabetically listed on the page.

b.   Entry words- in boldface type, give the spelling (and is sometimes divided to show syllables).

c.   Pronunciation- the symbols used to show how to pronounce the words properly.

d.   Definition- gives the meaning of the word. They are stated briefly and are numbered to separate each one.

e. Illustrative sentence- (or phrase) sentence used to demonstrate how the word is used.

f. Label- a descriptive word used to show how the word is used (example- OLD USE or ARCHAIC tells the reader the word is not commonly used in today's speech but a definition may be necessary because the word may be used in literature).

g. Slang- a label used to tell the reader that the definition is for a non-standard use of the entry word.

h. Idiom (idm.) - a phrase or saying in which a special use is made of a word. e.g. raining cats and dogs.

i. Derivation - the origin of the entry word where the words come from (usually written at the end of the definition in brackets).

j. Abbreviations- (of parts of speech) - identify each use of a word by its functions in a sentence.

    i. Adj. - adjective- a word that describes a noun- gives a more exact meaning.

    ii. Adv. - adverb- a word that describes a verb, an adjective or another adverb by giving a more exact meaning.

    iii. Conj. - conjunction- a word that connects words, phrases or clauses.

    iv. Interj. - interjection- an independent word which expresses strong feelings.

    v. N. – noun - a word that gives name of a person, place animal or thing.

    vi. Prep. - preposition- a word that shows relationship between noun and some other words in the sentence.

    vii. Porn. - pronoun- a word that is used in place of noun.

    viii. Vb. - verb- a word that indicates action or tells something about the subjects.

ix.   Pl.- plural- form of noun, adjective, or verb which indicates that more than one person, place, or thing is being spoken about in the sentence.

1.1.6 Development of Dictionaries

The very earliest dictionaries of English were actually glossaries that translated Latin words into old English, the form of English spoken before about 1100 A.D.

The English monolingual dictionary (one that lists English words and gives definition in English) did not appear until 1600- so Shakespeare did much of his work without even the possibility of looking thing up! For their first century or so, these dictionaries only defined 'hard words'. It was not until the 18th century that dictionaries grew and included most meanings of even common words; during that century most of the features we associate with dictionaries first appeared, such as pronunciations, etymologies, as parts of speech. In the nineteenth century dictionaries of English began to attempt to cover the whole vocabulary.

Large collection of examples of words usage were built up and used as the basis for the dictionary. In the twentieth century, dictionaries became yet more inclusive, covering slang, technical, and regional language that was not admitted before. Dictionaries for different purpose and groups (for example pocket dictionaries and foreign learners' dictionaries) began to appear. With the advent of the computer it became possible to use computer databases as the source of language evidence alongside, or instead of, example on file cards, and eventually to publish dictionaries electronically, on CD-ROM and online.

1.1.7 OUP and OALD in the Field of Learner's Dictionary

OUP has a long history of producing dictionaries for learners of English. The Oxford Advanced Learner's Dictionary by A.S. Hornby, the world's first dictionary written specifically for advanced learners of English, was first published by OUP in 1948. Since then it has sold over 30 million copies to become the best-selling dictionary of its kind in the world.

OUP's dictionaries for learners continue to evolve as they are regularly revised and updated to make them more helpful, relevant and easy to use. The range contains something for all learners. The monolingual dictionaries cater for all levels of English, from elementary through intermediate to advanced. There are also dictionaries devoted to collocations, idioms, phrasal verbs, computing, business and culture. OUP also produce bilingual dictionaries for speakers of a wide variety of languages, including Spanish, German, Portuguese, Greek, Italian, Polish and Arabic. New titles are constantly added to the range. Both monolingual and bilingual dictionaries are written specifically with the needs of learners of English in mind. Many of the dictionaries are also produced in electronic form.

OUP is the lead partner in the British National Corpus, a database of over 100 million words. This forms part of the Oxford Corpus Collection, which is being added to all the time with spoken and written British and American English. This is the main tool which dictionary editors use to make sure they are giving an up-to-date and reliable picture of how English is really used. We also use smaller foreign language corpora when compiling our bilingual dictionaries. Now editors also have access to the internet to get the very latest evidence of the language in use.

1.1.8 What is a Learner's Dictionary?

Learners' dictionaries are very different from dictionaries for native speakers of English in the way they are written and the types of information they contain. Editors combine their experience of teaching English as a foreign language with analysis of the language and research into what students and teachers want from a dictionary to make sure that dictionaries give maximum support to learners and are easy to use. A corpus of material written by learners of English also helps the editors see where learners need extra help. Both monolingual and bilingual dictionaries are specifically designed to help learners not only to understand words and phrases they meet but also to be able to use them correctly and broaden their knowledge of the language.

1.1.8.1 Special Features of a Learner's Dictionary

Learner's dictionaries are different from other dictionaries because they have some more extra features which others do not. They are presented below.

i.   Explaining the Meaning

- In monolingual dictionaries the meanings are explained using a limited number of words (called a *defining vocabulary*) which are carefully chosen for each level to make the definitions clear and easy for learners to understand.
- There are also illustrations of many items that may be difficult to explain precisely in simple words.
- In bilingual dictionaries the translations are up-to-date and accurate and give a full picture of the meaning of a word in various contexts.

ii. Pronunciation

- They include phonetic spellings to show how to pronounce each word. There is always a key to these, sometimes at the bottom of each page.
- They also show where to put the word stress in compounds, phrasal verbs and idioms.

iii. Information about Grammar

Learners' dictionaries give full information about the grammar of a word:

- What part of speech is it? Can it be more than one?
- Nouns: Are they countable or uncountable? Do they have irregular plurals?
- Verbs: Do they have an object or not? Are they regular or irregular?
- Adjectives: Can they be used both before a noun and after 'be'? Do they have regular comparatives and superlatives?
- Phrasal verbs: Where does the object go?

iv. Information about How a Word or Phrase is Used

To give learners maximum help with this, each dictionary has:

- thousands of example sentences, based on corpus or Internet evidence to show how a word or phrase is really used and provide a model for learners.
- information about the patterns that words are used in. Is a particular verb followed by -ing or to? What preposition is used with it?
- help with collocation. An extremely important part of mastering English is learning how words can be combined to produce natural-

sounding speech and writing. Special help is given with this aspect of the language.

- labels to show if words or phrases are formal, informal, slang, etc. to help learners use them in the appropriate contexts.

v. Building Vocabulary

Learners can add to their vocabulary by looking at:

- synonyms and antonyms.
- words that come from the same root (derivatives).
- links to words that are similar or are related in meaning.
- special notes giving useful alternatives to commonly used words.
- help with families and groups of words, for example through illustrations.

1.1.9 Monolingual Vs Bilingual Dictionaries

Dictionaries can be categorized in terms of their nature and population for whom they are intended and language and users. They are classified as monolingual, bilingual and multilingual on the basis of language used in a dictionary.

