

**PROFICIENCY IN USING ENGLISH PHRASAL VERBS: A  
CASE OF THARU AND NEPALI SPEAKERS**

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

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**2012**

## 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.

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# DEDICATION

**Dedicated**

**to**

*My parents, whose simple and hard working life style ever inspired me to strive for future living and work for the betterment of all along with my wife who devoted their efforts to support my labor toward the better ends and to my enlightened teachers whose guidance has ever been essential to driving my struggle to future success.*

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## **ABSTRACT**

The present study entitled “Proficiency in using English phrasal Verbs: A case of Tharu and Nepali Speakers” is an attempt of the researcher to find out the achievement of Tharu speaking students and Nepali speaking students in the use of phrasal verb. For this purpose primary data were obtained from the Tharu speaking students and Nepali speaking students studying at grade nine in Western Nawalparasi district. The English text books of grade nine were the main sources of secondary data for this study. Other secondary sources were related books, journals, articles, and websites etc. The students were provided with test items containing; matching items, fill in the blanks, multiple choice items and sentence making. First of all, I divided the students into two groups: Tharu speaking students and Nepali speaking students and randomly selected ten Tharu speaking students and ten Nepali speaking students from each selected five schools. Then, I analyzed their responses and compared their achievement on the basis of percentage of correct responses and marks obtained into five levels: excellent level, good level, satisfactory level, less satisfactory level and poor level. It was found that the Tharu speaking students’ proficiency in the use of phrasal verbs was weaker than that of Nepali speaking students.

This study consists of four chapters. The first chapter introduces the general background, importance of phrasal verbs, review of related literature, objectives of the study, significance of the study and definitions of the specific terms. The second chapter deals with methodology adopted during the research which, in turn, consists of sources of data, population of the study, tools and process of data collection and limitation of study. The third chapter deals with the analysis and interpretation of the obtained data and the final chapter deals with the findings and recommendations of the study.



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## ABBREVIATIONS

A.D.	Anno Domini
B.S.	Bikram Sambate
ESL	English as a Second Language
etc.	et cetera
FEL	English as a Foreign Language
HSS	Higher Secondary School
i.e.	that is
No/no.	Numbers
NSS	Nepali Speaking Students
P.	Page number
Reg. No.	Registration Number
SS	Secondary School
TSS	Tharu Speaking Student
T.U.	Tribhuvan University
Vol.	Volume Number

# CHAPTER ONE

## INTRIDUCTION

This is an introductory part of this research work. It encompasses general background of phrasal verbs, importance of phrasal verbs, difficulties of learning phrasal verbs, review of related literature, objectives of the study and significance of the study.

### 1.1 General Background

Language is species-specific and species uniform possession of human beings. Language is based on social, religious status of the society. It is an important tool for human and works as the life means of communication. It is one and only property of human beings which keep human beings apart from all the other animals. Human beings use language to express their emotions, feelings, thoughts, ideas, and experiences and more importantly they use it to communicate with each other. Benton, (1973, p.642) defines language as “The expression of ideas by means of speech-sounds combined into words. Words are combined into sentences answering to that of ideas into thoughts.” We learn a language through listening, speaking, reading, and writing. It is a complex system consisting of at least six components: phonology, morphology, lexical, syntax, speech acts, and discourse. It is purely human but structurally complex. It is the most advanced and powerful means of human communication. It is not only a means of communication, but it is also a social phenomenon which is used in our society to establish relationship among human beings.

According to Chomsky (1957, p.13), “A language to be a set (finite or infinite) of sentences each finite in length and constructed out of a finite set of elements.” Similarly, Sapir (1978, p.8), “Language is a purely and non-instinctive method of communicating ideas, emotions, and desires by means of system of voluntary production symbols.”

Bloch and Trager (1942, as cited in Lyons, 1981, p.4) write, “A language is a system of arbitrary vocal symbols by means of which a social group co-operates.” Following, Wardhugh (1998, p.1), language is “What the member of a particular society speaks.” Thus, language has been defined variously by various linguists. No single definition is perfect in itself. But it is widely accepted that language is a complex phenomenon, its main focus is to communicate. It is the universal medium to express human thoughts, ideas, feelings, and emotions. From the above definitions, we can conclude that language is a social phenomenon which is used in our society to establish the relationship among the human beings. So, it is essential for an individual to get mastery over any language to survive in the society.

English is the world’s most widely used language. With rapid globalization, English has gained the status of ‘link language’ among the people of varied cultures, societies, and languages. It is the language of international business and academic conferences of diplomacy, of sports and media. It is one of the six official languages of UN, and plays a vital role in international communication. It has become independent vehicle to the transmission of modern civilization in the nation. It is the passport through which one can visit the whole world, and who knows English can enjoy the advantage of being the world’s citizen. More than the half of world books and three quarters of international mail are in English, and it has the largest vocabulary, ranging around two and half million. A lingua franca and the most widely used language in the history of our planet; English occupies a significant position in almost every education system of the world.

In the context of Nepal, English language education is closely connected with the rise of the Rana regime. The formal date of teaching English language began when Janga Bahadur Rana established Durbar School in 1910 B. S. but it was used for Royal and high class families. After the establishment of Tri-Chandra College in 1981 A. D., English was started to be taught in higher level education in Nepal. Now, the government of Nepal has made English language a compulsory subject from Primary level to Bachelor level education.



Language teaching and learning is concerned with different aspects which have to be taken into account. Language learning is a skill that comprises listening, speaking, reading, and writing. A modern language teaching and learning approach tries to integrate all these skills as isolated learning strategy which does not help a learner use the language to communicate properly. Meanwhile, vocabulary teaching, often neglected during the fifties and sixties, has now come up as an integral part of language teaching. Linguists and methodologists have realized the importance of vocabulary teaching. When it comes to second/foreign language teaching, vocabulary teaching becomes inevitable. A careful selection and gradation of the words, hence, has a great value in second language teaching and learning process. Learners can arrange vocabulary items bit by bit.

Language learning is compared with the learning of vocabulary because person having more power of vocabulary can make use of language more properly and effectively. Harmer (1991, p.153) says, “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used.” New vocabularies are created and coined time and again along with the pace of development. Unless vocabulary teaching accompanies a real life and contextual situation, it does not help the learners much. It should be taught integrative and in a meaningful context. Thus, it is clear that vocabulary is essence of second/foreign language learning.

Phrasal verb is one kind of vocabulary items, which is made of more than one word. A type of verb consisting of a sequence of lexical elements plus one or more particles is called phrasal verb. For example, come in, get up, look out, etc. they play vital roles in understanding and communicating in English language. A word or phrase has different meanings in different situations. Learners should also be made conscious of using phrasal verbs. Thus, vocabulary holds a vital place in language learning and communication.

### 1.1.1 Phrasal Verbs

Phrasal verbs, often called multi-words verbs are the combination of two or sometimes three words. The first word is a verb, and is followed by an adverb or a preposition or in some cases both. In the case of adding adverbs and prepositions, adverb is always followed by preposition. The adverb and preposition are also called particles. Phrasal verb though consists of more than one word, is a single unit and conveys single meaning. Sentences it may combine with direct or indirect objects in addition to, phrasal verbs. It is a verb plus a particle (preposition or adverb) that changes the meaning to make a new verb.

For example,

He checked out of the hotel.

He cried his eyes out.

What will he do when he finds out?

Celce-Murcia and Freeman (1999, p.436) state:

Phrasal verbs are not unique to English, they different enough from verbs in many languages of the world, and common enough in English, to pose a significant learning challenge. Perhaps the most challenging dimension is in the meaning, for while there is some semantic systematically, there is still enough idiomatically to cause difficulty for ESL/EFL students. Furthermore, the meaning of idiomatic phrasal verbs is not only obscure, it is often deceptive because while one expects to be able to figure out the meaning because the words look so familiar, knowing the meaning of the parts does not necessarily aid comprehension. In other words

part of the challenge of phrasal verbs is recognizing when you are dealing with compositional meaning.

Similarly, Cowan (2008, p.170) states:

The meaning of a phrasal verb cannot always be predicated from the meanings of its individual elements. For example, the meaning of rule out (eliminate) cannot be determined by simply understanding what rule means and combining that meaning with the meaning of out. This is the one reason that phrasal verbs present challenge to English language learners.

Thus, phrasal verb is made up of two or more parts, i.e., verb plus particle that function as a single verb. Phrasal verbs are particularly frequent in the English language. A phrasal verb often has meaning which is different from the original verb. The alternative terms for phrasal verbs are compound verb, verb-adverb combination, verb-particle construction, two parts word/verb and number of particles), and multi-word verb. The first word is a verb, and it is followed by an adverb or a preposition or by both of them.

Verbs	Particles	Examples
Set	Up	You can set up all the chairs before class begin.
Die	Down	After about an hour, the storm began to die down.
Getting	Down	That job is getting her down.

### **1.1.2 Position of the Particle**

The particle is placed either the verbs or after the objects.

Example,

Write down the words.

Write the word down.

If the object is pronoun, however, the particle has to be placed after the pronoun (object).

Example,

Write it down.

The particle can change the meaning of the verb completely.

Example,

Look for - consult a reference book (look a word in a dictionary)

Look for - seek (look for her ring)

Look forward - anticipate with pleasure (look forward to meet someone)

### **1.1.3 Meaning of Phrasal Verbs**

The word structure ‘verb plus particle’ has not direct clear meaning. This verb plus particles is known as ‘phrasal verbs’. The particles may be either preposition or adverb joined together in verb, it often changes meaning. Bhattarai (2001, p.141) defines phrasal verb as “a combination of two or more words which has single meaning.” Two or more words in it can be a “verb and the other word a preposition or certain adverb and in a few cases, both an adverb and a preposition.” McCarthy, et al. (2002, p.vii) writes, “their important lies in the fact that they form such a key part of everyday English. Not only are they used in spoken and informal English but they are also a common aspect of written and even formal English.

### **1.1.4 Multiple Meaning of Phrasal Verbs**

A phrasal verb can have a number of different meanings.

For example,

She got on the bus. (entered the bus)

Rita and Sita get on really well. (like each other and friendly)

Shh! I'm trying to get on with my work. (continue in word)

### **1.1.5 Types of Phrasal Verbs**

A single word verb and phrasal verb are also known as transitive and intransitive phrasal verbs. Celce-Murcia and Larsen-Freeman (1999) classify phrasal verbs on the basis of syntactic features and semantic categories.

On the basis of syntactic features, they are as follows:

- a) Transitive and Intransitive Phrasal Verbs
- b) Separable and Inseparable Phrasal Verbs
- c) Phrasal Verbs that Requires Preposition

On the basis of Semantic Categories, they are as follows:

- a) Literal Phrasal Verbs
- b) Aspectual Phrasal Verbs
- c) Idiomatic Phrasal Verbs
- d) Polysemous Phrasal Verbs

### **1.1.5.1 Transitive Phrasal Verbs**

Phrasal verbs which are directly related to objects are known as transitive phrasal verbs. With a transitive phrasal verb the action performed by the subject may be said to pass over the verb to the object, which receives the action.

For example,

John looked up the telephone number.

Jim picked up the phone.

Cowan (2008, p.171) classifies transitive phrasal verbs into three categories. They are as follows:

#### **i) Separable Transitive Phrasal Verbs**

Transitive phrasal verbs have parts that can be separated by the direct object of the phrasal verbs through the application of the particle movement rule which moves the particle to the position followed by objects.

For example,

She looked up the dress.

She looked the dress up.

#### **ii) Inseparable Transitive Phrasal Verbs**

Some phrasal verbs and preposition are used as a unit, that is, no separation between them. Particle movement is not possible over the direct object even if it is pronoun.

For example,

Don't pick on my brother.

\*Don't pick my brother on.

### **iii) Permanently Separable Transitive Phrasal Verbs**

Some verbs are permanently separated by direct object. The particle cannot directly appear after the verb.

For example,

That job is getting her down.

\*That job is getting down her.

#### **1.1.5.2 Intransitive Phrasal Verbs**

The phrasal verbs which do not take direct or indirect object are called intransitive phrasal verbs.

For example,

He checked out quickly from the office.

\*He checked quickly out from the office.

Cowan (2008) classifies intransitive phrasal verbs into two types. They are as follows:

##### **a) Pure Intransitive Phrasal Verbs**

The verb usually cannot be separated from the following particle by an adverb.

For example,

She sat down very slowly and began to cry.

\*She sat very carefully down and began to cry.

##### **b) Ergative Phrasal Verbs**

Some phrasal verbs describe an action that is experienced by the subject, and are called ergative phrasal verbs.

