

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is species specific and species uniform possession of human beings. It is a medium for communication through which we can express our thoughts and feelings. It is the most advanced and powerful means of human communication. It is obvious fact that the possession of language makes a human being different from other animals and thinking is far more complex. Language is a complex system which consists of the basic components like phonology, morphology, syntax, lexicon, etc.

According to Sapir (1921, as cited in Maharjan, 2000), “ language is primarily human and non-instinctive method of communication ideas, emotions, and desires by means of a system of voluntarily produced symbols.” (p.5). Similarly, Encyclopedia Britannica, (vol,10) defines language "as expression of ideas by means of speech-sounds combined into sentences this combination answering to that of ideas into thoughts” (p.642).

Robins (1971, as cited in Maharjan, 2000), gives emphasis on symbolic nature while defining it. He says, “ A language is a symbolic system based on pure or arbitrary convention infinitely extendable and modifiable according to the changing needs and conditions of the speakers” (p.5).

Thus, language has been defined variously by various linguists. No single definition of language is perfect in itself. It is widely accepted that language is a complex phenomenon and its main function is to communicate. It is the universal medium to express human thoughts, feelings, ideas 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.

1.1.1 The History of the English Language in Nepal

The formal date of teaching English in Nepal goes back to the period of Junga Bahadur Rana, the first Rana prime minister of Nepal. He established Durbar high school in 1854 A.D. This school was the first formal school in Nepal to teach the English language, but it was used for Royal and high class families. After the establishment of Tri-chandra college in 1918 A.D. English was started to be used in the higher education in Nepal. Nowadays, the importance of English is increasing day by day. It is known as a key to success in science, technology and world culture for our developing countries like Nepal. Now the government of Nepal has made the English language a compulsory subject from primary level up to bachelor level. To make its learning a successful process, different teaching approaches, methods and techniques have been used. In the course of regular updating and improvement in education, the English language curriculums have undergone through several processes of revision.

1.1.2 English Grammar

Grammar is one of the important aspects of any language. It is central term in the English Language teaching which covers a wide range of phenomena. It is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. The grammar of English consists of all the rules that govern the formation of English sentences, and this is precisely what learners of English want to know. So, grammar is a sub-set of those rules, which govern the configuration that morphology and syntax of a language assume.

According to Richards et al. (1999), “Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce structures in the language.”(p.164). Similarly, Crystal (1977) defines grammar as “an account of language possible sentence structures organized to certain general principles.”(p. 208).

Thus, grammar is the description, analysis and formalization of language patterns. From the above definitions, it is clear that it is the system of rules describing the way in which words change themselves and group together to make sentences. Tense, voice, person, mood, etc. are different aspects of grammar.

1.1.3 Phrasal Verbs

In English, verbs are often put together with short adverbs as in 'run back', 'put down' and 'warm up'. Verbs often combine with preposition too, as in 'come into', 'drop on' and 'translate into'. All these combinations are easy to understand, because we can work out their meanings from those of the individual verbs and particles or prepositions.

Cowie and Mackin (1993) state :

But sometimes the combinations are more difficult to understand. Look at the combination break out (verb+particle) as it is used in this sentence. Cholera broke out in the north of the country. In this example the verb break does not have the meaning it has in phrases like 'break window' or 'break a stick' and 'out' does not mean 'outside' in the open. The combination has to be understood as one unit, meaning start suddenly or violently. When a verb and particle (or a verb + preposition) is a unit of meaning like this it is a phrasal verb. (p. xi)

A phrasal verb is a combination of a verb and a preposition, a verb and an adverb, or a verb with both an adverb and a preposition, any of which are part of the syntax of the sentence, and so are complete semantic units. Sentences may contain direct and indirect objects in addition to phrasal verbs. It is a verb + a particle (preposition or adverb) that changes the meaning to make a new verb. They are

identified by their grammar, but it is probably best to think of them as individual vocabulary items, to be learnt in phrases or chunks. They often but not always have a one word equivalent. For example, you can 'come across' a new phrasal verb or you can 'encounter' it. You can 'pick up' a language and 'pick up' sound less literary or formal than 'encounter' or 'acquire'.