A monolingual dictionary is one that uses only language to contain words of a language and explain them. i.e. in monolingual dictionary, list of words and their explanations are provided in the same language. Monolingual dictionaries give meanings by means of description, definitions, synonyms and antonyms as well as illustration in the same language. Oxford Advanced Learner's Dictionary, Cambridge International Dictionary of English, Cambridge Advanced Learner's

Dictionary, Longman Dictionary of Contemporary English etc. are being used as monolingual dictionaries in ELT.

A bilingual dictionary contains words of a language and explains them in another language. It makes the use of two languages. A bilingual dictionary or translation dictionary is a specialized dictionary used to translate words or phrases from one language to another. In addition to the translation, a bilingual dictionary usually indicates the parts of speech, gender, verb type and other grammatical clues to help a non-native speaker use a word. Other features sometimes present in bilingual dictionaries are list of phrases, usage and style guides, verb tables, maps and grammar references. In contrast to the bilingual dictionary, a monolingual dictionary defines words and phrases instead of translating them. Bilingual dictionaries are available for nearly every combination of popular languages. They also often exist between language pairs where one language is popular and other is not. Bilingual dictionaries between two unknown languages are not likely to exist. OUP's bilingual dictionaries for learners of English have the same philosophy and features as the monolingual range. They are different from other bilingual dictionaries in that they are written exclusively for learners of English and not for English speaking learners of the foreign language. This means that the entire contents of the dictionary are focused on telling learners in detail to know about English. Allora Comprehensive English-English-Nepali Dictionary, Anglo English-English-Nepali Dictionary, Ajanta's Advanced Learners' English-English-Nepali Dictionary etc are some examples of bilingual dictionaries being used in ELT in Nepal. In the present context of English language teaching and learning at secondary level, both monolingual and bilingual dictionaries are being used.

Multilingual dictionaries are closely related to bilingual dictionaries. Multilingual dictionaries are compiled using more than two languages. Multilingual dictionaries are not being used so far in ELT at secondary level in Nepal.

1.1.10 Good Reasons to Use a Dictionary in Classroom

Using a monolingual dictionary can be hard work, especially if you have to carry it all the way to class yourself ! There are lots of good reasons why your teacher might want to train you in using an English-English dictionary. It is obvious that the teacher can use the dictionaries in language classroom by making his/her students clear about the reason to use them in the particular context. There are a few times, however, when a bilingual dictionary (e.g. a French-English dictionary or a Chinese-English dictionary English-Nepali dictionary) is better and you might want to insist that your teacher lets you use it.

1.1.10.1 Good Reasons to Use an English-English Dictionary in Class

Dictionaries are used to get information about meaning, grammar and usage, pronunciation, correct spelling and derivations of words. They help to increase vocabulary power of the learners. Some important reasons of using an English monolingual dictionary are presented below.

i.   Stop Translating

The most important reason to start using a dictionary that only has English in it is the same reason teachers insist you use only English in the classroom. If you can switch off the L_1 part of your brain in class it will eventually become possible to think in English and so speed up your comprehension and production of the language. Using a monolingual dictionary not only means you are reading in English and avoiding your

16

own language, but that you can also copy the definition down into your notebook and so increase your use of English outside class as well.

ii.   Double Practice

Many students are worried that when they look for one difficult English word in the dictionary they will just find it explained with another difficult word that they do not know. This will rarely happen with the right dictionary and if this happens all the time you should probably be using an easier one such as an Elementary Learners Dictionary. If this still happens occasionally even when you have the right dictionary, that means the word you do not know in the definition is also very useful and you are therefore getting double practice of English by learning that one too.

iii.   Grading

As mentioned above, English-English dictionaries are available in many different levels. By using an Intermediate Learners' Dictionary, for example, you will know that any words which you read in a text that do not appear in the dictionary are not important enough to learn at this stage of your English studies and so can be ignored. If there are many words in the article you are reading that are not in the dictionary for your level, that is also a good sign that the text is too difficult and you should read a graded text instead. Bilingual dictionaries are not often graded this way.

iv.   Words that do not Translate

Another problem students have that they understand the English definition but still can not think what that word is in their own language, they go to a bilingual dictionary to check. This means that the translations given are not really the same thing as the English word. This is

particularly true with the words for personality, where seemingly the same word in different languages might have very different positive and negative meanings. This is another case in which stopping translation helps- in this case to really learn what the English word means.

v.   Learn English Grammar Words

Students also sometimes complain that words like "noun" and 'adverb" in the English-English dictionary make the definitions difficult to understand, but these are words you will also need in order to be able to study English without using your own language. A dictionary is a very good place to learn grammar words form because the same words are repeated many times. Copying these words down (or short versions like "n" or "adv") when you learn new vocabulary can help you learn the vocabulary better and learn the grammar words at the same time. Knowing these words in English will also help you discuss the language with people who do not speak your language, for example if you study abroad.

vi.   More Information

A good English-English dictionary for foreign language learners includes lots of extra information for study that most bilingual dictionaries leave out, such as the most used words in the English language, more definitions for each word, common confusions and mistakes, and the phonemic script for pronunciation

vii.   Checking with the Teacher

If the teacher does not speak your language very well, the only way they can check if you have the right meaning of the word you are looking up is if the definition is in English.

viii. Tying in with the Textbook

Some textbooks have exercises that need monolingual dictionaries.

ix. Learn to Explain Language in English

The way that a dictionary explains a word in simple language is very similar to what you will need to do if you can not think of a word in English and have to explain what you mean in other ways. Reading those kinds of explanations will make it easier for you to make explanations yourself such as "I can not think of the word, but it is a kind of...".

x. Cut down on Dictionary Use

Because using an English-English dictionary takes more time than using a bilingual one, especially an electronic one, this can stop students using dictionaries too often when they should be listening to the teacher or guessing words from context.

xi. Quality Control

By using a good English-English dictionary for learners recommended by your teacher, you can avoid the problems that some bilingual dictionaries (especially electronic ones) have such as lots of useless or words that are not used at the time and a lack definitions for each word.

1.1.10.2 Good Reasons to Use a Bilingual Dictionary in Class

There are a few times when monolingual dictionaries are better, such as when you are looking for something that you know the name of in your language but can not explain or draw. Words that are almost impossible to explain just in English include vegetables and other plants, and fish and other animals. If your teacher has seen that you have made a good

effort to use English only as often as possible, they will trust you when you sometimes say that the only way for you to find this word is to use a bilingual dictionary.

1.1.11 Uses of Dictionary in English Language Teaching

There are numerous things a person can find in a dictionary. The first and obvious things in a dictionary that people think of are definitions. The words are all in alphabetical order and one or more than one definition of them is presented in a dictionary. There are also other information about words such as parts of speech, their pronunciation as well as origins or roots and contextual use. A dictionary is a great companion to stretch a small vocabulary. So, it is said that the more the use of dictionary, the better the learning of language and vice-versa. If any language is to be taught and learnt effectively as a second/foreign language, there must be a dictionary of the concerned language so that it serves the function of a guide for both teachers and learners. Generally, a dictionary is used:

1.   to learn meanings of unfamiliar words.
2.   to find correct spellings .
3.   to find out how to correctly use a word-as what part of speech.
4.   to find the pronunciation for a word .
5.   to find the derivation of a word (the origins of the words).
6.   to find the correct spelling of derivatives(root words with suffixes or other regular endings).