For example,

After about an hour, the storm began to die down.

### **1.1.5.3 Phrasal Verb that Requires Preposition**

The phrasal verbs that require preposition are called phrasal prepositional verbs. Phrasal prepositional verb consists of a verb that is followed by two elements. The verb and the first element, a particle constitutes a phrasal verb, which is followed by a preposition. All phrasal prepositional verbs are followed by objects and hence are transitive.

For example,

He started intently at the girl.

We are looking forward to the party.

### **1.1.5.4 Phrasal Verbs that are always Separated**

A few phrasal verbs occur with the verb and particle separated.

How can I get the message through to him?

\*How can I get through the message to him?

The reason for the obligatory separation is presumably to avoid the ambiguity with the inseparable phrasal verbs that have the same form but a different meaning.

Get through the lesson (get through = finish)

See through the excuse (see through = not be deceived by)

Such phrasal verbs that are always separated compose a small subcategory of phrasal verbs. Their lexical entries would have to indicate the fact that the verb and particle are always separated.

### **1.1.5.5 Literal Phrasal Verbs**

Literal phrasal verbs comprise of a verb that appear to be a combination of a verb and directional preposition. Since the particle remains its prepositional meaning, the result is



a phrasal verb whose meaning is fully compositional. These are said to be phrasal verbs because they function like phrasal verbs syntactically.

For example,

I bring up the radio.

### **1.1.5.6 Aspectual Phrasal Verbs**

These types of phrasal verbs are neither transitive nor idiomatic, they give only aspectual meaning. They consist of verbs to which certain particles contribute consistent aspectual meaning. This category can be subdivided into a number of semantic classes, depending on the semantic contribution of the particle.

#### **a) Incentive (to signal a beginning state)**

took off, set out, start up

Example,

They set out.

#### **b) Continuative (to show that the action continues)**

use of on and along with activity verbs

Example,

Her speech ran on and on.

Hurry along now.

run on    hurry along    keep on

hang on    carry on    play on

#### **c) Absence of purpose (around with activity verbs)**

Example,

mass around, travel around

#### **d) Beginning to end (through with activity verbs)**

Example,

read through, think through, sing through, skin through

**e) Literature over with activity verbs**

Example,

did over, write over, think over

**f) Completive up, out, off, and down**

Example,

drank up, burn down, mix up, wear out, turn off, blow out

**g) Goal orientation in an accomplishment verbs**

Example,

close up, wind up, cut off

**h) Durativity and punctual achievement verbs**

Example,

found out, check over, wind over, catch up

**1.1.5.7 Idiomatic Phrasal Verbs**

Many phrasal verbs are idiomatic, such as chew out, tune out, catch up, put off. It seems difficult to figure out the meaning of the verb by combining the separate meanings of its parts. The native speaker coin novel phrasal verbs and can understand phrasal verbs that they have never encountered before because they understand the logical relationship between verb and a particle.

**1.1.5.8 Polysemous Phrasal Verbs**

These verbs that are illustrated, literal, aspectual, or idiomatic phrasal verbs are polysemous. Polysemous phrasal verbs having one form can have many meaning.

For example,

I need to check out by 1 P.M.

Be sure to check it out before you buy it.

### **1.1.6 Importance of Phrasal Verbs**

Phrasal verbs are very important aspect of English language. It is very common in spoken and written English so, we need it to understand and speak natural English. The particular meaning of the phrasal verb often determines the order of its component parts in sequence. Learning about phrasal verbs and using them correctly is demanding part of second language learners. Throwing the light on the importance of phrasal verb - Palmer (1988, p.215) says, “A dictionary of English must account for the large number of communications of verbs and particles.”

According to McCarthy et al. (2002, p.6) state:

Phrasal verbs have important features in the English language. Their importance lies in the fact that they form such a key part of the everyday English. Not only are they used in spoken and informal English, but they are also common aspects of written and even formal English.

Thus, the ‘rich’ and ‘complex’ area of phrasal verb is useful for English language.

### **1.1.7 The Difficulties of Learning Phrasal Verbs**

Phrasal verbs are very difficult for ESL/EFL students. The great problem for the learner is when they occur in fixed combination. Murcia and Freeman (1999) give following types of difficulties:

) The meaning of a phrasal verb is often non-compositional; that is someone can know the meaning of the particle but when they are put together a unique meaning is derived:

Break down = stop working

) Not all languages have verbs. The student form languages where there is not a system of phrasal verb find such verbs very difficult and strange.

) Another learning challenge involves the conditions governing optional or obligatory separation of the verb and particle for phrasal verbs used transitively:

Turn on the lights.

Turn the lights on.

Turn them out.

\*Turn out them.

## **1.2 Review of Related Literature**

Many studies have been carried out in the language proficiency in different aspects of language as well as language itself. The available literature of present study is as follows:

Upadhyaya (2002) carried out a study entitled “A Study on Achievement of Phrasal Verbs of the Students of Higher Secondary School.” The purpose of this study was to investigate the students’ achievement of phrasal verbs and to compare the achievement among the four steams (science, management, humanities, and education). He selected eighty students from higher secondary level by using non-random sampling procedure. Test-items and questionnaire were his major tools for data collection. It was found that the students from science steam had the highest proficiency with the achievement of

83.24 percent whereas humanities stream achieved the lowest percentage of 51.48. The researcher concluded that their achievement of phrasal verbs was satisfactory with an average above 50 percent.

Regmi (2005) has carried out, “A Study on the Phrasal Verbs Achievement of the Students of Bachelor Level of Education stream.” She attempted to compare the proficiency level on phrasal verbs of English majoring and non-English majoring students. She had selected hundred students both majoring in English and non-majoring from bachelor level. Test-items were her major tools for data collection. She, too, concluded that on the whole student achievement was satisfactory.

K.C. (2005) carried out a study entitled, “The Proficiency of Grade Ten Students in the use of Adverb.” She compared the status of proficiency in terms of sex-wise, school-wise an item-wise in Rupandehi district. Sixty students of grade ten were her primary sources for data collection. Her findings showed that the overall proficiency of the students in the use of adverbs was satisfactory. It was found that boys displayed slightly better performance than the girls and private school students were found far better than the government school students.

Koirala (2007) has carried out a research on, “The Achievement of Phrasal Verbs by Grade Ten Students.” The sample was collected from four schools of Kathmandu Valley. Eight students from four schools were primary source for his data collection. He used test-items as tools for data. He found that the phrasal verb achievement of the tenth graders of private school was in total. He also found that the students of all these selected schools were weak in using phrasal verbs in sentence in comparison to fill in the gaps.

Padhyay (2008) has analyzed the study entitled, “The Proficiency in the Use of Phrasal Verbs: A case of Tenth Graders of Kathmandu Valley from Three Schools.” He selected sixty students of Kathmandu valley. Test-items were also his major tools for data collection. The average proficiency of the students out of these schools was 45 percent. His finding showed that the overall proficiency I the use of phrasal verb was satisfactory.

Even some researches has been carried out on the grammatical items, but on research has been carried out on the proficiency of grade nine Tharu and Nepali speaking students in the use of phrasal verbs. So, this research is different than other researches carried out in the Department of English Education so far.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- I. To find out the proficiency of Tharu speaking students and Nepali speaking students in the use of phrasal verbs.
- II. To compare the proficiency of Tharu speaking students and Nepali speaking students.
- III. To point out some pedagogical implications.

### **1.4 Definition of the Specific Terms**

The combination of verb and particle is called phrasal verb. According to Palmer (1988, p.215), “It is a multi-word verb that consists of two, or sometimes three, words.”

#### **a) Achievement**

The term “achievement” refers to attainment of something through learning and effort. “A thing done successfully or an act of achieving something using effort and skill.” (Oxford Advance Learner’s Dictionary of current English, sixth edition).

#### **b) Native Language**

The term native language refers to the language which child learns/acquires at early stage of life after birth. It is also known as mother tongue or first language. According to Gass and Selinker (2003, p.7), “First language is also known as the primary language, mother tongue or native language.”

### **c) Foreign Language**

A foreign language is the language which is taught as a school subject but which is not used as a medium of instruction in school, nor for communication with in a country. It is also sometimes called second language. Here, English is also called international language, foreign and second language for Nepal.

#### **1.5 Significance of the Study**

This study may serve worth contributing in a number of ways as it incorporates one of the crucial and common problems faced by language teachers. This study provides enough scope for the assessment of the existing course to make it relevant for the Nepalese learners. Since the present study incorporates the ideas if phrasal verbs, it would be worth contributing for grammar textbook writers, syllabus designers, pedagogy, which is related to teaching and learning process, could be improved by the findings of this research. Similarly, the outcomes of the present study would support in designing sensitization activities and training programs for the teachers teaching EFL/ESL students. Moreover, this study will be helpful for those who are directly or indirectly involved in teaching English as a foreign and second language in Nepal. Finally, the findings of the study would be helpful for those who want to carry out further research in phrasal verbs in particular or in general.

## **CHAPTER TWO**

### **METHODOLOGY**

Methodology is a set of methods and techniques. It is the logical procedure the researcher intends to follow in detail while carrying out the study. To quote Kothari (1993, p.19), “Research methodology is a sequential procedure and methods to be adopted in a systematic study.” Hence, to fulfil the objectives of the study, the following methodology was adopted.

#### **2.1 Sources of Data**

In my research, I used both primary and secondary sources of data. The primary sources were used for collecting the data and the secondary sources were used to expedite and enrich the study.

##### **2.1.1 Primary Sources**

The primary sources of data for my research were Tharu speaking students and Nepali speaking students of grade nine (secondary level) from five different schools of Western Nawalparasi district.

##### **2.1.2 Secondary Sources**

The English books of grade eight and nine were the main sources for secondary data. Besides, various books, journals, research works, articles, and related books were also consulted. Some of the research works related to secondary sources were Harmer (1991), Kumar (1999), Murcia and Freeman (1999), Khaniya (2005), Cohen, Manion and Morrison (2007), Cowan (2008), and so on. I also visited some related websites to collect more information for the facilitation of the study.



## **2.2 Population of the Study**

The population of the study was the ninth grade students studying in the public schools of Western Nawalparasi district.

## **2.3 Sample population and Sampling Procedure**

The sample population of the study was one hundred students. The five public schools of Western Nawalparasi district were taken where Tharu speaking students and Nepali speaking students were learning together at grade nine. From each school ten Tharu native speakers and ten Nepali native speakers were selected randomly.

## **2.4 Tools for Data Collection**

The main tools for the data collection were the ninth graders test items based on the textbooks of grade nine which helped to find out the achievement of the students in using the phrasal verbs. The following types of test items were developed for the purpose of determining their proficiency in using phrasal verbs:

- ) Matching items
- ) Fill in the blanks
- ) Multiple choice items
- ) Sentence making

## **2.5 Process of Data Collection**

I adopted the step-wise methodological procedure to collect the required data for my research study. I prepared test consisting of four different test items (matching item, fill in the blanks, multiple choice item and sentence making) for assessing the proficiency of grade nine students in using phrasal verbs. Then, I visited five selected schools and established a friendly rapport with them. I requested administration, principals, subject teachers and students for helping me to collect my data. Then, I selected twenty students (ten Tharu and ten Nepali speaker students) randomly and distributed them the test papers

and explained the purpose of the study. Next, the test was administered on them giving proper instruction, information and direction. Finally, the written answers were collected for analysis and interpretation.

## **2.6 Limitations of the Study**

The basic limitations of the study were as follows:

- The study was limited to grade nine students proficiency in the use of phrasal verbs.
- The study was limited to the written data only.
- The test items were limited to the selected phrasal verbs used in the test books of grade nine.
- The total number of the students was hundred (fifty Tharu and fifty Nepali speaking students).
- Five schools were selected from Western part of Nawalparasi district.
- Twenty students were selected from each school, i.e., ten Tharu speakers and ten Nepali speakers.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This section deals with the analysis and interpretation of the collected data from the primary sources. The performance shown by the grade nine students in the area of phrasal verbs was analyzed and interpreted.

After collecting the answer sheets from the selected schools, the answers supplied by the students were assigned marks. Positive mark was for the correct answers and no mark was assigned for the incorrect answers. After assigning marks, they were tabulated under the following heading:

1. Analysis of school-wise achievement
2. Total achievement of the students in phrasal verbs.
3. Item-wise analysis and interpretation of the phrasal verbs.
4. Comparison of students with different linguistic backgrounds
5. Item wise analysis of total phrasal verbs' achievement.
6. Comparative study of Tharu speaking students and Nepali speaking students of ninth graders in using phrasal verbs of each school.