Examples,

She is **looking after** the kids.

He has decided to **give up** smoking.

What will she say when she **finds out**?

Cowan (2008) 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 learner, (p.170).

Similarly, Celce- Murcia and Larsen- Freeman (1999) state :

Phrasal verbs are not unique to English, they are 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 systematicity, there is still enough idiomaticity 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 (p. 436).

Thus, it is clear that phrasal verb is made up of two (or more) parts that function as a single verb. Phrasal verbs are particularly frequent in the English language. A phrasal verb often has a meaning which is different from the original verb. The alternative terms for a phrasal verb are compound verb, verb – adverb combination, verb – particle construction, two – part word / verb and three – part word /verb (depending on the number of particles), and multi – word verb. The first word is a verb and it is followed by an adverb or a preposition. The term particle is used to refer to words that function as prepositions or adverbs in other contexts (example, up, through, away, around, out, etc) but do not function as prepositions or adverbs when they are part of a phrasal verb. Particles are small words which we already know as prepositions or adverbs. The following table shows the combination of a verb and a particle along on example.

Table No. 1
Combination of a Verb and a Particle

Verb	Particle	Example
look	up	You can look up any new words in your dictionary.
get	through	I tried to phone her but I could not get through.
make	out	I just cannot make Jim out at all.

1.1.3.1 Position of the Particle

The particle is placed either after the verb or after the object.

Example,

Write down the word.

Write the word **down**.

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

For example,

write it down.

When the object is a personal pronoun, the pronoun always come before the particle.

Table No. 2

Position of the Particle

Noun object	Personal pronoun object
I picked my parents up / picked up my parents and drope them to the airport.	I will pick you up at 5:30. * I will pick up you at 5:30.

The particle can change the meaning of the verb completely.

For Example,

- Look up** – 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 meeting someone)

A phrasal verb can have a number of different meanings, for example,

- He got on the bus. (entered the bus).
- Jim and Jan get on really well. (like eachother and are friendly)
- Shh! I'm trying to get on with my work. (continue doing my work)

The Phrasal verbs having multiple meanings are called polysemous phrasal verbs.

1.1.4 Types of 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, phrasal verbs are of three types. They are,

- a. Transitive and Intransitive phrasal verbs
- b. Separable and Inseparable phrasal verbs
- c. Phrasal verbs that require prepositions

Phrasal verbs can also be classified in terms of their meaning. On the basis of semantic categories, phrasal verbs are of four types. They are,

- a. Literal phrasal verbs
- b. Aspectual phrasal verbs
- c. Idiomatic phrasal verbs
- d. Polysemous phrasal verbs

1.1.4.1 Transitive Phrasal Verbs

A transitive verb always has an object. Like single-word verbs, phrasal verbs can be transitive. The word ‘ transitive’ has the same Latin root and prefix as ‘transit’ and means going over or passing over. Thus, with a transitive verb the action performed by the subject may be said to pass over the verb to the object, which receives the action.

For example;

I **called off** the meeting.

Jim **turned on** the radio.

Many people **walked across** the bridge.

Transitive phrasal verbs require a direct or indirect object.

Cowan (2008) classifies transitive phrasal verbs into three categories. They are separable, inseparable, or permanently separated.

Transitive phrasal verbs have parts that can be separated by the direct object of the phrasal verb through application of the particle movement rule (which moves the particle to the position following the object). Such phrasal verbs are called separable phrasal verbs.

For Example,

He **looked up** the number.

He **looked** the number **up**.

There are some transitive phrasal verb parts that must always be separated by the direct object.

For Example,

The coach's attitude is **getting** the team **out**.

1.1.4.2 Intransitive Phrasal Verbs

Intransitive phrasal verbs do not require a direct or indirect object.

For example

My car broke down.

He really took off.

When I entered the room he looked up.