1.2   Review of the Related Literature

In the field of dictionary use, a few researches have been carried out in the Department of English Language Education.

Siwakoti (2001) carried out a research on "A Study of the Problems Found by the Learners of Proficiency Certificate Level (PCL) in the Use of English-English Dictionary" and concluded that students of PCL are facing lots of problems in using English-English dictionary. He has further categorized the problems in different areas such as pronunciation, meaning, phonemic transcription, contextual meaning and so on.

Gautam (2002) studied on "Proficiency in the Use of Dictionary" focusing on the proficiency of master's level students in using English-English dictionary. He has found that most of the students consult dictionary only for meaning and pronunciation.

Upadhyaya (2003) conducted a research on "The Proficiency of the Students in Using a Monolingual English Dictionary". He compared the proficiency of PCL students of two faculties: Education (I.Ed.) and Humanities (I.A.). He concluded that the students of I.A were better in dictionary use than the students of I.Ed. He further found that students of Morang were more proficient than the students of Jhapa District.

Gyawali (2004) carried out a research entitled "Proficiency of the Students in Using Monolingual Learner's Dictionary at Bachelor Level". He found that B.Ed. students' proficiency was better than B.A. students and the students of Kathmandu District were more proficient than the students of Nawalparasi District.

Dahal (2004) studied on "The Use of Dictionary: A Comparative Study" in which he compared the proficiency in using English-English Dictionary of Tharu-native speakers and Nepali-native speakers studying at higher secondary level. He found that Nepali native speakers were more proficient in the use of English-English dictionary than Tharu-native speakers.

Thapa Magar (2006) conducted a study on "The Skills of Using English-English Dictionary". He carried out the study to find out the skills of I. Ed. second year students of T.U. in the use of English monolingual dictionary. He concluded that I. Ed. Second year students were not very good in using an English-English dictionary effectively. However, students majoring English were found more proficient in using a dictionary than the students majoring in other subjects.

Kafle (2007) carried out a research entitled "The Proficiency of PCL and 10+2 Students in the Use of Monolingual Learners' Dictionary". In his study, he analyzed the proficiency of PCL (Education) and 10+2 (Education) students in using monolingual dictionary and found that the students of 10+2 were more proficient than the students of I. Ed.

The present study is different from the above mentioned studies in the sense that it aims to find out the proficiency of the students at secondary level in using monolingual and bilingual dictionary. It further tries to compare the usefulness of monolingual (English-English) dictionary and bilingual (English-Nepali) dictionary at secondary level that has not been studied before. Moreover, it aims to find out the difficulties in using monolingual dictionary at secondary level.

1.3   Objectives of the study

The Objectives of the study were as follows:

1. To compare the proficiency of the students in using dictionary on the basis of the following variables:
   i.   Boys Vs. girls.
   ii.   English medium school students vs. Nepali medium school students.

2.   To compare the usefulness of using monolingual and bilingual dictionary in ELT at secondary level.

3.   To find out the areas of difficulties in using the monolingual dictionary at secondary level.

4.   To suggest some pedagogical implications.

1.4   Significance of the Study

The study will be significant to the English language learners and teachers because it provides information about the effective use of dictionary at secondary level. It will also be significant to the researcher who wants to study in this field by using the information given by this research. Similarly, curriculum designer, textbook writers and methodologists will be benefited by this study to design curriculum, formulate objectives and exercises as well as to apply different methodologies in ELT at secondary level. Besides, the people who are directly and indirectly involved in ELT as a foreign/second language in the Nepalese context can also derive information from the study so that learners can be facilitated in learning the English language.

CHAPTER - TWO

METHODOLOGY

To fulfill the objectives of the study, I applied the following methodology:

2.1   Sources of Data Collection

Both primary and secondary sources were used to collect data for the research.

2.1.1 Primary Source

The students of grade-x and secondary level English teachers from the secondary schools of Sankhuwa-Sava district were the primary sources of the study.

2.1.2 Secondary Sources

Some of the related books, journals, reports, articles, dictionary and related theses in the Department were the secondary sources of the study. Some of them are Landaul (1984), Richard et al. (1985), Jackcon (1988), Cross (1992), Kumar (1996), Crucel (1997), Bhattarai (2000), Crystal (2000), Kell (2000), Bhattrai (2001), Yadava (2004), Hornby (2005) etc.

2.2   Population of the Study

Population of the study includes all the students of grade 10 and the teachers teaching English at secondary level.

2.3 Sampling Procedure

The sample population of the study was 100 students of Grade X from 10 selected secondary schools (both Nepali medium public and English medium private) in Khandbari Municipality, Sankhuwa-Sava. Ten students from each school were selected on the basis of simple random sampling procedure. Similarly, thirty secondary-level English teachers from twenty secondary schools of Sankhuwa-Sava district were taken using simple random sampling procedure as sample population of the study.

2.4 Tools of Data Collection

Two different sets of questionnaire were prepared for students and teachers to collect required data/information for the study. Similarly, four different test items were prepared for the students.

2.5 Process of Data Collection

Two sets of general questionnaire (one for the students and another for the teachers) and test items (only for the students) were prepared and photocopied according to the number of students and teachers to collect data. I visited the selected schools with the concerned authority's permission and selected the students by applying simple random sampling method. I made them clear about the purpose of my visit. When they were ready to do the task, I administered the questionnaire. As soon as the students responded the questionnaire, I administered the test items and asked them to solve. Then, I collected the papers of test items. Similarly, I provided the questionnaire to the English teachers of the same schools and requested them to give the required information in short. The sets of questionnaire were collected then.

2.6 Limitations of the Study

The limitations of the study were as follows:

a)   The sample population of the study were 100 students of Grade-X and 30 English teachers teaching at secondary level.

b)   The study was limited to only secondary schools (both public and private) in Sankhuwa-Sava district.

c)   The primary data for the study were collected using only questionnaires and test items.

d)   The study was further limited to the analysis and interpretation of the responses obtained from the respondents only.

CHAPTER - THREE
ANALYSIS AND INTERPRETATION

The data collected from the respondents using the general questionnaire and the test items have been analyzed and interpreted carefully in this chapter. The data obtained from the respondents have been tabulated and analyzed below.

3.1   Overall Proficiency of the Students in Using Dictionaries

After checking the answers of the tests and assigning the marks (see appendix IV) the students were grouped according to sex and the medium of instruction. The marks were calculated into average and percentage to find out and compare their level of proficiency in using dictionary.