Padhyay (2008, p.16) has categorized the students' achievement into five levels on the basis of percentage of their correct responses in his thesis. Based on his categorization, I used the same process to categorize the students' achievement into five levels.

S.N	Students marks obtained up to	No. of students	Ranks	Students Proficiency in Phrasal Verbs	Remarks
1	81-100%	0	I	Excellent (E)	
2	61-80%	10	II	Good (G)	
3	41-60%	35	III	Satisfactory (S)	
4	21-40%	33	IV	Less Satisfactory (LS)	
5	1-20%	22	V	Poor (P)	

According to the above table, the phrasal verb items with the correct response of 81% - 100% were categorized as the excellent level of achievement, and the responses of 61% - 80% were at good level. Similarly, the items with the correct responses of 41% - 60% were in the satisfactory level of achievement. The correct responses of 21% - 40% were placed in the less satisfactory level and finally, the correct responses of 1% - 20% were placed in the poor level. The achievement of Tharu speaking students and Nepali speaking students on each item (matching, fill in the blanks multiple choice and sentence making) were compared on the basis of the percentage of the total number of the correct responses

### **3.1 Analysis of School-wise Achievement**

Five schools participated in the course of data collection were Shanti Nikunga HSS, Raja HSS, Daunedevi HSS, Gyan Jyoti SS, and Dibya Jyoti HSS of Western Nawalparasi district. It replicated those schools where students from different linguistic and cultural background are learning together in same school. Analysis is done between Tharu speaking students and Nepali speaking students' achievement in using phrasal verbs.

### 3.1.1 Proficiency of Tharu Speaking Students and Nepali Speaking Students in Phrasal Verbs (Shanti Nikunja HSS)

Table No.-1

#### Proficiency of Tharu Speaking and Nepali Speaking Students (Shanti Nikunja HSS) in Phrasal Verbs

S.N	Name of the students	Matching	Fill in the blanks	Multiple Choice Items	Sentence Making	Total	Full Marks	Pass Marks	Level	Remarks
<b>Tharu Speaking Students</b>										
1	Bijay Chaudhary	7	2	5	0	14	50	20	LS	
2	Raj Bahadur Chaudhary	8	3	1	4	16	50	20	LS	
3	Krishna Chaudhary	8	3	4	8	23	50	20	S	
4	Lalita Chaudhary	8	2	3	0	13	50	20	LS	
5	Laxmi Chauchary	4	5	2	0	11	50	20	LS	
6	Man Bahadur Chaudhary	4	0	3	0	7	50	20	P	
7	Parbati Chaudhary	5	3	3	0	11	50	20	LS	
8	Durga Chaudhary	7	4	2	2	15	50	20	LS	
9	Prem Chaudhary	8	2	3	0	13	50	20	LS	
10	Bhesmaya Chaudhary	3	3	1	0	7	50	20	P	
	<b>Total</b>	<b>62</b>	<b>27</b>	<b>27</b>	<b>14</b>	<b>130</b>	<b>500</b>	<b>200</b>		
<b>Average score = 13.0</b>										

<b>Nepali Speaking Students</b>										
1	Diksha Bohara	5	5	5	8	23	50	20	S	
2	Laxman Pariyar	8	10	1	7	26	50	20	S	
3	Subodn Pokhrel	10	9	3	8	30	50	20	S	
4	Manisha Adhikari	8	8	3	15	34	50	20	G	
5	Sabita Gaha	7	4	4	0	15	50	20	LS	
6	Sangita Thapa	4	3	4	0	11	50	20	LS	
7	Sarita Lamichhane	4	6	1	8	19	50	20	LS	
8	Kiran Barma	5	0	3	0	8	50	20	P	
9	Anita Upadhayay	8	4	1	0	13	50	20	LS	
10	Daya Ram Bhattra	8	8	3	14	33	50	20	G	
	<b>Total</b>	<b>67</b>	<b>57</b>	<b>28</b>	<b>60</b>	<b>212</b>	<b>500</b>	<b>200</b>		
<b>Average Score = 21.20</b>										

The following table no.1 shows the achievement of the ten Tharu speaking students and ten Nepali speaking students of Shanti Nikunja Higher secondary School in using phrasal verbs. Out of the aggregate summation of full marks (i.e. 1000), Tharu speakers scored 130 marks and Nepali speakers scored 212 marks altogether both the group scored 342 mark. In Matching items Tharu speakers scored 62 marks and Nepali speakers scored 67 marks. They scored the highest marks in matching item and they performed the lowest in sentence making by scoring 14 marks by Tharu speakers and 60 marks by Nepali speakers out of 200 full marks. Tharu speakers scored 27 marks in fill in the blanks and 27 marks in multiple choose item which shows the less satisfactory performance and Nepali speakers scored 57 marks in fill in the blanks and 28 marks in multiple choice items which show the satisfactory performance.

The average score of the Tharu speaking students of Shanti Nikunja HSS was 13 marks in the given test. The average percentage obtained by them was 26% which was below 40%. And Nepali speaking students' average score was 21.2. The percentage of the average score was 42.4% which is above 40%. This shows that the Tharu speaking students' proficiency was in poor level and the Nepali speaking students' proficiency was in satisfactory level so, there is vast difference between them. Thus, the Tharu speaking students were weaker than the Nepali speaking students.

### 3.1.2 Analysis of Tharu Speaking Students and Nepali Speaking Students Achievement in Phrasal Verbs (Shanti Nikunja HSS)

**Table No.-2**

#### **Analysis of the Total Proficiency in Phrasal Verbs**

S.N.	Phrasal Verbs	Shanti Nikunja HSS						Total	%	Remarks
		Tharu Speakers			Nepali Speakers					
		Correct Response	%	Level	Correct Response	%	Level			
<b>Matching</b>										
1	Break down	10	100	E	10	100	E	20	100	
2	Act up / on	10	100	E	10	100	E	20	100	
3	Belong to	5	50	S	6	60	S	11	55	
4	Bring up	2	20	P	2	30	P	4	20	
5	Climb up	5	50	S	4	40	LS	9	45	
6	Call off	4	40	LS	5	50	S	9	45	
7	Come back	8	80	G	7	70	G	15	75	
8	Ask around	3	30	LS	6	60	S	9	45	
9	Pass away	7	70	G	9	90	E	16	80	

10	Ask for	8	80	G	8	80	G	16	80	
	<b>Total</b>	<b>62</b>			<b>67</b>			<b>129</b>		
<b>Fill in the blanks</b>										
11	Look at	0	0	P	4	40	LS	4	20	
12	Stay away	2	20	P	6	60	S	8	40	
13	Get over	2	10	P	2	20	P	4	20	
14	Cut off	1	10	P	8	80	S	7	35	
15	Felt into	8	80	G	9	90	E	17	85	
16	Turn over	2	20	P	6	60	S	8	40	
17	Pass on	0	0	P	4	40	LS	4	20	
18	Keep on	6	60	S	7	70	G	13	65	
19	Chop up	5	50	S	9	90	E	14	70	
20	Brought up	1	10	P	2	20	P	3	15	
	<b>Total</b>	<b>27</b>			<b>57</b>			<b>84</b>		
<b>Multiple choice items</b>										
21	Give off	3	30	LS	1	10	P	4	20	
22	Turning up	2	10	P	2	20	P	4	20	
23	Made up	0	0	P	2	20	P	2	10	
24	Break down	2	20	P	4	40	LS	6	30	
25	Divided up	2	20	P	3	30	LS	5	25	
26	Back away	3	30	LS	1	10	P	4	20	
27	Run away	5	50	S	5	50	S	10	50	
28	Give up	8	80	G	8	80	G	16	80	
29	Rely on	0	0	P	1	10	P	1	5	
30	Turn up	2	20	P	1	10	P	3	15	
	<b>Total</b>	<b>27</b>			<b>28</b>			<b>55</b>		
<b>Sentence making</b>										
31	Speak up	1	10	P	1	10	P	2	10	
32	Take off	1	10	P	2	20	P	3	15	
33	Look for	2	20	P	6	60	S	8	40	
34	Turn up	1	10	P	3	30	LS	4	20	
35	Fall on	2	20	P	4	40	LS	6	30	
36	Pack on	2	20	P	3	30	LS	5	25	
37	Pass away	0	0	P	2	20	P	2	10	
38	Go up	1	10	P	3	30	LS	4	20	
39	Run out of	1	10	P	6	60	S	7	35	



40	Try on	0	0	P	4	40	LS	4	20	
	<b>Total</b>	<b>11</b>			<b>34</b>			<b>45</b>		

The above table no. 2 depicts the students' proficiency in the use of phrasal verbs of Shanti Nikunja Higher Secondary School which was categorized into 4 different items with different positional notations (Excellent, Good, Satisfactory, Less Satisfactory and Poor). Out of 40 phrasal verbs, Tharu speaking students' proficiency in matching items namely; in *break down*, *act up/on* was in excellent level, in *come back*, *pass away*, *ask for* was in good level, in *belong to*, *climb up* was in satisfactory level, in *call off*, *ask around* was in less satisfactory level, in *bring up* was in poor level. Nepali speaking students' proficiency in matching item namely; in *break down*, *act up/on*, *pass away* was in excellent level, in *come back* was in good level, in *belong to*, *ask around* was in satisfactory level, in *climb up* was in less satisfactory level and in *bring up* was in poor level. The total students proficiency in matching item namely; in *break down*, *act up/on* were in excellent level, *income back*, *ask for*, *pass away* were in good level, in *belong to*, *climb up* *call off*, *ask around* were in satisfactory level, in *bring up* was in poor level.

Tharu speaking students scored 62 marks in matching items and Nepali speaking students scored 67 marks in matching items. Both Tharu speaking students and Nepali speaking students scored 129 marks. The average score of Tharu speaking students was 6.2 marks and the average score of Nepali speaking students was 6.7 in matching item. Although Tharu speaking students were weaker with few marks than Nepali speaking students, they scored the nearly the same average marks. Both the group scored average marks which shows good performance in matching item. In positional notations categorization their performance was in good level.

In fill in the blanks, Tharu speaking students' proficiency in the use of phrasal verbs namely; in *felt into* was in good level, in *keep on*, *chop up* was in satisfactory level, in *look at*, *stay away*, *get over*, *call off*, *turn over*, *pass on* *brought up* was in poor level. Nepali speaking students' proficiency in the use of phrasal verbs namely; in *felt into*,

*chop up* was in excellent level, in *keep on* was in good level, in *stay away*, *cut off*, *turn over* was in satisfactory level, in *look at*, *pass on* was in less satisfactory level, in *get over*, *brought up* was in poor level. Total students' proficiency in the use of phrasal verbs namely; *infelt into* was in excellent level, in *keep on*, *chop up* was in good level, in *turn over*, *cut off* was in less satisfactory level, in *look at* *get over*, *pass on*, *brought up* was in poor level.

Tharu speaking students scored 27 marks in matching items and Nepali speaking students scored 57 marks in matching items. Both Tharu speaking students and Nepali speaking students scored 84 marks The average score of Tharu speaking students was 2.7 marks and the average score of Nepali speaking students was 5.7 in matching item. The average score of Tharu speaking students was weaker than Nepali speaking students. There is vast difference between the both groups. The performance of Tharu speaking students was found less satisfactory whereas the performance of Nepali speaking students was found satisfactory in fill in the blanks item.

In multiple choice items, Tharu speaking students' proficiency in the use of phrasal verbs namely; in *give up* was in good level, in *run away* was in satisfactory level, in *give off*, *back away* were in less satisfactory level, in *turning up*, *made up*, *break down*, *divided up*, *rely on*, *turn up* was in poor level where in *rely on*, *made up* with no response. Nepali speaking students' proficiency in phrasal verbs namely; in *give up* was in good level, in *run away* was in satisfactory level, in *break down*, *divided up* were in less satisfactory level, in *give up*, *turning up*, *made up*, *back away*, *rely on*, *turn up* was at poor level. Total students' proficiency in phrasal verbs namely; in *give up* was in good level, in *run away* was in satisfactory level, in *break, down divided up* was in less satisfactory level, in *give off*, *turning up*, *made up*, *back away*, *rely on*, *turn up* was in poor level.

Tharu speaking students scored 27 marks in matching items and Nepali speaking students scored 28 marks in matching items. Both Tharu speaking students and Nepali speaking students scored 84 marks The average score of Tharu speaking students was 2.7 marks

and the average score of Nepali speaking students was 2.8 in matching item. Both the group achieved less satisfactory marks in multiple choice items. In multiple choice items there was no vast difference in average score. Although the Tharu speaking Students were weaker than Nepali speaking students, both the group performance was very weak.