Some phrasal verbs can have this dual function, too;

For example,

An arsonist burned down the hotel. (transitive)

The hotel burned down. (intransitive)

Cowan (2008) classifies intransitive phrasal verbs into two types. They are pure intransitive phrasal verb and ergative phrasal verbs.

With pure intransitive phrasal verb, the verb part of an intransitive phrasal verb

usually can not be separated from the following particle by an adverb.

For example,

The plane **took off** and climbed to cruising altitude.

She sat **down** very slowly.

Ergative phrasal verbs describe the action experienced by the subject. An ergative phrasal verb can be either transitive or intransitive.

For Example,

Bit by bit the intensity of the storm **tapered off**.

All of a sudden several problems **cropped up**.

Some phrasal verbs, called paired ergative phrasal verbs, have transitive counterparts.

For example,

The sun came out, and the water **dried up**. (ergative)

The hot sun **dried up** the pools of water on the pavement. (transitive)

He **burned down** the hotel. (transitive)

The hotel **burned down**. (intransitive)

1.1.4.3 Phrasal Verbs 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 his 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.

1.1.4.4 Phrasal Verbs Requiring Prepositions

Also like single-word verbs, adjectives, and nouns, many phrasal verbs take a specific preposition. Such verbs consist of a phrasal verb and a following preposition (that are followed by two elements).The verb and the first element, a particle, constitute a phrasal verb, which is in turn followed by a preposition. All phrasal prepositional verbs are followed by objects, and hence are transitive.

Example of this type of construction are:

Put up with give into cut down on
Look in on get back to make up for
Get along with run up against break up with

1.1.4.5 Literal Phrasal Verbs

Literal phrasal verbs are comprised of a verb that appear to be a combination of a verb and directional preposition. Since the particle retains its prepositional meaning, the result is a phrasal verb whose meaning is fully compositional. These verbs are said to be phrasal verbs because they function like phrasal verbs syntactically.

Some examples of literal phrasal verbs are sit down, stand up, hand out, take down, carry out, throw away, climb up, fall down, pass through, etc.

1.1.4.6 Aspectual Phrasal Verbs

This category consists of verbs to which certain particles contribute consistent aspectual meaning. The meaning is not as transparent, but it is not idiomatic either.

This category can be sub-divided into a number of semantic classes, depending on the semantic contribution of the particle.

- Inceptive (to signal a beginning state):
took off, set out, start up
Example,
 He took off.

- 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.
ran on hurry along keep on
hang on carry on play along

- absence of purpose (around with activity verbs)
mess around, travel around.

- beginning to end :(through with activity verbs)
read through, think through, skin through, sing through.

- iterative over with activity verbs:
did over, write over, think over.

- completive up, out, off, and down :
drank up, burn down, mix up, wear out, turn off, blow out.

- goal orientation in an accomplishment verbs:
close up, wind up, cut off.

- durativity and punctual achievement verbs:
found out, check over, wind over, catch up.

1.1.4.7 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 speakers coin novel phrasal verbs and can understand phrasal verbs that they have never encountered before because they understand the logical relationship between a verb and a particle or they understand the underlying logic of the language.

1.1.4.8 Polysemous Phrasal Verbs

Phrasal verbs can be polysemous like other verbs. While the meanings of some of these verbs are related, they illustrate the point of the polysemy. Furthermore, they show how the two- word sequence can be literal, aspectual, or idiomatic. From one form there can have many meanings. It is also possible to have more than one form with the same or similar meanings. It means a phrasal verb can have many meanings. For example,
check out.

- I need to check out by 1 p.m.
- I went to the library to get a book, but someone had already checked it out.
- Be sure to check it out before you buy it.
- If you have fewer than 10 times, you can checkout in the express lane.

Close (1986, p. 28) classifies the four types of phrasal verb. They are summarised as follows :

Table No. 3
Classification of Phrasal Verbs

Type	Example
Verb + preposition	We came across an old man.
Verb + adverb particle	Do not give in.
Verb + object + adverb particle	Bring up a child.
Verb + adverb particle + preposition	We have run out of bread.