Here, overall proficiency refers to the comparison of total proficiency in using a dictionary of the students of grade X. The total proficiency of the students in using a dictionary in terms of sex and medium of instruction vary from one another. The holistic comparison is presented below.

Table No. 1

Overall Proficiency of the Students in Using Dictionaries

S.N.	Group of Respondents	Sample Size	Full Marks	Obtained Marks	Average Marks	%
1.	Boys	50	1500	875	17.50	58.33
2.	Girls	50	1500	828	16.56	55.20
3.	English-medium School Students	50	1500	1011	20.22	67.40
4.	Nepali-medium School Students	50	1500	692	13.84	46.13

The table presented above shows that the boys were a bit more proficient than the girls since they have scored 875 marks out of 1500 full marks i.e. 58.33 percent and the girls have scored 828 marks out of 1500 full marks

i.e. only 55.20 percent which is 13 percent less than of the boys. Similarly, English medium school students were found far more proficient in using a dictionary than the students of Nepali-medium schools as they have secured 1011 marks (67.40%) and 692 (46.13%) with the difference of 21.27 percent marks.

3.1.1 Proficiency of the Students in Using a Dictionary in Terms of Medium of Instruction at their School

Generally, the English language is taught using the English language in the classroom. But the medium of instruction of the school and its linguistic environment affect English language learning. In addition, using a dictionary is also a skill of learning English with an individual effort that may develop linguistic competence and students can be exposed to themselves. The proficiency of the students in dictionary skill in term of medium of instruction is presented below.

Table No. 2

Proficiency of the English Medium School Students and Nepali Medium School Students in Using a Dictionary

S.N.	Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
1.	English-medium Schools Students	50	1500	1011	20.22	67.40
2.	Nepali-medium Schools Students	50	1500	692	13.84	46.13

The data given in the above table show that English medium school students were far more proficient in dictionary skills than the Nepali medium school students. There was a significant difference of 21.27

percent between the marks obtained by English medium school students and Nepali medium school students.

3.1.1.1 Proficiency of the Boys from English Medium Schools and Nepali Medium Schools

The English language is generally taught in English medium. Despite the reality, it is being taught using both The English and Nepali languages at secondary level in bilingual environment. Therefore, there was a significant difference between the proficiency of boys in dictionary skill in terms of medium of instruction of the schools. It is clearly seen in the table below.

Table No. 3

Proficiency of the Boys of English Medium Schools and Nepali Medium Schools

S.N.	Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
1.	English-medium Schools Students	25	750	513	20.52	68.40
2.	Nepali-medium Schools Students	25	750	362	14.48	48.27

When I compared the proficiency in using a dictionary of the boys of English medium schools and Nepali medium schools, I found that the boys of English medium schools were far more proficient than the boys of Nepali medium schools. The boys from English medium schools secured 68.40 percent marks where as the boys from Nepali medium schools could secure only 48.27 percent marks. It shows that medium of instruction of the school plays a vital role to develop proficiency in using a dictionary in learning English.

3.1.1.2 Proficiency of the Girls from English Medium Schools and Nepali Medium Schools

The students require certain dictionary skills to use a dictionary in learning English and develop linguistic competence in different aspects. So, they are expected to develop dictionary skills to learn English in similar way no matter which background they are from since English is regarded as common medium for ELT.

Table No. 4

Proficiency of the Girls of English Medium Schools and Nepali Medium Schools

S.N.	Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
1.	English-medium Schools Students	25	750	498	19.92	66.4
2.	Nepali-medium Schools Students	25	750	330	13.20	44.0

The above table shows that the girls from English medium school scored 66.4 percent marks where as the girls of Nepali medium schools secured only 44.0 percent marks. It can be concluded that girls of English medium schools were far more proficient than the girls of Nepali medium schools with clear difference of 22.4 percent marks.

3.1.2 Proficiency in Using a Dictionary in Terms of Gender

Generally, both boys and girls can be better in dictionary skills when we compare their proficiency individually in different situation. They may have equal chances to be better than one another. The comparison was made between the obtained marks by the boys and girls on different test items.

Table No. 5

Proficiency of Boys and Girls

S.N.	Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
1.	Boys	50	1500	875	17.50	58.33
2.	Girls	50	1500	828	16.56	55.20

As shown in the above table, boys were found slightly more proficient than the girls in using dictionaries. The boys secured 875 marks out of 1500 full marks i.e. 58.33 percent where as the girls secured 828 marks out of 1500 full marks i.e. 99.20 percent that is 3.13 percent less than the marks of boys.

3.1.2.1 Proficiency of English Medium School Students

The schools provide equal opportunity and facilities to all the students, no matter what sex they are from. In this sense, both boys and girls should be equally proficient in each case. But it depends upon their exposure in English language learning through materials. However, the comparison was made on the basis of average marks and percentage achieved in test items.

Table No. 6

Proficiency of English Medium School Students

S.N.	Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
1.	Boys	25	750	513	20.52	68.40
2.	Girls	25	750	498	19.92	66.40

From the above table, we can notice that boys were slightly better in using a dictionary than the girls of the same medium schools. The Boys of the English medium schools could secure 68.40 percent marks with

average marks of 20.50 whereas the girls of the same medium of instruction secured 66.40 percent marks with average marks of 19.92. The difference was not so significant although the boys were a bit more proficient in dictionary skill.

3.1.2.2 Proficiency of Nepali Medium School Students

In fact, both boys and girls are thought to be equally proficient in using a dictionary, the comparison was made on the basis of their average marks and percentage that they got in test items.

Table No. 7

Proficiency of Nepali Medium School Students

S.N.	Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percent
1.	Boys	25	750	362	14.48	48.27
2.	Girls	25	750	330	13.20	44.00

As we got in the case of English medium school students, boys were found a bit more proficient in dictionary skills than the girls of Nepali medium schools. The boys secured 365 (48.27) marks out of 750 full marks with 14.48 average marks whereas girls secured 330 (44.00%) in the same full marks with 13.20 average. The difference was only of 4.27 percent although the boys were found better in the proficiency of using a dictionary.

3.2   Usefulness of English Monolingual and Bilingual Dictionaries

It is obvious that the environment of ELT is bilingual in the context of Nepal since English is our foreign language. Sound English environment should be maintained in the English language classroom to learn it effectively. In this sense, monolingual dictionary might be more useful

than a bilingual dictionary. To find out and compare the usefulness of English monolingual and bilingual dictionary, the students and the teachers were asked the question; 'which dictionary is useful at secondary level? Why?' On the basis of the responses given by the respondents, major points have been presented below.