In sentence making items, Tharu speaking students' proficiency in the use phrasal verbs namely; in *speak up, take off, look for, turn up, fall on, pack on, pass away, go up, run out of, try on* was in poor level. Nepali speaking students' proficiency in the use of phrasal verbs namely; in *look for, run out of* were in satisfactory level, in *turn up, fall on, pack on, go up, try on*, was in less satisfactory level, in *speak up, take off, pass away* was in poor level. Total students' proficiency in the use of phrasal verbs namely; in *look for, fall on, pack on, run out of* was in less satisfactory level, in *speak up, take off, turn up, pass away, go up, try on* was in poor level.

In sentence making Tharu speaking students' correct responses were 11 and Nepali speaking students' correct responses were 34. So, Tharu speaking students' average response was 1.1 and Nepali speaking students' average response was 3.4. Thus, Tharu speaking students were weaker than Nepali speaking students in sentence making using the phrasal verbs. In conclusion, both the groups were very poor in sentence making. But both Tharu speaking students and Nepali speaking students were found so poor in sentence making items.

### 3.1.3 Proficiency of Tharu Speaker Students and Nepali Speaker Students in Phrasal Verbs (Raja Mahatma Purna Bhadra HSS)

Table No.-3

#### Proficiency of Tharu Speaking Students and Nepali Speaking Students (Raja Mahatma Purna Bhadra HSS) in Phrasal Verbs

S.N	Name of the students	Matching	Fill in the blanks	Multiple Choice Items	Sentence Making	Total	Full Marks	Pass Marks	Level	Remarks
<b>Tharu Speaking Students</b>										
1	Umesh Harijan	1	2	1	0	4	50	20	P	
2	Harishchandar Chaudhary	1	0	1	8	10	50	20	P	
3	Laxmi Chaudhary	1	1	2	0	4	50	20	P	
4	Monika Chaudhary	1	0	2	0	3	50	20	P	
5	Kundan Chaudhary	3	2	1	4	10	50	20	P	
6	Pitamber Chaudhary	2	1	0	6	9	50	20	P	
7	Manohar K. Chaudhary	1	0	3	12	16	50	20	LS	
8	Laxmi Chaudhary	3	3	1	0	7	50	20	P	
9	Indra K. Chaudhary	3	4	4	0	11	50	20	LS	
10	Malti Chaudhary	4	3	4	0	11	50	20	LS	
	<b>Total</b>	<b>20</b>	<b>16</b>	<b>19</b>	<b>30</b>	<b>85</b>		<b>200</b>		
<b>Average score = 8.5</b>										

<b>Nepali Speaking Students</b>										
1	Usha Karki	1	1	2	6	10	50	20	P	
2	Khimanand Ghimire	2	2	1	10	15	50	20	LS	
3	Damodar	3	1	3	8	15	50	20	LS	
4	Punam Shrestha	4	4	5	13	26	50	20	S	
5	Puja Adhikari	3	2	5	10	20	50	20	LS	
6	Sristi Napit	1	1	1	0	3	50	20	P	
7	Ram kumari Chaityal	3	0	4	6	13	50	20	LS	
8	Bhagyashower Pariyar	1	1	2	14	18	50	20	LS	
9	Sanjip Subedi	2	0	4	5	11	50	20	LS	
10	Suraj Pariyar	2	2	1	2	7	50	20	P	
	<b>Total</b>	<b>22</b>	<b>14</b>	<b>28</b>	<b>74</b>	<b>138</b>	<b>500</b>	<b>200</b>		
<b>Average score = 13.5</b>										

The above table no.3 depicts ten Tharu speaking students and ten Nepali speaking students of Raja Mahatma Purna Bhadra HSS participated in test having 40 phrasal verbs. Out of ten Nepali speakers, only one Nepali speaker scored between (30-21) marks, six scored between (20-11) marks and three scored between (7-10) marks. And three Tharu speakers scored between (20-11) marks, and seven scored below 10 marks. Out of the aggregate summation of full marks (i.e.1000) all the students scored 223 marks from where Nepali speakers scored 138 marks and Tharu speakers scored 84 marks. Tharu speakers scored 19 marks in multiple choice items, 20 in matching items and 16 in fill in the blanks and 30 marks in sentence making items. Nepali speakers scored 22 marks in matching items, 14 marks in fill in the blanks, 28 marks in multiple choice items, and 74 marks in sentence making. The table shows that the students performed best in sentence making but they had done a lot of grammatical mistakes in making simple sentences.

The average score of the Tharu speakers was 8.5 with 17% which shows poor performance in the given test. And the average score of the Nepali speakers was 13.8

with 27.6% which shows less satisfactory performance in the given test. Thus, the Tharu speakers were found weaker than Nepali speakers in the use of phrasal verbs of that school.

From the above description, the students were not good in using phrasal verbs, their proficiency was very low. In comparison to Nepali speakers Tharu speakers were weak in all the test items, most of the Tharu speakers scored poor marks in all the test items, i.e., scoring one mark and no marks and so same in the case of Nepali speakers. In conclusion, the proficiency in using phrasal verbs was poor and the Tharu speakers were found so weak in comparison to Nepali speakers of that school.

### 3.1.4 Analysis of Tharu Speaking Students and Nepali Speaking Students' Achievement in Phrasal Verbs (Raja Mahatma Purna Bhadra HSS)

**Table No.-4**

#### **Analysis of the Total Proficiency in Phrasal Verbs**

S.N.	Phrasal Verbs	Raja Mahatma Purna Bhadra H.S.S.						Total	%	Remarks
		Tharu Speaking			Nepali Speaking					
		Correct Response	%	Level	Correct Response	%	Level			
<b>Matching</b>										
1	Break down	8	80	G	9	90	E	17	85	
2	Act up / on	0	0	P	1	10	P	1	5	
3	Belong to	0	0	P	2	20	P	2	10	
4	Bring up	0	0	P	2	20	P	2	10	

5	Climb up	1	10	P	2	20	P	3	13	
6	Call off	1	10	P	0	0	P	1	5	
7	Come back	2	20	P	6	60	S	8	40	
8	Ask around	5	50	S	0	0	P	5	25	
9	Pass away	3	30	LS	1	10	P	4	20	
10	Ask for	0	0	P	0	0	P	0	0	
	<b>Total</b>	<b>20</b>			<b>22</b>			<b>42</b>		
<b>Fill in the blanks</b>										
11	Look at	2	20	P	0	0	P	2	10	
12	Stay away	0	0	P	1	10	P	1	5	
13	Get over	4	40	LS	1	10	P	5	25	
14	Cut off	2	20	P	1	10	P	3	15	
15	Felt into	4	40	LS	1	10	P	5	25	
16	Turn over	1	10	P	2	20	P	3	15	
17	Pass on	0	0	P	1	10	P	1	5	
18	Keep on	2	20	P	3	30	LS	5	25	
19	Chop up	0	0	P	1	10	P	1	10	
20	Brought up	1	10	P	3	30	LS	4	20	
	<b>Total</b>	<b>16</b>			<b>14</b>			<b>30</b>		
<b>Multiple choice items</b>										
21	Give off	3	30	LS	0	0	P	3	15	
22	Turning up	1	10	P	3	30	LS	4	20	
23	Made up	3	30	LS	1	10	P	4	20	
24	Break down	5	50	S	4	40	LS	9	45	
25	Divided up	4	40	LS	4	40	LS	8	40	
26	Back away	6	60	S	5	50	S	11	55	
27	Run away	1	10	LS	2	20	P	3	15	
28	Give up	0	0	P	2	20	P	2	10	

29	Rely on	0	0	P	3	30	LS	3	13	
30	Turn up	0	0	P	0	0	P	0	0	
	<b>Total</b>	<b>23</b>			<b>24</b>			<b>47</b>		
<b>Sentence making</b>										
31	Speak up	4	40	LS	3	30	LS	7	35	
32	Take off	4	40	LS	0	0	P	4	20	
33	Look for	4	40	LS	8	80	G	12	60	
34	Turn up	1	10	P	0	0	P	1	5	
35	Fall on	1	10	P	3	30	LS	4	20	
36	Pack on	2	20	P	5	50	S	7	35	
37	Pass away	1	10	P	5	50	S	6	30	
38	Go up	1	10	P	3	30	LS	4	20	
39	Run out of	2	20	P	5	50	S	7	35	
40	Try on	1	10	P	5	50	S	6	30	
	<b>Total</b>	<b>21</b>			<b>37</b>			<b>58</b>		

The table no. 4 presents students' achievement in the use of phrasal verbs of Raja Mahatma Purna Bhadra Higher Secondary School which was categorized into 4 different items with different positional notations (excellent, good, satisfactory, less satisfactory and poor). Out of the ten phrasal verbs in matching items, Tharu speaking students' proficiency in *break down* was found in good level, in *ask around* was found in satisfactory level, in *pass away* was found in less satisfactory level and in *climb up*, *call off*, *come back* was found in poor level and in *act up/on*, *belong to*, *bring up*, *ask for* were without any response. Nepali speaking students' proficiency in matching items in *break down* was in good level, in *come back* was found in satisfactory level in *act up/on*, *belong to*, *bring up*, *climb up*, *call off*, *pass away* was found in poor level where in *call off*, *pass away* with no response. In total, phrasal verbs; *break down* was found in good level, *come*



*back and ask around* were found in less satisfactory level *act up/on, belong to, bring up, climb up, call off*, were in poor level and ask for with no response at all.

Tharu speaking students scored 20 marks in matching items and Nepali speaking students scored 22 marks in matching items. Both Tharu speaking students and Nepali speaking students scored 42 marks. The average score of Tharu speaking students was 2.0 marks and the average score of Nepali speaking students was 2.2 in matching item. Although Tharu speaking students were weaker with few marks than Nepali speaking students, they scored the nearly the same average marks. Nevertheless, the Nepali speaking students' proficiency is higher than Tharu speaking students both groups were poor in matching items.

In fill in the blanks out of 10 phrasal verbs, Tharu speaking students' proficiency in *get over, felt into* was in less satisfactory level, in *look at, stay away, cut off, turn over, keep on, brought up* was in poor level and in *pass on, stay away, chop up* with no response. Nepali speaking students' proficiency in *keep on, brought up* was in less satisfactory level in *stay away, get over, cut off, felt into, turn over, pass on, chop up* was in poor level and in *look at* with on response. In total, students' proficiency in *get over, felt into, keep on fall under* less satisfactory level, in *look at, stay away, cut off, turn over, pass on, chop up, brought up* was in poor level.

Tharu speaking students scored 16 marks in matching items and Nepali speaking students scored 14 marks in matching items. Both Tharu speaking students and Nepali speaking students scored 30 marks. Tharu speaking students scored 1.6 marks in average and Nepali speaking students scored 1.6 marks in average. Thus, Tharu speaking students were found weaker than Nepali speaking students. Although, Nepali speaking students achieved more marks than Tharu speaking students but all students were found very poor in fill in the blanks item.

Out of 10 phrasal verbs in multiple choice item, Tharu speaking students proficiency in *break down, divided, back away* was in satisfactory level, in *give off, made up* was in less

satisfactory level in *turning up, run assay* was in poor level where *give up, rely on, turn up* with no response. Nepali speaking students proficiency in *back away* was in satisfactory level, in *turning, made up, divided, rely on* was in less satisfactory level in *made up, run away, give up* was in poor level where in *give off, turn up* with no response. The total students' proficiency in *break down, back away* in satisfactory level in *divided up* was in less satisfactory and in *turn up* with no response.

Tharu speaking students scored 23 marks and Nepali speaking students scored 24 marks in fill in the blanks item. The total students scored 47 marks. Tharu speaking students scored 2.3 marks and Nepali speaking students scored 2.4 marks in average. Thus, Tharu speaking students were found weaker than Nepali speaking students. But in totality, all the students' performance in the use of phrasal verbs in multiple choice items was weak of that school.

In sentence making item, out of ten phrasal verbs, Tharu speaking students' proficiency in *speak up, take off, look for* was in less satisfactory level in *turn up, fall on, pack on, pass away, go up, run out of, try on* was in poor level. Nepali speaking students' proficiency in *pack on, pass away, run out of, try on* was in satisfactory level, in *speak up, fall on, go up* was in less satisfactory level in *take off* was in poor level in *turn up* with no response. Total students' proficiency in *look for* was in satisfactory level in *speak up, pack on, pass away, run out of* was in satisfactory level in *take off, turn up, fall on, go up*, was in poor level.

In sentence making, Tharu speaking students' correct response was 21 with 2.1 average responses and Nepali speaking students' correct response was 37 with 3.7 average responses. Comparatively, Tharu speaking students were found weaker than Nepali speaking students. But all the students' performance was less satisfactory in sentence making.