1.1.5 Difficulties While Learning Phrasal Verbs

Phrasal verbs are very difficult for ESL/EFL students because it is difficult to learn and to guess their meanings from the verb and particle. The great problem for the learner is when they occur in a fixed combination. Not only this, very many phrasal verbs have not just two but three components. These difficulties are caused by different reasons. Celce - Murcia and Larsen- Freeman (1999) give the following types of difficulties :

- a. The meaning of a phrasal verb is often non – compositional; that is someone can know the meaning of the verb and the meaning of particle but when they are put together a unique meaning is derived:
break down = stop working.
- b. Not all languages have phrasal verbs. The students from languages where there is not a system of phrasal verb find such verbs very difficult and strange.
- c. Another learning challenge involves the conditions governing optional or obligatory separation of the verb and particle for 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.

1.1.6 Importance of Phrasal Verbs

Phrasal verbs are an important aspect of the English language. They are used in a wide variety of contexts. Phrasal verb is very common in spoken and written English so we need it to understand and speak natural English. In other words, they are extremely common in English. Using a phrasal verb correctly is not a matter of knowing its meaning; the learner also has to learn its grammar. Today a large number of national as well as international competitive exam on tests the candidates's knowledge of English. Therefore, to make up to date, the in- depth study of phrasal verb lessons assumes prime importance. The particular meaning of the phrasal verb often determines the order of its component parts in a sequence. Learning about phrasal verbs and using them correctly is demanding parts of second language learners. One cannot be said to have learnt English unless one has achieved the knowledge of proper use of phrasal verbs because they are very important for communication.

According to McCarthy et al. (2002) 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 (p. 6).

Though phrasal verbs are not unique to English, they are different enough from verbs in many languages in the world, and common enough in English, to pose a significant learning challenge. ESL/EFL students will also have to make appropriate choices when it comes to the dimension of use-when to use a phrasal verb versus a single -word verb and when to split the particle from its verb.

In a nutshell, it can be said that without teaching phrasal verbs the English language teaching becomes partial and really handicapped. Thus, the ‘rich’ and ‘complex’ area of phrasal verb is useful for English learners.

1.2 Review of the Related Literature

Different studies have been carried out on proficiency focusing on different grammatical categories. Some of the studies carried out on proficiency related to this study are reviewed as follows:

Upadhyaya (2002) carried out a study entitled ‘A study on achievement of phrasal verbs of the students of higher secondary level.’ The purpose of this study was to investigate the students’ achievement of phrasal verbs and to compare the achievement among the four streams (Science, Management, Humanities and Education). For these purposes, he selected 100 students from four higher secondary schools of Morang district. His study showed that phrasal verb proficiency of the students of the four streams of higher secondary level was satisfactory. He also found that among the four streams, Management stream had the highest percentage of proficiency (83.48%) and Education and Science streams had the lowest percentage of the proficiency.

Regmi (2005) analyzed ‘The phrasal verb achievement of the students of bachelor’s level of education stream.’ She attempted to compare the proficiency level on phrasal verbs of English majoring and non-English majoring students. It was found that English majoring students had the higher proficiency in comparison to non-English majoring students.

K.C. (2005) carried out a study entitled ‘The proficiency of grade ten students in the use of adverbs.’ She compared the status of proficiency of students in the use of adverb. 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) carried out a research on 'The achievement of phrasal verbs by grade ten students.' The sample was collected from four schools of Kathmandu valley. He found that the phrasal verb achievement of the tenth graders of private school was good in total. He also found that the students of all these selected schools were weak in using phrasal verbs in sentence in comparison to filling in the gaps and multiple choice.

Padhya (2008) conducted the study entitled 'The proficiency in the use of phrasal verbs: A case of tenth graders of Kathmandu valley from three schools'. His objectives of the research was to find out the proficiency of phrasal verbs of the students proficiency in terms of schools. He used both primary and secondary sources in his study. He prepared a set of phrasal verbs based on the textbooks of grade 8,9 and 10 which were frequently used. The average proficiency of the students out of these schools was 45.06%. His findings showed that the overall proficiency in the use of phrasal verbs was satisfactory.