Table No. 8

Usefulness of English Monolingual and Bilingual Dictionaries

S.N.	Resp.	Reasons	Teachers		Students		Total	
			No.	%	No.	%	Teacher	Students
1	Monolingual	Helps to learn English better and develops exposure in English	9	30.00	49	49.00	66.67%	76.00%
		Comprehensive power is enhanced and makes fluent in English	11	36.67	14	14.00		
2	Bilingual	Easy to understand meaning	8	26.67	13	13.00	33.33%	24.00%
		Helps to be familiar with both languages	4	13.33	7	7.00		

The table presented above shows that 66.67 percent teachers and 76 percent students found English monolingual dictionary more useful at secondary level than a bilingual one. Among them, 30 percent teachers and 49 percent students preferred monolingual dictionary because it helps to learn English better and develops exposure in English. Similarly, 36.67 percent teachers and 14 percent students found English monolingual more useful to enhance comprehensive power and to be fluent in English. On the other hand, 33.33 percent teachers and 24 percent students opined that bilingual dictionary is more useful than a monolingual. Over twenty six

percent (26.67%) teachers and 13 percent students were in favour of bilingual dictionary because it is easy to understand meaning. Moreover, 13.33 percent teachers and 7 percent students preferred it to be familiar with both languages. This shows that monolingual was found more useful than bilingual dictionary.

3.2.1 Teachers' Perspective on Usefulness of Dictionaries

To find out the usefulness of dictionaries, the teachers were asked the question; 'Which dictionary (monolingual or bilingual) do you think is more useful at secondary level in learning English ? Why?' On the basis of the responses given by the respondent teachers, usefulness of dictionaries along with the reasons is summarized below.

Table No. 9

Teachers' Perspective on Usefulness of Dictionaries

S.N.	Responses	Information/Reasons	Respondents	Percentage	Total Resp./%
1	English Monolingual	Comprehensive power is enhanced	11	36.67	20/66.67
		It develops exposure in English	9	30.00	
		It provides more information about words	7	23.33	
		It develops competence in TL	5	20.00	
2.	Bilingual	Students at secondary level are not able to understand meaning in English	8	26.67	10/33.33
		It helps to be familiar with both languages	4	13.33	

On the basis of the information given in the above table, we can find that two-third of the English teachers (i.e. 66.67%) found English

monolingual dictionary more useful at secondary level. Among them 36.67 percent teachers opined that the reason was to enhance comprehension power of the students; 30 percent teachers found that it is useful to develop exposure in English; 23.33 percent respondents thought that it is useful to get more information about words and 20 percent teachers thought to develop competence in TL.

On the other hand, one third of teachers (33.33%) thought that a bilingual (English - Nepali) dictionary is more useful because students at secondary level are not able to understand meaning in the English language since they already acquired their mother tongue, they try to find out meaning in Nepali and it helps to be familiar with both languages.

3.2.2 Students' Perspective on Usefulness of Dictionaries

It is said that a serious language learner uses both types of dictionary in learning language, but both can not be available/accessible all the time. To get the information about the usefulness of dictionaries, the students were asked the question; 'Which dictionary is better at secondary level ? Monolingual or bilingual ? why ?' On the basis of the responses given by the students, reasons of using each dictionary at secondary level is presented below.

Table No. 10

Students' Perspective on Usefulness of Dictionaries

S.N.	Responses	No. of Respondents	Remarks		
			Reasons	Stds.	Percent
1.	English monolingual	76	Helps to learn English better	49	49.00
			Makes fluent in English	14	14.00
			No reason at all (I do not know)	13	13.00
2.	Bilingual	24	Easy to understand	13	13.00
			Helps to learn both languages	7	7.00
			No reason (I do not know)	4	4.00

In the above table, it can be seen that 76 percent students were in favour of using an English monolingual dictionary. Among them 49 percent students responded that it helped to learn the English language effectively, 14 percent told that it made them fluent in English. Some of the students thirteen percent (13%) were not familiar with the reasons at all. On the other hand, some students (24%) were infavour of using a bilingual dictionary at secondary level. Thirteen percent (13%) of them found it easy to understand; 7 percent students opined that it helped to learn both languages. Some respondents (4%) had no reasons though they preferred bilingual one.

3.2.3 Relevance of Dictionary Use at Secondary Level

Dictionary is one of the reliable sources of learning language and self-reading. To find out whether the dictionary should be used or not, the students were asked the question; ' Do you think the students at secondary level should use a dictionary ? why ?' However, most of the students thought that the students should use it for different purposes as shown below.

Table No. 11

Relevance of Dictionary Use at Secondary Level

S.N.	Responses	No. of Resp.	Remarks		Total percent
			Reasons	Stds.	
1.	Yes	96	To get meaning of difficult words.	64	64.00
			For pronunciation.	7	7.00
			Helps to understand the text.	5	5.00
			Useful to learn English.	3	3.00
			Increase vocabularies.	3	3.00
			Base for higher level.	2	2.00
			No reason at all.	10	10.00
2.	No	4	Teachers give meaning of difficult words.	4	4.00

According to the responses given by the respondents, most of the students (96%) were in favour of using a dictionary. The main reasons were to get meaning of difficult words (64%) and to get correct pronunciation (7%). It was also found that a dictionary should be used at secondary level to understand the text, to learn English better, to increase vocabularies

power and to have base for higher studies. Moreover, some students (10%) did not have any reason although they thought that the dictionary should be used. But 4 percent of the respondents were not in favour of using a dictionary at this level although they did not give any reasons. This shows that dictionary use is must at this level.

3.2.4 Use of Dictionaries by the Students

Although, English - English dictionary is more useful in ELT, both types of dictionaries are being used. The students were asked the question; 'Which dictionary do you use ? English to English or English to Nepali ? Why ?' On the basis of the responses form the students, reasons of using these dictionaries at secondary level are presented below.

Table No. 12

Use of Dictionaries by the Students

S.N.	Responses	No. of Resp.	Reasons	Respondents	Percent
1.	English to English	30	Easy to use understand.	17	17.00
			I've the same.	2	2.00
			I'm Eng medium student.	3	3.00
			I want to use English.	6	6.00
			Helpful to learn English.	2	2.00
2.	English to Nepali	70	Easy to understand.	43	43.00
			Difficult to understand English.	14	14.00
			We can learn both languages.	11	11.00
			I know Nepali better.s	2	2.00

As shown in the above table, only 30 percent respondents used English monolingual dictionary whereas 70 percent respondents used English -

Nepali dictionary. The major reasons of using English monolingual dictionary were that the students felt easy to understand and they wanted to use the English language. Similarly, some students (3%) used English monolingual dictionary because they were from English medium schools, 2 percent of the students had only monolingual dictionary and 2 percent of the students thought that it helped to learn English better.

On the other hand, most of the students (43%) used English - Nepali dictionary because it was easy to understand meaning in Nepali than in English. Fourteen percent (14%) of the students were found using the bilingual dictionary because they could not understand English. Some students (11%) used it because both languages could be learnt and Nepali is more familiar to them. On the basis of the above information, bilingual dictionary is used more frequently at secondary level although it is less useful to learn English.

3.3   Areas of Difficulties in Using the Monolingual Dictionary

Generally, exposure in the language develops performance of the students. Certain skills or things should be considered while using a dictionary no matter which one it is. However, major areas of difficulties to use the monolingual dictionary are summarized below.