**3.1.5 Proficiency of Tharu Speaking Students and Nepali Speaking Students in Phrasal Verbs (Daunnedevi HSS)**

**Table No.-5**

**Proficiency of Tharu Speaking Students and Nepali Speaking Students (Daunnedevi HSS) in Phrasal Verbs**

S.N	Name of the students	Matching	Fill in the blanks	Multiple choice items	Sentence Making	Total	Full Marks	Pass Marks	Level	Remarks
<b>Tharu Speaking Students</b>										
1	Tara Chaudhary	5	2	6	8	21	50	20	S	
2	Babita Chaudhary	7	1	7	11	26	50	20	S	
3	Malati Chaudhary	3	1	7	3	14	50	20	LS	
4	Ganga Tharu	8	1	8	8	25	50	20	S	
5	Devi Chaudhary	6	2	6	12	26	50	20	S	
6	Dilmaya Chaudhary	6	1	7	10	24	50	20	S	
7	Ganesh Kumari Chaudhary	3	2	5	4	15	50	20	LS	
8	Jamuna Tharu	8	2	8	8	26	50	20	S	
9	Sushila Chaudhary	7	2	6	12	27	50	20	S	
10	Manisha Chaudhary	8	3	5	12	28	50	20	S	
	<b>Total</b>	<b>61</b>	<b>17</b>	<b>65</b>	<b>88</b>	<b>231</b>	<b>500</b>	<b>200</b>		
<b>Average score = 23.1</b>										

<b>Nepali Speaking Students</b>										
1	Samjhana Sunari Magar	6	2	7	8	23	50	20	S	
2	Manisha Sunar	8	1	7	5	21	50	20	S	
3	Anita Jimba Lama	6	2	5	10	23	50	20	S	
4	Srijana Bhandari	6	2	6	14	28	50	20	S	
5	Dhan Kumari Chidimagar	4	1	7	10	22	50	20	S	
6	Pratima Pariyar	4	1	8	6	19	50	20	LS	
7	Pratima Puri	8	5	5	18	36	50	20	G	
8	Sanjeeta Acharya	8	1	7	14	30	50	20	S	
9	Binday Showari Pageni	6	3	8	10	27	50	20	S	
10	Samjhana Sunar	5	2	7	12	26	50	20	S	
	<b>Total</b>	<b>61</b>	<b>20</b>	<b>67</b>	<b>107</b>	<b>253</b>	<b>500</b>	<b>200</b>		
<b>Average score= 25.3</b>										

As the table shows, ten Tharu speaking students and ten Nepali speaking students of Daunnedevi Higher Secondary School participated in test having 40 phrasal verbs. Out of the aggregate summation of full marks (i.e.1000) Tharu speaking students scored 231 marks and Nepali speaking students scored 253 marks which was not vast difference. One of the Nepali speaking students scored below 20 marks, one scored over 30 marks and rest of all scored between (30-21) marks. And in case of Tharu speaking students, one scored below 20 marks and rest of all scored between (30-20) marks. Tharu speaking students scored 61 marks in matching item, 17 marks in fill in the blanks, 65 marks in multiple choice item and 88 marks in sentence making. Nepali students scored 59 marks in matching items, 20 marks in fill in the blanks, 67 marks in multiple choice items and 107 marks in sentence making.

The average score of the Tharu speaking students was 23.1 with 46.2% which shows the satisfactory performance in using phrasal verbs. The average score of Nepali speaking students was 25.3 with 50.6% which shows the satisfactory performance in using phrasal

verbs. There was not vast difference between the both groups, but Tharu speaking students were weaker than Nepali speaking students. Both the group of students' performance was satisfactory.

Overall, Tharu speaking students scored less marks but in comparison they were as competent as Nepali speaking students, although they scored few marks less than Nepali speaking students. All the students were neither excellent nor poor at that school.

### 3.1.6 Analysis of Tharu Speaking Students and Nepali Speaking Students Achievement in Phrasal Verbs (Daunnedevi H.S.S.)

**Table No.-6**

#### **Analysis of the Total Proficiency in Phrasal Verbs**

S.N.	Phrasal Verbs	Daunnedevi H.S.S.						Total	%	Remarks
		Tharu Speakers			Nepali Speakers					
		Correct Response	%	Level	Correct Response	%	Level			
<b>Matching</b>										
1	Break down	10	100	E	10	100	E	20	100	
2	Act up / on	4	40	LS	3	30	LS	7	35	
3	Belong to	0	0	P	5	50	S	5	25	
4	Bring up	6	60	S	5	50	S	11	55	
5	Climb up	7	70	G	3	30	LS	10	50	
6	Call off	5	50	S	7	70	G	12	60	
7	Come back	9	90	E	9	90	E	18	90	
8	Ask around	4	40	LS	3	30	LS	7	35	

9	Pass away	10	100	E	9	90	E	19	95	
10	Ask for	6	60	S	7	70	G	13	65	
	<b>Total</b>	<b>61</b>			<b>61</b>			<b>122</b>		
<b>Fill in the blanks</b>										
11	Look at	1	10	P	1	10	P	2	10	
12	Stay away	4	40	LS	1	10	P	5	25	
13	Get over	0	0	P	2	20	P	2	10	
14	Cut off	0	0	P	0	0	P	0	0	
15	Felt into	3	30	LS	4	40	LS	7	35	
16	Turn over	0	0	P	0	0	P	0	0	
17	Pass on	1	10	P	1	10	P	2	10	
18	Keep on	4	40	40	2	20	P	6	30	
19	Chop up	3	30	30	8	80	G	11	55	
20	Brought up	1	10	10	2	10	P	3	15	
	<b>Total</b>	<b>17</b>			<b>21</b>			<b>38</b>		
<b>Multiple choice items</b>										
21	Give off	2	20	P	4	40	LS	6	30	
22	Turning up	3	30	LS	3	30	LS	6	30	
23	Made up	2	20	P	4	40	LS	6	30	
24	Break down	8	80	G	6	60	S	14	70	
25	Divided up	10	100	E	9	90	E	19	95	
26	Back away	8	80	G	8	80	G	16	80	
27	Run away	7	70	G	9	90	E	16	80	
28	Give up	6	60	S	8	80	G	14	70	
29	Rely on	9	90	E	8	80	G	17	85	
30	Turn up	10	100	E	8	80	G	18	90	
	<b>Total</b>	<b>65</b>			<b>67</b>			<b>132</b>		
<b>Sentence making</b>										

31	Speak up	9	90	E	8	80	G	17	85	
32	Take off	5	50	S	7	70	G	12	60	
33	Look for	9	90	E	7	70	G	16	80	
34	Turn up	3	30	LS	8	80	G	11	55	
35	Fall on	3	30	LS	5	50	S	8	40	
36	Pack on	5	50	S	7	70	G	12	60	
37	Pass away	1	10	P	4	40	LS	5	25	
38	Go up	2	20	P	3	30	LS	5	25	
39	Run out of	5	50	S	9	90	E	14	70	
40	Try on	6	60	S	6	60	S	12	60	
	<b>Total</b>	<b>48</b>			<b>64</b>			<b>112</b>		

The table 6 presents that students' achievements in the use of phrasal verbs of the Tharu speaking students and Nepali speaking students of Daunedevi HSS with four different test items where students' achievements are categorized into different positional notations (excellent, good, satisfactory, less satisfactory and poor). Out of 10 phrasal verbs in matching items, Tharu speaking students' proficiency in *break down*, *come back*, *pass away* was in excellent level, in *climb up* was good level, in *bring up*, *call off*, *ask for* was in satisfactory level, in *act up/on*, *ask around* was in less satisfactory level, in *belong to* with no response. Nepali speaking students' proficiency in *break down*, *come back*, *pass away* was in excellent level, in *call off*, *ask for* was in good level, in *belong to*, *bring up* was in satisfactory level, in *act up/on*, *climb up*, *ask around* was in less satisfactory level. The total students proficiency in *break down*, *come back*, *pass away* was in excellent level, in *ask for* was in good level, in *climb up*, *call off* was in satisfactory level, in *act up/on*, *belong to* *bring up*, *ask around* was in less satisfactory level.

Tharu speaking students scored 61 marks with 6.1 average score and Nepali speaking students scored 61 marks with 6.1 average score. Thus, both group of students scored the

same marks. From the above description the marks scored by the both groups was in average. So, all the students were good in matching items.

In fill in the blanks out of 10 phrasal verbs, Tharu speaking students' proficiency in *stay away, felt into, keep on, chop up* was in less satisfactory level, in *look at, get over, cut off, turn over, pass on, brought up* was in poor level. Nepali speaking students' proficiency in *chop up* was in good level, in *look at, stay away, get over, cut off, turn over, pass on, keep on, brought up* was in poor level in *cut off* with no response.

Tharu speaking students scored 17 marks with 1.7 average score and Nepali speaking students scored 20 marks with 2.7 average score. This shows that the Tharu speaking students were found weaker than the Nepali speaking students. In conclusion, both Tharu speaking students and Nepali speaking students were weak in fill in the blanks items.

In multiple choice items out of 10 phrasal verbs, Tharu speaking students' proficiency in *divided up, rely on, turn up* was in excellent level, in *break down, back away, run away* was in good level, in *give up* was in satisfactory level, in *turning up* was in less satisfactory level, in *give off* in poor level. Nepali speaking students' proficiency in *divided up, run away* was in excellent level, in *back away, give up, rely on, turn up* was in good level, in *break down* was in satisfactory level, in *give off, turning up, made up* was in less satisfactory level.

Tharu speaking students scored 65 marks with 6.5 average score and Nepali speaking students scored 67 marks with 6.7 average score. This shows that the Tharu speaking students were found weaker than the Nepali speaking students in multiple choice items. Although, Tharu speaking students were weak in comparison to Nepali speaking students they were as competent as Nepali speaking students. Both the groups scored marks in average. So, all the students' performance was good in multiple choice items.

In sentence making item, Tharu speaking students' proficiency in *speak up, look for* was in excellent level, in *take off, pack on, run out of, try on* was in satisfactory level, in *turn up, fall on* was in less satisfactory level, in *pass away, go up* was in poor level. Nepali



speaking students' proficiency in *run out of* was in excellent level, in *speak up, take off, look for, turn up, pack on* was in good level, in *fall on, try on* was in satisfactory level, in *pass away, go up* was in less satisfactory level.

Tharu speaking students' correct responses were 48 with 4.8 average responses which show satisfactory performance in sentence making. Nepali speaking students' correct responses were 64 with 6.4 average responses which show good performance. Thus, the Tharu speaking students were found weaker than Nepali students.

### 3.1.7 Proficiency of Tharu Speaking Students and Nepali Speaking Students in Phrasal Verbs (Gyan Jyoti SS)

**Table No.-7**

#### **Proficiency of Tharu Speaking Students and Nepali Speaking Students (Gyan Jyoti SS) in Phrasal Verbs**

S.N	Name of the students	Matching	Fill in the blanks	Multiple Choice Items	Sentence Making	Total	Full Marks	Pass Marks	Level	Remarks
<b>Tharu Speaking Students</b>										
1	Nilam Chaudhary	2	0	2	0	4	50	20	P	
2	Aarati Kewat	2	0	4	2	8	50	20	P	
3	Renu Chaudhary	2	0	2	0	4	50	20	P	

4	Sarmila Chaudhary	5	4	2	11	22	50	20	S	
5	Kiran Chaudhary	3	3	2	6	14	50	20	LS	
6	Rukmini Chaudhary	2	0	3	2	7	50	20	P	
7	Samjhana Chaudhary	2	1	4	3	10	50	20	P	
8	Rupa Chaudhary	2	0	2	0	4	50	20	P	
9	Mahendra Chaudhary	6	5	4	10	25	50	20	S	
10	Dilli Raj Chaudhary	3	6	1	5	17	50	20	LS	
	<b>Total</b>	<b>29</b>	<b>19</b>	<b>26</b>	<b>39</b>	<b>113</b>	<b>500</b>	<b>200</b>		
<b>Average score = 11.3</b>										
<b>Nepali Speaking Students</b>										
1	Laxman Timilsina	2	3	4	0	9	50	20	P	
2	Gautam Shrestha	3	3	5	10	21	50	20	S	
3	Kabita Karki	2	2	2	1	7	50	20	P	
4	Sandhya Sunar	2	1	3	4	10	50	20	P	
5	Juna Neupane	0	1	4	0	5	50	20	P	
6	Hari Timilsina	4	1	1	0	6	50	20	P	
7	Sita Subedi	5	4	2	9	20	50	20	LS	
8	Suraj Varma	5	4	6	8	23	50	20	S	
9	Kabita Neupane	1	0	6	9	16	50	20	LS	
10	Aasish Paudel Chhetri	4	6	1	5	16	50	20	LS	
	<b>Total</b>	<b>28</b>	<b>25</b>	<b>34</b>	<b>46</b>	<b>133</b>	<b>500</b>	<b>200</b>		
<b>Average score = 13.3</b>										

The foregoing table shows that out of 20 students, i.e., ten Tharu speaking students and ten Nepali speaking students participated in test item having 40 phrasal verbs of Gyan Jyoti Secondary School. Most of the students' proficiency of Gyan Jyoti Secondary School was less satisfactory. Out of the total aggregate summation (i.e. 1000), Nepali speaking students scored 133 marks and Tharu speaking students scored 113marks and in total they scored 246 marks. Nepali speaking students scored highest mark in multiple

choice items with 34 marks and Tharu speaking students scored highest mark in matching items with 29 marks. Nepali speaking students performed lowest with 46 marks out of 200 marks in Sentence making and Tharu speaking students performed lowest in Fill in the blanks with 19 marks.