Even if some research has been carried out on the proficiency of grammatical items, no research has been done on the proficiency of secondary level students in the use of phrasal verbs.

1.3 Objectives of the Study

The objective of this study were as follows:

- a. To find out the secondary level students proficiency in the use of phrasal verbs.
- b. To compare the status of proficiency in terms of schools and students.
- c. To point out some pedagogical implications.

1.4 Significance of the Study

The findings of the study will be significant in the field of language to students, teachers, textbooks writers, syllabus designers and those who are involved directly and indirectly in the field of English language teaching. This study will also be helpful to those who want to carry further research on phrasal verbs. It will also be helpful to recognize the strengths and weaknesses of the students of both government and private schools in the use of phrasal verbs.

1.5 Definitions of the Terms

Phrasal Verb : Phrasal verbs are verbs that consists of a verb and a particle (a preposition or adverb) or a verb and two particles (an adverb and preposition, as in get on with or look forward to).

Proficiency : Proficiency is the ability of an individual to speak or perform of an acquired knowledge (language). The term proficiency refers to the attainment of something through learning and effort.

CHAPTER TWO

METHODOLOGY

Methodology is a set of methods and techniques. It is the logical procedure the researcher intends to follow in detail. The researcher adopted the following methodology to fulfill the objectives of the study.

2.1 Sources of the Study

Data can be categorized into two types as primary and secondary depending upon the sources through which they are taken. Source refers to the origin of data in the research. The primary data is a fresh data whereas the secondary one is the second hand. The researcher made use of both the primary and the secondary sources for data collection.

2.1.1 Primary Sources of Data

The primary sources of data for this research were the students of class nine (secondary level). Fifteen students were selected from each school. There were altogether sixty students.

2.1.2 Secondary Sources of Data

The English textbook of grade nine was the main source of secondary data. The phrasal verbs for the study were taken from the book to prepare the test items. Besides, various books, journals, research works, articles and related book were also be consulted. Some of them were Harmer (1991), Kumar (1999), Culce-Murcia Larsen and Freeman (1999), Cathy and O'Dell (2004), Cowan (2008), and so on. The researcher also visited some related websites to collect more information for the facilitation of the study.

2.2 Sample and Sampling Procedure

Four schools were selected purposively for the research. There were altogether sixty students for the research (fifteen from each school) that were also selected purposively. Two private schools and two government aided schools were selected.

2.4 Tools for Data Collection

The researcher prepared a set of test items having the following types of questions to assess the students' proficiency in the use of phrasal verbs.

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

The above test items included phrasal verbs from secondary level English textbooks.

2.5 Process of Data Collection

The researcher adopted the step-wise methodological procedure to collect the required data. For this, she prepared the test items for assessing the proficiency of secondary level students. Then she visited the selected schools and talked to the authority for permission to carry out this study. With the co-operation of the school administration and subject teacher, the tests were administered. The researcher selected the following schools to collect the data.

S.N.	Name of the School	Dates of Tests
1	Learning Realm International School (LRI), Kalankasthan, Kathmandu	2068/11/29
2	Gyanakunj Higher Secondary School, Ravibhawan Kathmandu	2068/11/ 30
3	Shree Janaprabhat Secondary School, Kalimati, Kathmandu	2068/1/ 8
4	Gyanodaya Secondary School, Bafal, Kathmandu	2068/1/13

Then, She went to the selected school and distributed the test papers to the selected students and explained the purpose and process of this study. Finally, she collected the written answer for analysis and interpretation.

2.6 Limitations of the Study

The proposed study had the following limitations:

- a. The study was limited to the selected secondary level students' proficiency in the use of phrasal verb.
- b. The study was limited to written data only.
- c. The test items were limited to the selected phrasal verbs used in the English textbook of grade nine.
- d. The size of sample population was sixty.
- e. Fifteen students from each school were selected randomly.
- f. Two private schools and two government-aided schools were selected.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained by administering the test to the students of four selected school of Kathmandu valley. The answer sheet of the students were collected and their responses were marked. Then, the correct responses were tabulated. Those tabulated responses were analyzed and interpreted as precisely and accurately as possible using the tools of percentage. The analysis and interpretation of data have been carried out under the following headings.