Table No. 13

Areas of Difficulties in Using the Monolingual Dictionary

S.N.	Information	Respondent	Percentage
1.	They do not understand the meaning in English due to the lack of adequate vocabularies.	105	80.77
2.	They lack skills of using a dictionary.	32	24.62
3.	They lack knowledge of phonological symbols for pronunciation.	17	13.08
4.	It is not easily accessible.	15	11.54

As shown in the above table, the chief difficulty of using a monolingual dictionary is that the students do not have adequate vocabularies to understand meaning in English since 80.77 percent of the total respondents gave the fact. Similarly, 24.62 percent of the respondents opined that lack of skill of using a dictionary was another major difficulty to use monolingual dictionary. In the same way, 13.08 percent found it difficult to understand the pronunciation because they do not have knowledge about phonemic symbols and transcription. More over, some (11.54%) respondents found that the inaccessibility of the monolingual dictionary has also created the difficulty in using it.

3.3.1 Teachers' View on Areas of Difficulties

Most of the students were using a bilingual dictionary although it is less useful than monolingual one. To find out the difficulties of using the monolingual dictionary, secondary level English teachers were asked the question 'In your experience in ELT, what are the difficulties in using English-monolingual dictionary by the students at secondary level?'

Although various open responses were received with their experience, the responses were categorized in the following areas of difficulties.

Table No. 14

Teachers' View on Areas of Difficulties

S.N.	Information	Respondents	Percent
1.	Lack of adequate vocabularies to understand meaning in English.	17	56.67
2.	Teachers are still using GT method at secondary level.	8	26.67
3.	Students are unfamiliar with symbols and descriptions used in monolingual dictionaries.	7	23.33
4.	Mother tongue influence in learning.	6	20.00
5.	They feel difficulties to understand meaning in context/multiple meanings of the same word.	6	20.00
6	Students are being exposed in bilingual situation.	5	16.67
7	No access of monolingual dictionaries.	4	13.33

On the basis of the responses given by the respondent teachers, we can find that the major difficulty of using an English monolingual dictionary was lack of adequate vocabularies to understand direct meaning in English since 56.67 percent teachers agreed with it. Over twenty six percent (26.67%) teachers found that the students were still being taught using GT method in traditional classroom that created difficult environment to use monolingual dictionary. Similarly, 23.33 percent teachers thought that it was difficult to use it because students were unfamiliar with the symbols and descriptions given in the monolingual dictionaries. In the same way, 20 percent found mother tongue influence

is another difficulty in using English-English dictionary. And 20 percent told that the students could not understand multiple meanings of the words. Some (16.67%) teachers opined that the students were being exposed in bilingual situation. Sometimes, monolingual dictionaries were not easily accessible in all the places.

3.3.2 Students' Views on Areas of Difficulty in Using English-English Dictionary

To find out the view of the students on areas of difficulty in using English monolingual dictionary, they were asked the question; 'What are the difficulties of using English - English dictionary ?' As this question is open-ended, the responses vary to some extent. Similarly, some are different in structure but convey the similar meanings. Therefore, they have been categorized into some broad types and have been presented below.

Table No. 15

Students' Views on Areas of Difficulty in Using English-English Dictionary

S.N.	Information	Respondents	Percent
1.	They do not understand the meaning in English.	88	88.00
2.	They do not have skill to use a dictionary	25	25.00
3.	They do not have ideas of pronunciation/English phonemic transcription of words.	17	17.00
4.	They do not have a monolingual dictionary.	11	11.00
5.	They feel difficulty in understanding examples	9	9.00

The above table shows the reason as to why the students do not use monolingual learner's dictionary. The major reason for not consulting monolingual dictionary is that they (88%) found it very difficult to understand meaning in English. Secondly, 25 percent students responded that the students at this level do not have skills of using a dictionary. The other great reason is that they do not understand pronunciation and phonemic script since they (17%) did not have ideas of the same. Some (11%) students did not use it because they did not have monolingual dictionary. Moreover, 9 percent students felt it difficult to understand examples in monolingual dictionary.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of research and some recommendations which are made for the effective teaching and learning.

4.1 Findings

The major findings of the research are as follows:

i. The proficiency of English-medium school students in using a dictionary was far more better than that of the students of the Nepali-medium schools. The students of English-medium school scored 1011 (67.40%) marks out of 1500 full marks while the students from Nepali-medium schools scored only 692 (46.13%) out of the same full marks.

ii. Proficiency of the boys in using a dictionary was considerably higher than that of the girls. The boys secured 875 (58.33%) marks out of 1500 full marks and the girls secured 828 (55.20%) marks out of the same full marks.

iii. The boys from English medium schools were far more proficient than the boys from Nepali medium school as they obtained 68.40 percent and 48.27 percent marks respectively.

iv. The girls from English medium schools were found far more proficient than the girls from Nepali-medium schools as they secured 66.4 percent and 44.0 percent marks respectively.

v. Two third (66.67%) of the teachers referred to an English monolingual dictionary for secondary level to enhance

comprehensive power of the students and to develop exposure in English whereas 33.33 percent teachers opined to use bilingual one because students were not able to understand meaning in English. And 76 percent students were in favour of using monolingual dictionary because it helps to learn English better and makes fluent in English. And only 24 percent referred a bilingual one because they understand meaning easily and bilingual dictionary makes them familiar with both languages. Hence, monolingual dictionary was found more useful than bilingual.

vi.   Ninety six percent of the students opined that a dictionary should be used by the students of secondary level to learn English and 4 percent of the students were found unknown about it.

viii. Most of the students i.e. 70 percent were found using a bilingual (English - Nepali) dictionary because they found it easy to understand and useful to be familiar with both languages. And 30 percent of the students were using English monolingual especially OALD since they were from English medium schools and they felt it easy to use to learn English better.

viii. The major difficulties of using an English monolingual dictionary were found as lack of adequate vocabularies to understand meaning in English, bilingual environment in the classroom, unfamiliar symbols and pronunciation, and lack of dictionary skills.

4.2   Recommendations

Based on the findings from the analysis of the questionnaire and test items, some recommendations are given as follows:

i.   Nepali-medium school students should be given more attention since they were found less proficient than English-medium school students.

ii.   Girls should be given more chances to practice because they were less proficient than the boys in using a dictionary.

iii.   English teachers should encourage their students to use an English monolingual dictionary rather than a bilingual one because most of them were found using bilingual dictionaries through it is less useful. They should teach their students about dictionary skills, unfamiliar symbols and pronunciation to make them able to consult the dictionary.

iv.   Students should be provided a sound English environment at school so that they will be able to expose themselves in English and understand meaning in English.

v.   English should be taught only in English medium avoiding translation and traditional methods of ELT in the classroom.

vi.   The syllabus designers and text book writers should include the basic skills on dictionary use for English monolingual dictionary from primary level according to the level and ability of the students.

vii.   Language games related with the dictionary use should be developed and presented in the language classroom from the beginning.

viii. Some marks should be carried by the questions on dictionary use in examination so that students use the dictionary regularly.

ix.   Teachers and students should be timely updated with the current modified version of learner's dictionaries and their use.

x.   The academic researchers should pay their attention to have research works in this field.