Tharu speaking students scored 29 marks in matching item, 19 marks in fill in the blanks, 29 marks in multiple choice item and 39 marks in sentence making. Nepali speaking students scored 28 marks in matching item, 25 marks in fill in the blanks, 34 marks in multiple choice item and 46 marks in sentence making.

The average score of the Tharu speaking students was 11.3 with 22.8% which shows less satisfactory performance in using phrasal verbs. The average score of the Nepali speaking students was 13.3 with 26.6% which also shows less satisfactory performance in using phrasal verbs. Although Tharu speaking students were found weaker than Nepali speaking students, there was not vast difference in average score. Thus, the performance of all the students falls into less satisfactory level.

### **3.1.8 Analysis of Tharu speaking students and Nepali Speaking Students' Achievement in Phrasal Verbs ( Gyan Jyoti S.S.)**

**Table No.-8**

#### **Analysis of the Total Proficiency in Phrasal Verbs**

<b>S.N.</b>	<b>Phrasal Verbs</b>	<b>Gyan Jyoti S.S.</b>						<b>Total</b>	<b>%</b>	<b>Remarks</b>
		<b>Tharu Speaking</b>			<b>Nepali Speaking</b>					
		<b>Correct Response</b>	<b>%</b>	<b>Level</b>	<b>Correct Response</b>	<b>%</b>	<b>Level</b>			

Matching										
1	Break down	2	20	P	5	50	S	7	35	
2	Act up / on	7	70	G	3	30	LS	10	50	
3	Belong to	0	0	P	1	10	P	1	5	
4	Bring up	6	60	S	3	30	LS	9	45	
5	Climb up	4	40	LS	4	40	LS	8	40	
6	Call off	3	30	LS	2	20	P	5	25	
7	Come back	4	40	LS	6	60	S	10	50	
8	Ask around	2	20	P	2	20	LS	4	20	
9	Pass away	1	10	P	1	10	P	2	10	
10	Ask for	0	0	P	1	10	P	1	5	
	<b>Total</b>	<b>29</b>			<b>28</b>			<b>57</b>		
Fill in the blanks										
11	Look at	0	0	P	0	0	P	0	0	
12	Stay away	0	0	P	0	0	P	0	0	
13	Get over	4	40	LS	5	50	S	9	45	
14	Cut off	3	30	LS	2	20	P	5	25	
15	Felt into	1	10	P	3	30	LS	4	20	
16	Turn over	1	10	P	2	20	P	3	15	
17	Pass on	0	0	P	0	0	P	0	0	
18	Keep on	3	30	LS	4	40	LS	7	35	
19	Chop up	4	40	LS	5	50	S	9	45	
20	Brought up	3	30	LS	4	40	LS	7	35	
	<b>Total</b>	<b>19</b>			<b>25</b>			<b>44</b>		
Multiple choice items										
21	Give off	5	50	S	4	40	LS	9	45	
22	Turning up	1	10	P	0	0	P	1	5	
23	Made up	2	20	P	4	40	LS	6	30	

24	Break down	2	20	P	2	20	P	3	15	
25	Divided up	1	10	P	6	60	LS	7	35	
26	Back away	0	0	P	0	0	P	0	0	
27	Run away	9	90	E	7	70	G	16	80	
28	Give up	6	60	S	6	60	S	12	60	
29	Rely on	0	0	P	3	30	LS	3	15	
30	Turn up	0	0	P	2	20	P	2	10	
	<b>Total</b>	<b>26</b>			<b>34</b>					
<b>Sentence making</b>										
31	Speak up	3	30	LS	2	20	P	5	25	
32	Take off	1	10	P	1	10	P	2	20	
33	Look for	3	30	LS	6	60	S	9	45	
34	Turn up	1	10	P	0	0	P	1	5	
35	Fall on	2	20	P	2	20	P	4	20	
36	Pack on	3	30	LS	2	20	P	5	25	
37	Pass away	3	30	LS	3	30	LS	6	30	
38	Go up	0	0	P	1	10	P	1	5	
39	Run out of	2	20	P	3	30	LS	5	25	
40	Try on	3	30	LS	3	30	LS	6	30	
	<b>Total</b>	<b>21</b>			<b>33</b>					

The above table no. 8 shows that the students' achievement in the use of phrasal verbs of the Gya Jyoti Secondary School students with 4 different test items and where students' achievement was categorized into different positional notations (Excellent, Good, Satisfactory, Less Satisfactory and Poor). Out of 10 phrasal verbs in matching items, Tharu speaking students' proficiency in *belong to* was in good level, *bring up* was in satisfactory level, in *climb up*, *call off*, *come back* was in less satisfactory level, in *break down*, *ask around*, *pass away* in poor level, in *belong to*, *ask for* with no response at all.

Nepali speaking students' proficiency in *break down, come back* was in satisfactory level, in *act up/on, bring up, climb up, ask around* was in less satisfactory level, in *belong to, call off, pass away* ask for was in poor level

Tharu speaking students scored 29 marks where their average score was 2.9 marks and Nepali speaking students scored 28 marks where their average score was 2.8 in matching items. The Nepali speaking students were weaker than Tharu speaking students with 1 mark. Comparatively, both the groups were found weak in matching item.

Out of ten fill in the blanks items, Tharu speaking students' proficiency in *get over, cut off, keep on, chop up, brought up* was in less satisfactory level, in *felt into, turn over* was in poor level, in *look at, stay away, pass on* with no response. Nepali speaking students' proficiency in *get over, chop up* was in satisfactory level, in *felt into, keep on, brought up* was in less satisfactory level, in *cut off, turn up* was in poor level and in *look at, stay away, pass on* with no response.

In fill in the blanks items, Tharu speaking students scored 19 marks with 1.9 average marks and Nepali speaking students scored 25 marks with 2.5 average marks. Thus, Tharu speaking students were weaker than Nepali speaking students.

In multiple choice items, Tharu speaking students' proficiency in the use of phrasal verbs in *run away* was in excellent level, in *give off, give up* was in satisfactory level, in *turning up, made up, break down, divided up* was in poor level, in *break away, rely on, turn up* with no response at all. Nepali speaking students' proficiency in the use of phrasal verbs; in *run away* was in good level, *give up* was in satisfactory level, in *give off, made up, divided up, rely on* was in less satisfactory level, in *turning up, back away, turn up* with no response.

Tharu speaking students scored 26 marks and Nepali speaking students scored 34 marks. The average score of Tharu speaking students was 2.6 and the average score of Nepali speaking students was 3.4. Thus, the Tharu speaking students were found weaker than Nepali speaking students. All the students' performance was in less satisfactory level.

In sentence making items, Tharu speaking students' proficiency in the use of phrasal verbs; in *speak up*, *look for*, *pack on*, *pass away*, *try on* was in less satisfactory level, in *take off*, *turn up*, *fall on*, *run out of* was in poor level, in *go up* with no response. Nepali speaking students' proficiency in the use of phrasal verbs; in *look for*, was in satisfactory level, in *pass away*, *run out of*, *try on* was in less satisfactory level, in *speak up*, *take off*, *fall on*, *pack on*, *go up* was in poor level, and in *turn up* with no response.

Tharu speaking students gave 21 correct responses and Nepali speaking students gave 33 correct responses. This shows that the Tharu speaking students were weaker than Nepali speaking students.

### 3.1.9 Proficiency of Tharu Speaking Students and Nepali Speaking Students in Phrasal Verbs (Dibya Jyoti HSS)

**Table No.-9**

#### **Proficiency of Tharu Speaking and Nepali Speaking Students (Dibya Jyoti HSS) in Phrasal Verbs**

S.N	Name of the students	Matching	Fill in the blanks	Multiple Choice items	Sentence Making	Total	Full Marks	Pass Marks	Level	Remarks
<b>Tharu Speaking Students</b>										
1	Mohan Singh Chaudhary	S	2	5	12	27	50	20	S	
2	Gita Chaudhary	7	4	6	3	20	50	20	LS	

3	Maya Chaudhary	7	3	6	8	24	50	20	S	
4	Asmita Chaudhary	10	4	5	12	31	50	20	G	
5	Ratan Chaudhary	5	4	5	9	23	50	20	S	
6	Suman Bdr Chaudhary	5	5	6	12	28	50	20	S	
7	Astha Chaudhary	4	6	3	14	27	50	20	S	
8	Shiva Chaudhary	10	5	6	9	30	50	20	S	
9	Shashikala Chaudhary	10	4	3	10	27	50	20	S	
10	Manish Chaudhary	10	4	5	9	28	50	20	S	
	<b>Total</b>	<b>76</b>	<b>41</b>	<b>56</b>	<b>98</b>	<b>271</b>	<b>500</b>	<b>200</b>		
<b>Average score = 25.6</b>										
<b>Nepali Speaking Students</b>										
1	Bikram Aryal	5	3	4	10	22	50	20	S	
2	Sajal Shrestha	10	5	7	18	40	50	20	G	
3	Bandana Regmi	4	2	2	15	23	50	20	S	
4	Manika Dhakal	8	4	5	3	20	50	20	LS	
5	Devi kala Nepali	8	4	6	4	22	50	20	S	
6	Shardha kandel	4	6	4	16	30	50	20	S	
7	Saroj Baral	10	4	5	10	29	50	20	S	
8	Sachin Aryal	7	7	5	16	35	50	20	G	
9	Bal Krishna Pandey	7	7	6	18	38	50	20	G	
10	Sushil Pandey	10	7	6	14	37	50	20	G	
	<b>Total</b>	<b>73</b>	<b>49</b>	<b>56</b>	<b>124</b>	<b>302</b>	<b>500</b>	<b>200</b>		
<b>Average score = 29.6</b>										

As the table depicts that students of Dibya Jyoti Higher Secondary School participated in test having 40 phrasal verbs. Four Nepali speaking students scored above 30 marks, one scored 30 marks, four students scored between (20-30) marks and one scored 20 marks. And one Tharu speaking student scored above 30 marks, eight students scored between



(30-21) marks and one student scored 20 marks. In matching items Tharu speaking students performed better than Nepali speaking students. Tharu speaking students scored 41 marks in Fill in the blanks, 98 marks in sentence making, 76 marks in matching item and 50 marks in multiple choice items. Nepali speaking students scored 73 marks in matching item, 49 marks in fill in the blanks, 50 marks in multiple choice item and 124 marks in sentence making. Out of total aggregate summation (i.e.1000) Nepali speaking students scored 302 marks and Tharu speaking students scored 271 marks, totally all students scored 573 marks. The average score of the Tharu speaking students was 27.1 with 54.2% which shows satisfactory performance. The average score of Nepali speaking students was 30.2 with 60.4% which shows satisfactory performance. Both the groups were in satisfactory level but Tharu speaking students scored 7.4 marks less in average score of that school. Thus, the Tharu speaking students were found weaker than Nepali speaking students of that school.

In conclusion, Tharu speaking students and Nepali speaking students scored marks in average so that Dibya Jyoti HSS performance was best in using phrasal verbs among all the selected schools. Nepali speaking students have been maintaining their marks in totality higher than the Tharu speaking students.