- i. Overall proficiency of the students in the use of phrasal verbs
- ii. Student wise analysis of phrasal verbs proficiency
- iii. Verb wise analysis of phrasal verbs proficiency
- iv. Comparison of phrasal verbs proficiency by the students of private and government-aided schools.

The students' proficiency of phrasal verbs was caregorized into the five levels on the basis of the percentage of their correct responses.

Table No. 4
Categorization of Students Proficiency

Percentage of the correct responses	Students' Proficiency level on the use of Phrasal verbs
1-31	Poor (P)
32-40	Less Satisfactory (LS)
40-60	Satisfactory (S)
61- 80	Good (G)
81- 100	Excellent (E)

The students with the correct responses from 1% to 31% were categorized as having the poor level of proficiency. The second level was less satisfactory one with the correct responses from 32% to 40%. Similarly, the students with the correct responses from 41% to 60% were placed in the satisfactory level of

proficiency. Furthermore, the students with the correct responses from 61% to 80% were placed in a good level. In the same way, the excellent level of proficiency obtained by the students with the correct responses from 81% to 100%.

In this way, the initial letter of each level represents the level of proficiency concerned with the tabulated form of the data (i.e. ‘ E’ for excellent, ‘G’ for good, ‘S’ for satisfactory, ‘LS’ for less satisfactory, and ‘P’ for poor.

3.1 Overall Proficiency of the Students in the Use of Phrasal Verbs

Here the researcher observed and analyzed the total marks obtained by the students of four different schools.

Table No. 5

Analysis of Total Phrasal Verb Proficiency

Name of Schools	Total Full Marks	Total Obtained Marks	Total Obtained Percentage	Level	Remarks
LRI	750	548	73.06	G	
GHSS	750	539	71.2	G	
SJSH	750	413	55.06	S	
GSH	750	377	50.26	S	
Total	3000	1687	62.39		

As shown in table 5, the total proficiency of phrasal verbs by ninth graders studying in Kathmandu valley was derived in percentage and the students from the selected schools obtained 73.06, 71.2, 55.06 and 50.26 respectively The average percentage was calculated using the following formula:

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

Where, X = Average

\sum = Summation

X = Marks in percentage

N = Number

Therefore,
$$X = \frac{\sum X}{N} = \frac{249.58}{4} = 62.395$$

In this way, the average percentage of the students of four different schools was 62.39 percentage. Since it is above 60 percentage, the proficiency of phrasal verbs by ninth graders can be termed as good.

3.2 School wise Analysis of Phrasal Verb Proficiency

There were altogether four schools, two private and two government-aided schools. There were different tools like matching item, fill in the blanks, multiple choices and sentence making to find out the proficiency.

3.2.1 Studentwise Analysis of Proficiency in Phrasal Verbs (LRI)

The proficiency of the students of Learning Realm School in different test items was observed and analyzed in the following table:

Table No. 6

Student wise Analysis of Phrasal Verbs by the Students of LRI

S.N.	Name of the students	Matching	Fill in the blanks	Replac ing	Multiple choice	Sentence making	T.M	F.M
1.	Sabina Shrestha	6	5	4	9	12	36	50
2.	Abinam Lamsal	7	5	3	9	13	37	50
3.	Ritesh Sharma	8	4	4	8	14	38	50
4.	Gagan parajuli	10	5	5	10	11	41	50
5.	Rita Rimal	6	4	5	8	11	34	50
6.	Jay Ram Giri	9	4	3	7	12	35	50
7.	Sanjay Karki	8	5	2	6	13	34	50
8.	Eliza Maharjan	7	4	5	9	14	39	50
9.	Nitesh Subedi	6	3	5	8	12	34	50
10.	Shristi Khanal	6	4	4	8	11	33	50
11.	Monika Sharma	7	4	4	9	13	38	50
12.	Mamata Thapa	8	5	5	9	14	34	50
13.	Srijana Tamang	8	5	3	7	14	37	50
14.	Sunita K. C.	7	5	4	7	13	36	50
15.	Isha Gurung	9	5	4	6	12	36	50
Total		111	67	59	117	193	548	750