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F.M.: 30

Name:-   **Sex**

Class:-

School:-

A.   Look at the given entry and answer the following questions. 10

bluff/bl ʌf/ verb, noun, adj.

- verb to try to make sb believe that you will do sth that you do not really intend to do, or that you know : [v] I don't think he will shoot – I think he 's just bluffing. also [VN] [PHR V] **'bluff sb into doing sth** to make sb to do sth by tricking them, especially by pretending you have more experience, knowledge etc. than you really have **bluff it out** to get our of a difficult situation by continuing to deceive sb, epically when they suspect you, you are not being honest. **bluff your way 'in/out/'through/, bluff your way' into/out of/' through sth** to succeed in dealing with difficult situation by deceiving other people : She successfully bluffed her way through the interview.

- noun 1[U,C] an attempt to trick sb by making them believe that you will do sth when you really have no intention of doing it, or that you know sth when you do not, in fact, know it : It was just a game of bluff. ◊ He said he would resign if he didn't get more money, but it was only a bluff – see also DOUBLE BLUFF **2**[C] a steep cliff or slope, especially by the sea or a river [IDM] see CALL v.

- adj. (of people or their manner) very direct and cheerful, with good intentions, although not always very, polite: Beneath his bluff exteriors he was really quite a sensitive man.

1. What do the following symbols/abbreviations stand for ?

sb =

[U] =   sth =

[PHR V] =   [C] =

◊ =   =

2. What parts of speech can be represented by the word 'bluff' ?

Ans. _____

3. "I got a bluff call yesterday." What is the meaning of the word bluff' in the sentence?

Ans. _____

4. What do you mean by [IDM] see CALL v ?

Ans. _____

5. Write the pronunciation of the world 'bluff'.

Ans. _____

B. Arrange the following words in alphabetical order giving number against each words ?   5

Miserable   ☐
Miserly   ☐
Mishap   ☐

Missionary ☐

Missing ☐

Misspell ☐

Mistake ☐

Misshappen ☐

Mission ☐

Misery ☐

C.   Find the correct guide–words for each words and   write the letter in the space next to word .

Words   Guide /words

1.   occupant _____   a.   ecology/edit

2.   education _____   b.   edition/effort

3.   book   _____   c.   block/boob

4.   march   _____   d.   occasion/odd

5.   mistake   _____   e.   obtuse/occult

                                      f.   manufacture/margin

                                      g.   marshal/marvel/

                                      h.   bond/boom

                                      i.   missile/ miss-step

                                      j.   missing/mix

D.   Write the correct pronunciation of the following words consulting a dictionary.   5

1.   Apple

2.   Bench

3.   Dominate

4.   Bridge

5.   Hind

<div align="center">Thank you</div>

Questionnaire for the Teachers

Name:

School:

The set of questionnaire is only for academic purpose. So, I hope the real responses from you.

1.   How long have you been teaching English at secondary level?

Ans:-_____

2.   Do you use dictionary in English language teaching?

Ans:-_____

3.   Which dictionary do you use more frequently? English monolingual or bilingual?

Ans:-_____

4.   Do you encourage your students to consult the dictionary?

     (a) Frequently (   )   (b) Sometimes (   )

     (c) Rarely (   )   (d) Never (   )

5. How do you encourage them to use dictionary?

Ans:-_____

_____.

6.   What do you think the purposes of using the dictionary in ELT at secondary level?

Ans:-_____

7. Do you think the exercises given in the textbook of grade X encourage students to use dictionaries?

Ans:-_____

       _____

8. Which dictionary (monolingual or bilingual) is being frequently used by the students in your class?

Ans:- _____

9. Which dictionary (monolingual or bilingual) do you prefer to use? Why?

Ans:- _____

_____.

10. Which dictionary (monolingual or bilingual) do you think is more useful at secondary level in learning English? Why?

Ans:-_____

_____

_____

11. In your experience in ELT, what are the difficulties in using English-monolingual dictionary by the students at secondary level?

Ans:-_____

_____

12. What are the difficulties of using bilingual dictionary?

Ans:-_____

_____

Thank you for your help

Questionnaire for the Students

Name:

School:

Roll No.:   Mother Tongue:

The set of questionnaire is only for academic purpose. So, I hope the real responses from you.

Please, tick in the parenthesis ( ) or answer in short.

1.   Do you have a dictionary of your own?

      (a) Yes (   )   (b) No   (   )

2.   If yes, which dictionary do you have?

      (a) Monolingual (English-English) dictionary. (   )

      (b) Bilingual (English-Nepali) dictionary. (   )

3.   How often do you use the dictionary in learning English?

      (a) Frequently (   )   (b) Sometimes (   )

      (c) Rarely (   )   (d) Never (   )

4.   In which class did you first use the dictionary?

Ans:-_____

5.   Who taught you to use the dictionary?

      (a) English teacher (   )   (b) Others (   )

      (c) Yourself (   )

6. Does your teacher encourage you to use a dictionary?

Ans: _____

7.   Do your parents encourage you to use a dictionary?

Ans: _____

8. Which dictionary do you use? English to English or English to Nepali? Why?

Ans: _____

 _____

9. How do you search the words you need in the dictionary?

Ans:-_____

_____

_____.

10.   Why do you use the dictionary? Write any two purposes.

Ans:-_____

   _____

11.   Do you think the students at secondary level should use a dictionary? Why?

Ans:-_____

   _____

12.   Which dictionary is better at Secondary Level? Monolingual or Bilingual? Why?

Ans: _____

_____

13. What types of information can you find in the dictionary?

Ans:-_____

   _____

   _____

14. What are the difficulties of using English -English dictionary?

Ans:-_____

_____

_____

15. Do you think the lesson on dictionary use should be kept in the text book? If yes from which class should it be kept?