**3.1.10 Analysis of Tharu Speaking Students and Nepali Speaking Students' Achievement in Phrasal Verbs (Dibya Jyoti H.S.S.)**

**Table No.-10**

**Analysis of the Total Proficiency in Phrasal Verbs**

S.N.	Phrasal Verbs	Dibya Jyoti H.S.S.						Total	%	Remarks
		Tharu Speaking			Nepali Speaking					
		Correct Response	%	Level	Correct Response	%	Level			
<b>Matching</b>										
1	Break down	10	100	E	10	100	E	20	100	
2	Act up / on	4	40	LS	4	40	LS	8	40	
3	Belong to	9	90	E	10	100	E	19	95	
4	Bring up	8	80	G	7	70	G	15	75	
5	Climb up	8	80	G	8	80	G	16	80	
6	Call off	9	90	E	9	90	E	18	90	
7	Come back	9	90	E	8	80	G	17	85	
8	Ask around	9	90	E	7	70	G	16	80	
9	Pass away	6	60	S	6	60	S	12	60	
10	Ask for	4	40	LS	4	40	LS	8	40	
	<b>Total</b>	<b>76</b>			<b>73</b>			<b>149</b>		
<b>Fill in the blanks</b>										
11	Look at	0	0	P	1	10	P	1	5	

12	Stay away	0	0	P	3	30	LS	3	15	
13	Get over	9	90	E	9	90	E	18	90	
14	Cut off	3	30	LS	4	40	LS	7	35	
15	Felt into	9	90	E	8	80	G	17	85	
16	Turn over	2	20	P	5	50	S	7	35	
17	Pass on	2	20	P	3	30	LS	5	25	
18	Keep on	7	70	G	6	60	S	13	65	
19	Chop up	9	90	E	10	100	E	19	95	
20	Brought up	0	0	P	0	0	P	0	0	
	<b>Total</b>	<b>41</b>			<b>49</b>			<b>90</b>		
<b>Multiple choice items</b>										
21	Give off	3	30	LS	3	30	LS	6	30	
22	Turning up	7	70	G	7	70	G	14	70	
23	Made up	5	50	S	4	40	LS	9	45	
24	Break down	6	60	S	6	60	S	12	60	
25	Divided up	6	60	S	9	90	E	15	75	
26	Back away	1	10	P	0	0	P	1	5	
27	Run away	9	90	E	10	100	E	19	95	
28	Give up	4	40	LS	4	40	LS	8	40	
29	Rely on	9	90	E	7	70	G	16	80	
30	Turn up	6	60	S	6	60	S	12	60	
	<b>Total</b>	<b>56</b>			<b>56</b>			<b>100</b>		
<b>Sentence making</b>										
31	Speak up	10	100	E	7	70	G	17	85	
32	Take off	7	70	G	6	60	S	13	65	
33	Look for	6	60	S	8	80	G	14	70	
34	Turn up	4	40	LS	5	50	S	9	45	
35	Fall on	4	40	LS	7	70	G	11	55	

36	Pack on	6	60	S	9	90	E	15	75	
37	Pass away	5	50	S	5	50	S	10	50	
38	Go up	6	60	S	3	30	LS	9	45	
39	Run out of	8	80	G	9	90	E	17	85	
40	Try on	6	60	S	7	70	G	13	65	
	<b>Total</b>	<b>62</b>			<b>66</b>			<b>128</b>		

The table no.9 presents that Tharu speaking students and Nepali speaking students' achievement in the use phrasal verbs of Dibya Jyoti Higher Secondary School with four different test items where students' achievement is categorized into different positional notations (excellent, good, satisfactory, less satisfactory and poor). Out of ten phrasal verbs in matching items, Tharu speaking students' proficiency in *break down*, *belong to*, *call off*, *ask around* was in excellent level, in *bring up*, *climb up*, *come back* was in good level, in *pass away* was in satisfactory level, in *act up/on*, *ask for* was in less satisfactory level. Nepali speaking students' proficiency in *breakdown*, *belong to*, *call off* was in excellent level, in *bring up*, *climb up*, *come back*, *ask around* was in good level, *pass away* was in satisfactory level, in *act up/on*, *ask for* was in less satisfactory level.

Total scores of Tharu speaking students in matching item were 76 marks with 7.8 average marks which show good performance of the students. Nepali speaking students scored 73 marks with 7.3 average marks which show good performance of the students. There was not vast difference in the average score between Tharu speaking students and Nepali speaking students. Here, Nepali speaking students were found weaker than Tharu speaking students.

In fill in the blanks out of 10 phrasal verbs, Tharu speaking students' proficiency in *get over*, *felt into*, *chop up* was in excellent level, in *keep on* was in good level, in *cut off* was in less satisfactory level, in *look at*, *stay away*, *turn over*, *pass on*, *brought up* was in less satisfactory level. Nepali speaking students' proficiency in *get over*, *chop up* was in

excellent level, in *felt into*, was in good level, in *turn over*, *keep on* was in satisfactory level, in *stay away*, *cut off*, *pass on* was in less satisfactory level, in *look at*, *brought up* was in poor level.

Tharu speaking students scored 41 marks with 4.1 average marks which show satisfactory performance of the students. Nepali speaking students scored 49 marks with 4.9 average marks which show satisfactory performance of the students. Here, Tharu speaking students were found weaker than Nepali speaking students.

Out of 10 phrasal verbs in multiple choice items, Tharu speaking students' proficiency in *run away*, *rely on* was in excellent level, in *turning up* was in good level in *made up*, *break down*, *divided up*, *turn up* was in satisfactory level, in *give off*, *give up* was in less satisfactory level, in *back away* was in poor level. Nepali speaking students' proficiency in *divided up*, *run away* was in excellent level, in *turning up*, *rely on* was in good level, in *break down*, *turn up* was in satisfactory level, in *give off*, *made up*, *give up* was in less satisfactory level, in *break up* was in poor level.

Tharu speaking students scored 56 marks with 5.6 marks in average which show satisfactory performance of the students. Nepali speaking students scored 56 marks with 5.6 marks in average which show satisfactory performance of the students. Both the group scored the same average marks which fall under the satisfactory level.

In sentence making items out of ten phrasal verbs, Tharu speaking students' proficiency in *speak up* was in excellent level, in *take off*, *run out of* was in good level, in look for, pack on, pass away, go up, try on was in less satisfactory level, in *turn up*, *fall on* was in less satisfactory level. Nepali speaking students' proficiency in *pack on*, *run out off* was in excellent level, in *speak up*, *look for*, *fall on*, *try on* was in good level, *intake off*, *turn up*, *pass away* was in satisfactory level, in *go up* was in less satisfactory level.

Tharu speaking students' correct response was 62 and Nepali speaking students' correct response was 66 which show that Nepali students were better than Tharu speaking

students but in average there was not vast difference between them. All the students were good in sentence making using the phrasal verbs.

### 3.1.11 Analysis of Phrasal Verb Achievement Bases on Four Categories of Items (Matching, Fill in the blanks, Multiple choice, Sentence making)

**Table No.-11**

#### **Comparison of Different Variables in Items**

S.N	Phrasal Verbs	Shanti Nikunja	Raja Mahatma	Daunnedevi	Gyan Jyoti	Dibya Jyoti	Correct Response	%	Level	Remarks
<b>Matching</b>										
1	Break down	20	17	20	7	20	84	84	E	
2	Act up/on	20	1	8	10	7	46	46	S	
3	Belong to	11	2	5	1	19	38	38	LS	
4	Bring up	5	2	8	9	14	38	38	LS	
5	Climb up	9	3	11	8	16	47	47	S	
6	Call off	9	1	12	5	18	45	45	S	
7	Come back	15	8	18	10	17	68	68	G	
8	Ask around	9	5	7	4	16	41	41	S	
9	Pass away	16	4	20	2	12	54	54	S	
10	Ask for	16	0	13	1	8	38	38	LS	
	<b>Total</b>						<b>499</b>	<b>49.9</b>	<b>S</b>	

<b>Fill I the blanks</b>										
11	Look at	4	2	2	0	3	11	11	P	
12	Stay away	8	1	5	0	3	17	17	P	
13	Get over	3	5	2	9	18	37	37	LS	
14	Cut off	7	3	0	5	8	23	23	LS	
15	Felt into	17	5	7	4	16	49	49	S	
16	Turn over	8	3	0	3	7	21	21	LS	
17	Pass on	4	1	2	0	5	12	12	P	
18	Keep on	13	5	6	7	14	45	45	S	
19	Chop up	14	1	11	9	19	54	54	S	
20	Brought up	3	4	2	7	0	16	16	P	
	<b>Total</b>						<b>285</b>	<b>28.5</b>	<b>LS</b>	
<b>Multiple choice</b>										
21	Give off	4	3	6	8	8	29	29	LS	
22	Turning up	3	4	6	4	14	31	31	LS	
23	Made up	2	4	6	6	9	27	27	LS	
24	Break down	6	9	14	6	10	45	45	S	
25	Divided up	5	8	19	5	15	52	52	S	
26	Back away	5	11	16	0	1	33	33	LS	
27	Run away	10	3	16	16	19	64	64	G	
28	Give up	16	2	14	12	8	52	52	S	
29	Rely on	1	3	17	3	16	40	40	LS	
30	Turn up	3	0	18	0	12	33	33	LS	
	<b>Total</b>						<b>406</b>	<b>40.6</b>	<b>S</b>	
<b>Sentence making</b>										
31	Speak up	2	7	17	5	17	48	48	S	
32	Take off	3	4	12	2	13	34	34	LS	
33	Look for	8	12	16	9	14	59	59	S	

34	Turn up	4	1	11	1	9	26	26	LS	
35	Fall on	6	4	8	4	11	33	33	LS	
36	Pack on	5	7	12	5	15	44	44	S	
37	Pass away	2	6	5	6	10	29	29	LS	
38	Go up	4	4	5	1	9	23	23	LS	
39	Run out of	7	7	14	5	17	50	50	S	
40	Try on	4	6	12	6	13	41	41	S	
	<b>Total</b>						<b>387</b>	<b>38.7</b>	<b>LS</b>	

The above table no.11 shows students' achievement in phrasal verbs, categorized into four rubrics (matching, fill in the blanks, multiple choice and sentence making) of all the selected school. According to the percentage of the correct responses, phrasal verbs were groups into five levels (excellent, good, satisfactory, less satisfactory, and poor).

Out of ten phrasal verbs in matching items, the students proficiency was in excellent level in one (break down), good level in one(come back), satisfactory level in five (act up/on, climb up, call off, ask around, pass away) and less satisfactory level in three (belong to, bring up, ask for).Altogether, there were 1000 responses out of which 499 were correct responses. Thus, the percentage of correct response was 49.90% which shows the students proficiency in satisfactory level.

In fill in the blanks, the students' achievement in the use of phrasal verbs was lowest among all test items. Out of ten phrasal verbs, students' achievement was in satisfactory level in three (felt into, keep on, chop up), less satisfactory level in three (get over, cut off, turn over)and poor level in four (look at, stay away, pass on, brought up). There were 285 correct responses. Thus, the percentage of the correct response was 28.50% which was in less satisfactory level.

Likewise, the above table shows students' proficiency in multiple choice items. Out of ten phrasal verbs students' proficiency in one (run away) was in good level, four (break

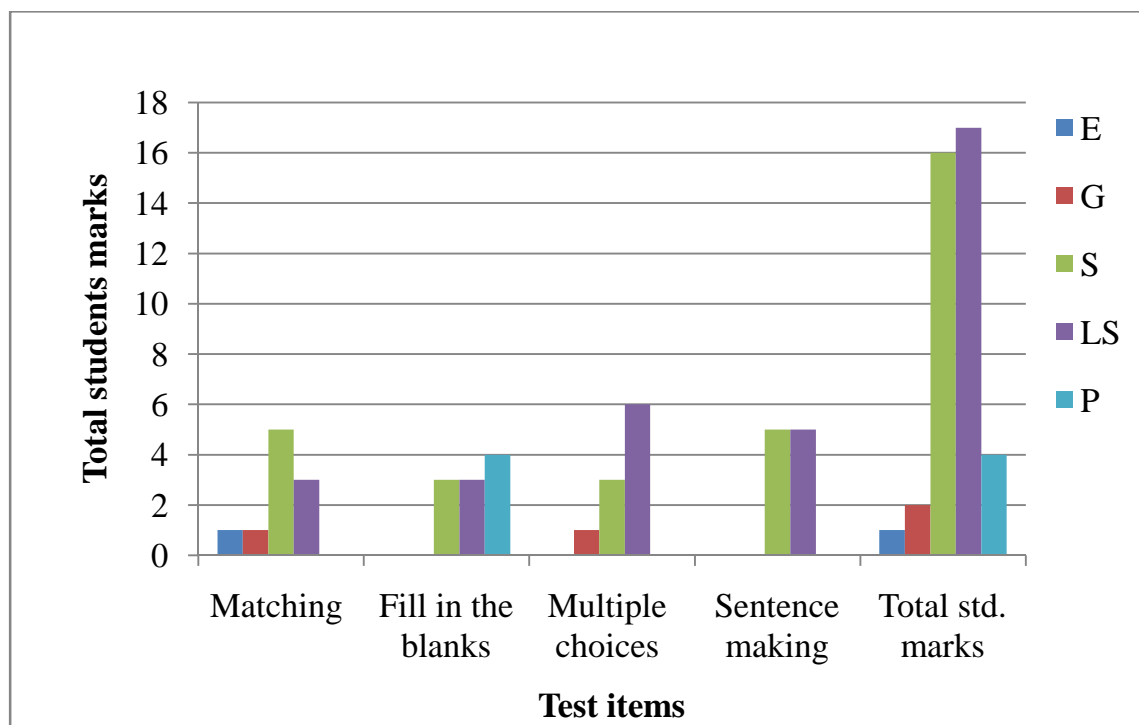


down, divided up, give up) was in satisfactory level, and six (give off, turning up, made up, back away, rely on, turn up) was in less satisfactory level. Out of 1000 responses students got 406 correct responses. The students gave 40.60% correct responses. They achieved less satisfactory marks in multiple choice items.

Out of ten phrasal verbs in sentence making, students' proficiency in five (speak up, look for, pack on, run out of, try on) was in satisfactory level, five (take off, turn up, fall on, pass away, go up) was in less satisfactory level. They gave 387 correct responses with 38.70 % which was in less satisfactory level. Most of the students got less marks because they made a lot of grammatical mistakes while making simple sentences and most of the students were unable to make sentences using the given phrasal verbs.

### **Students' Achievement**

<b>S.N</b>		<b>E</b>	<b>G</b>	<b>S</b>	<b>LS</b>	<b>P</b>	<b>Total Phrasal Verbs</b>
1	Matching	1	1	5	3	0	10
2	Fill in the blanks	0	0	3	3	4	10
3	Multiple choices	0	1	3	6	0	10
4	Sentence making	0	0	5	5	0	10
	<b>Total std. marks</b>	<b>1</b>	<b>2</b>	<b>16</b>	<b>17</b>	<b>4</b>	<b>40</b>



The above bar diagram shows the format of the questionnaire asked to the students of five schools of Western Nawalparasi district and level of achievement of students in different the test items.

Students' proficiency was less satisfactory in 17 phrasal verbs, whereas the students were found good in 2 phrasal verbs and poor in 4 phrasal verbs. It shows that majority of the students of Western Nawalparasi district was weak in using phrasal in different four rubrics (matching items, fill in the blanks, multiple choice items, and sentence making).

### **3.1.12 Analysis of Tharu Speaking Students and Nepali Speaking Students' Achievement in Phrasal Verbs based on Schools (Shanti Nikunja HSS, Raja M.P.B. HSS, Daunnedevi HSS, Gyan Jyoti SS, Dibya Jyoti HSS)**

**Table No.-12**

**Comparison of Students with different Linguistic Background**

S. N.	Test items	Shanti Nikunja		Raja Mahatma		Daunmedevi		Gyan Jyoti		Dibya Jyoti		Full Marks
		TSS	NSS	TSS	NSS	TSS	NSS	TSS	NSS	TSS	NSS	
1	Matching	62	67	20	22	61	59	29	28	76	73	100
2	Fill in the blanks	27	57	16	14	17	20	19	25	41	49	100
3	Multiple choice	27	28	23	24	65	67	26	34	50	50	100
4	Sentence making	14	60	30	74	88	107	39	46	98	124	200
	<b>Total</b>	130	212	89	134	231	253	113	133	271	302	500
<b>Total Score of Tharu Speaking Students = 834 marks</b>												
<b>Total Score of Nepali Speaking Students = 1034 marks</b>												
<b>Average score of Tharu Speaking Students = 16.68</b>												
<b>Average score of Nepali Speaking Students = 20.27</b>												

The above table no. 12 shows the total achievement of the Tharu speaking students and Nepali speaking students in phrasal verbs in four different test items (matching item, fill in the blanks, multiple choice item and sentence making) of the five government aided schools.

The table shows that the total scores of Tharu speaking students was 130 marks at Shanti Nikunja HSS, 89 marks at Raja Manatma Purna Bhadra HSS, 231 marks at Daunnedevi HSS, 113 marks at Gyan Jyoti SS and 271 marks at Dibya Jyoti HSS in the given test. All Tharu speaking students of all five selected school achieved 834 marks in the given test. The average score was 16.68 marks in every test items in the given test.

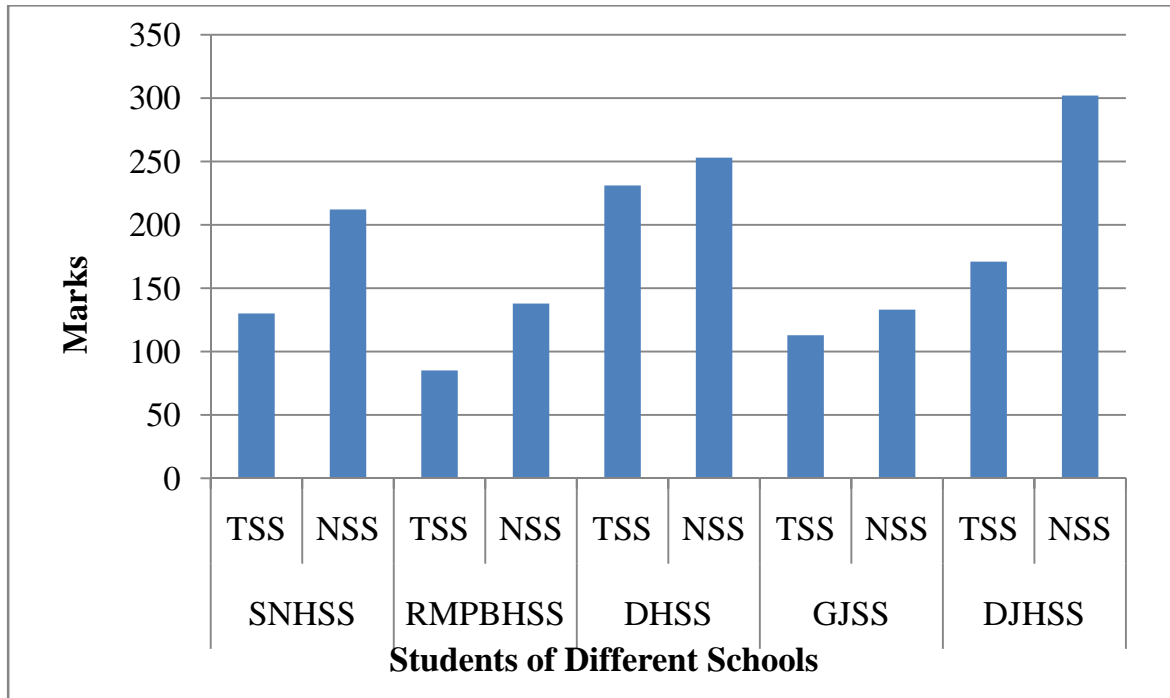
The total score of Nepali speaking students was 212 marks at Shanti Nikunja HSS, 134 marks at Raja Manatma Purna Bhadra HSS, 255 marks at Daunnedevi HSS, 133 marks at Gyan Jyoti SS and 302 marks at Dibya Jyoti HSS in the given test. All Nepali students of selected five schools of Western Nawalparasi scored 1036 marks in the given test. The average score was 20.27 marks in each test item in the given test.

### 3.1.13 Analysis of Students' Achievement in Total Phrasal Verbs

**Table No.-13**

#### **Total Proficiency**

Obtain marks	SNHSS		RMPBHSS		DHSS		GJSS		DJHSS	
	TSS	NSS	TSS	NSS	TSS	NSS	TSS	NSS	TSS	NSS
	130	212	89	134	231	253	113	133	171	302
<b>Total</b>	342		223		484		246		473	



The bar diagram shows that the performance of TSS and NSS of all five selected schools in the use of phrasal verbs. In total the score of the TSS students was 834 marks with 33.36% and the score of the NSS was 1036 marks with 37.28% of all five schools. The analysis shows that both groups of students were in less satisfactory level where Tharu speaking student were weaker than Nepali speaking students. In total, all the students of five schools achieved 1668 marks with 41.44% which was in less satisfactory level. Thus, the above table shows that the total students participated in the test were found weak in using the phrasal verbs.

The average score was included using the following formula.

$\bar{X}$  = Average

$$\bar{X} = \frac{\sum X}{N}$$

Where,

$\bar{X}$  = Average

= Summation

N= Number

X= Scored marks

Thus, the proficiency of the students of the five different schools of Western Nawalparasi was 41.44% which it was below 60%. Thus, the achievement in the use of phrasal verbs of grade nine students of Western Nawalparasi can be termed satisfactory.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

This is the crucial chapter of the research which deals with the findings and recommendations of the study. The findings of this study have been determined on the basis of the result of the groups rather than the responses of the individual students. After the completion of the analysis and interpretation of the data obtained from the tests, the following major findings have been suggested.

The main findings of the study were as follows:

1. Out of 10 phrasal verbs in matching items, Tharu speaking students scored 4.96 average marks and Nepali speaking students scored 4.98 average marks. This shows that Tharu speaking students are as competent as Nepali speaking students. The average mark of total students was 4.97 out of 10 marks. Thus, the achievement in using phrasal verb was found weak in matching items.
2. In fill in the blanks item, out of 10 marks, the average score of Tharu speaking students was 2.4 marks and the average score of Nepali speaking students was 3.3 marks. So, both the groups' achievement in the use of phrasal verbs was found weak.
3. Out of 10 marks in multiple choice items, the average score of Tharu speaking students was 3.97 and the average score of Nepali speaking students was 4.24. In this test item, Tharu Speaking students were found weaker than Nepali speaking students. The average score of all the students was 2.94 out of 10 marks. Thus, the achievement of students was found poor in this item, too.
4. Out of 20 marks in sentence making items, Tharu speaking students scored 5.38 marks in average and Nepali speaking students scored 8.22 marks in average. In

this test items, Tharu speaking students were found weaker than Nepali speaking students.

5. The average score of total Tharu speaking students in all the test items was 4.12 and the average score of all Nepali speaking students in all the test items was 5.16. There was 1.02 marks difference in average score. Thus, Tharu speaking students were found weaker than Nepali speaking students.
6. All the students were found weak in the use of phrasal verbs in the given test. This shows that all the students' vocabulary power was very weak.
7. Comparatively, in all the test items in the use of phrasal verbs, Tharu speaking students were found weaker than Nepali speaking students.

Nepali speaking students scored higher marks than Tharu speaking students. Both the groups have been maintaining their marks in matching items but in other test items they were very weak in using phrasal verbs. Tharu speaking students were found weaker than Nepali speaking students all along the test items nevertheless the achievement was similar. Thus, as a research, I conclude that the difference between the marks they obtained cannot be attributed to the native language they speak. Had there been two groups of the students speaking the same language, the result might have been similar or so.

#### **4.1 Recommendations**

Based on the findings, the following recommendations have been made:

1. Students' achievement in phrasal verbs was less satisfactory with the percentage below 40%. So, the level of proficiency should be increased to meet the need of the higher level because students need to develop vocabulary power and develop English for further study.
2. Equal opportunity to all the students in every activity can bring out better result. So, the pace of slow learners should be geared up by paring them with the co-operative and fast learners.



3. There is an equal access to both the Tharu speaking students and Nepali speaking students. What determines the success and failure is the exposure and the environment they get, not the native language they speak. So, they should be taught English in a single group.
4. It is better to form the pairs in such a way that the pair members are from the different groups so that the message can be shared by a large number of students.
5. The students were weak in using the phrasal verbs to make their own sentences. So, more practice should be provided to them in sentence making.
6. The students should be given more exposure in the use of phrasal verbs.
7. Explanation should be given by using the phrasal verbs in sentences rather than translating the phrasal verbs in the mother tongue. Translation should be minimized.
8. Further researches can be carried out using the greater number of samples and in the process writing.
9. Teachers should visit the students' home to explain the students' weakness to their parents and motivate them to make their children to study hard at home rather than using their children to help them in kitchen and in the field.
10. Teacher should give focus on vocabulary and grammar so that students can make their own correct sentences using phrasal verbs and using other words.
11. Teacher should explain about the phrasal verbs and their uses in the classroom.
12. The teachers need frequent training so that they can update themselves in this scientific age and teach the students perfectly and effectively.
13. Grammar should be taught to government aided schools' students.

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