Ans:-_____

_____

16. Do you know the full form of these abbreviations?

a. N. :- _____   b. adj. :- _____

c. adv. :- _____   d. vb. :- _____

Thank you for your help

Appendix - III
Name of the Selected Schools

1. Himalaya Higher Secondary School, Khandbari - 1
2. Mahendra Higher Secondary School, Khandbari - 3, Manebhanjyang
3. Janajyoti Higher Secondary School, Dhupoo - 3
4. Bagiswari Higher Secondary School, Khandbari - 12, Dhungedhara
5. Adarsha Secondary School, Khandbari - 11, Piple
6. Surya Secondary Boarding School, Khandbari - 1
7. Sunshine Secondary Boarding School, Khandbari - 10
8. Barun English Secondary School, Khandbari - 11
9. Dev International Boarding School, Khandbari - 13, Tumlingtar
10. Chainpur English Boarding School, Chainpur - 3

Appendix - IV

Name of the English Teachers (Respondents)

S.N.	Name	School
1.	Sita Ram Rai	Saraswati Sec. School, Matsyapokhari
2.	Dolanath Nepal	Janata Higher Sec. School, Chandanpur
3.	Bhim Kattel	Bagiswari H.S. School, Dhungedhara
4.	Sunil Rai	Barun Sec. English School, Khandbari
5.	Bhuvan Shrestha	Surya Sec. Boarding School, Khandbari
6.	Khageswar Ghimire	Sunshine Secondary School, Khandbari
7.	Ganesh Shrestha	Surya Sec. Boarding School, Khandbari
8.	Nabin Rai Ketra	Mahendra H.S. School, Maneldangyang
9.	Bal Kumar Shrestha	Wara Higher Sec. School, Wana
10.	Govina Barakoti	Triveni Higher Sec. School, Barhabise
11.	Dandapani Guragain	Barun Sec. English School, Khandbari
12.	Dubanath Dulal	Janajyoti H.S. School, Dhupoo
13.	Devraj Giri	Mangaladevi Sec. School, Tinpokhari
14.	Junga Bdr. Prd. Thakur	Surya Sec. Boarding School, Khandbari
15.	Deepak Khanal	Vidyodaya Sanskrit Sec. School, Pangtha
16.	Dik Bdr. Gurung	Saraswati Sec. School, Malta
17.	Giriraj Portel	Surya Sec. Boarding School, Khandbari
18.	Prasanta Bhattarai	Kalika Secondary School, Sekaha
19.	Kuber Prd. Bhetwal	Bagishwari H.S. School, Dhungedhara
20.	Mani Kumar Rai	Janajyoti H.S. School, Dhupoo
21.	Chhiring Bhote	Himalaya H.S. School, Khandbari
22.	Mohan Singh Rai	Jalapa Secondary School, Chewa
23.	Ishwor Shrestha	Himalaya H.S. School, Khandbari
24.	Sita Sapkota	Shiva Secondary School, Syabun
25.	Dambar Pd. Barakoti	Shinshine Secondary School, Khandbari

26.	Keshav Shrestha	Manakamana H.S. School, Tumlingtar
27.	Hum Bdr. Bhattarai	Aadarsha Secondary School, Piple
28.	Suchitra Rai	Surya Boarding School, Khandbari
29.	Govinda Pd. Bhattarai	Janata H. Sec. School, Chandanpur
30.	Tejnath Pokharel	Himalaya H.S. School, Khandbari

Appendix - V

Marks Obtained by the Student in Test Items

English-Medium School

S.N.	Name of the Students	Total F.M.	Obtained Mark
1.	Jharana Nepal	30	22
2.	Rachana Shrestha	30	25
3.	Jyotsana Rai	30	23
4.	Suraksha Subedi	30	22
5.	Prakriti Shrestha	30	22
6.	Anish Parajuli	30	18
7.	Kashang Bhotia	30	22
8.	Sanjeeb Shrestha	30	24
9.	Paryash Ghimire	30	23
10.	Pramesh Lohorung	30	25
11.	Jitendra Kari	30	25
12.	Prabin Gurung	30	24
13.	Niwa Labahang Limbu	30	24
14.	Sanjil Shrestha	30	25
15.	Anish Bardewa	30	22
16.	Sabita Shrestha	30	20
17.	Bidhya Udash	30	23
18.	Sarbada Shrestha	30	24
19.	Jenisha Shrestha	30	24
20.	Anisha Bardewa	30	24
21.	Sujata Bayalkoti	30	18
22.	Rekha Basnet	30	19
23.	Rojina Shrestha	30	17
24.	Bandhu Katuwal	30	21

25.	Dipika Chapagain	30	19
26.	Sudip Shreewal	30	21
27.	Pujan Bajracharya	30	20
28.	Bikash Thapa	30	17
29.	Anosh Limbu	30	18
30.	Gaurav Shrestha	30	17
31.	Kiran Shrestha	30	9
32.	Dinesh Gurung	30	19
33.	Jaya Nepal	30	17
34.	Nabin Thapa Magar	30	17
35.	Sujan Magar	30	17
36.	Sittal Shrestha	30	13
37.	Samjhana Karki	30	19
38.	Deliya Rai	30	18
39.	Phurlamu Sherpa	30	17
40.	Bhagawati Roka	30	15
41.	Susmita Shrestha	30	23
42.	Kusum Rai	30	16
43.	Anjila Shrestha	30	20
44.	Nita Shrestha	30	21
45.	Bhagawati Katuwal	30	14
46.	Pradip Budhathoki	30	23
47.	Gaurav Ghimire	30	21
48.	Debin Rai	30	22
49.	Dinesh Paudel	30	23
50.	Sonam Gurung	30	20

Appendix - VI

Marks Obtained by the Student in Test Items

Nepali-Medium School

S.N.	Name of the Students	Total F.M.	Obtained Mark
1.	Puspa Rana Magar	30	9
2.	Pratiksha Panta	30	11
3.	Binda Rai	30	11
4.	Sukmita Rai	30	11
5.	Sarita B.K.	30	13
6.	Akash Kattel	30	12
7.	Mahendra Tamang	30	11
8.	Bheshraj Koirala	30	9
9.	Dibya Raj Kattel	30	10
10.	Arjun Bhattarai	30	9
11.	Pramish Thapa Magar	30	9
12.	Narayan Katuwal	30	12
13.	Manish Rai	30	11
14.	Balaram Karki	30	11
15.	Somit Shrestha	30	12
16.	Pabitra Khanal	30	11
17.	Babita Timsina	30	11
18.	Kopila Limbu	30	11
19.	Karuna Kattel	30	8
20.	Kamala Kattel	30	11
21.	Diana Ghale	30	16
22.	Sadiksha Thatal	30	16
23.	Diana Lhomi	30	17
24.	Rejina Shakya	30	18

25.	Ranju Kiran Basnet	30	16
26.	Tuphan Rai	30	18
27.	Badal Rai	30	18
28.	Alon Limbu	30	14
29.	Sijansen Thapa	30	17
30.	Bebin Budhathoki	30	16
31.	Sanjaya Dahal	30	18
32.	Santosh Ojha	30	18
33.	Mausam Ojha	30	17
34.	Puskar Khanal	30	18
35.	Abin Rai	30	17
36.	Sarala Ramtel	30	15
37.	Alina Shrestha	30	15
38.	Sangita Kumal	30	15
39.	Pramila Gurung	30	15
40.	Trisana Baraili	30	16
41.	Durga Rai	30	14
42.	Bhawana Rai	30	10
43.	Sunita Bardewa	30	21
44.	Mamata Rai	30	10
45.	Lila Bista	30	9
46.	Dilip Ghimire	30	18
47.	Sanjib Dhungana	30	17
48.	Buddhi Raj Ghimire	30	17
49.	Raj Kumar Rai	30	15
50.	Basanta Ale Magar	30	18