Sample Size – 15

Total Marks – 750

Total Obtained Marks – 548

Total Percentage of Obtained Marks – 73%

Average Marks - 36

As the above table shows, out of 15 students of LRI school, four obtained less than average marks (i.e. 36) and rest obtained more than average marks. Out of 750 total full marks, students secured 548 marks i.e. 73 %. The average marks was 36. It can be seen that the students' proficiency of this school was good.

3.3.2 Verbwise Analysis of Students Proficiency in Phrasal Verbs (LRI)

Here the researcher observed and analyzed the verbwise proficiency of Learning Realm International School.

Table No 7

Proficiency of LRI Students in the Use of Individual Phrasal Verbs

S. N.	Phrasal Verbs	LRI			Remarks
		Correct response	%	Level	
Matching					
1.	Sent off	12	80	G	
2.	Bring up	10	66	S	
3.	Ask around	13	86	E	
4.	Call off	9	60	S	
5.	Break down	12	80	G	
6.	Put off	7	53	S	
7.	Come across	12	80	G	
8.	Pass away	13	86	E	
9.	Look at	12	80	S	
10.	Turn up	10	66	S	

Fill in the blanks					
11.	Broke down	14	93	E	
12.	Cut off	13	86	E	
13.	Get over	12	80	G	
14.	Keep on	14	93	E	
15.	Pick up	14	93	E	
Replace the underline verbs					
16.	Make out	12	80	G	
17.	Chase up	11	73	S	
18.	Fell for	12	80	G	
19.	Brush aside	12	80	G	
20.	Leave out	12	80	G	
Multiple choice					
21.	Opening up	14	93	E	
22.	Clear up	12	80	G	
23.	Divided up	13	86	E	
24.	Chop up	13	86	E	
25.	Clearing up	9	60	S	
26.	Sent off	12	80	G	
27.	Made up	8	43	LS	
28.	Enter for	7	46	LS	
29.	Brought up	12	80	G	
30.	Took down	11	73	G	
Making sentence					
31.	Called off	12	80	G	
32.	Look up	7	46	LS	
33.	Get on	10	66	G	
34.	Hold on	8	53	S	
35.	Fall down	12	80	G	
36.	Speak up	11	73	G	
37.	Get through	10	66	G	
38.	Pack up	7	46	LS	
39.	Take off	9	73	G	
40.	Turn up	8	53	S	

The table 3 presents students' proficiency in the use of phrasal verbs of the students of LRI School. Out of 10 phrasal verbs asked in matching item, students' proficiency in 'pass away' was found excellent, 'sent off', 'break down', 'come across' was found good and 'bring up', 'call off', 'put off', 'look at', 'turn up' was found the satisfactory.

In fill in items, students' proficiency in 'broke down', 'cut off', 'keep on', 'pick up' was found in excellent level and 'get over' was found good

In Replacing the underlined verbs, students' proficiency in 'make out', 'fell for', 'brush aside', 'leave out' was found in good level and 'fell for' was found satisfactory.

In multiple choice items, students' proficiency in 'opening up', 'divided up', 'chop up', 'took down', was found excellent, 'clear up', 'sent off', 'brought up' was good and 'made up', 'took down' was found satisfactory.

In sentence making items, students' proficiency in 'called off', 'speak up', 'pack up' and 'turn up' was excellent, 'look up', 'fall down', 'get through' was found in good and the phrasal verb 'hold on' was found less satisfactory.

In conclusion, the verbwise analysis of the students of LRI School was good in total. But the students proficiency in the phrasal verbs like 'made up', 'enter for', 'look up', and 'pack up' was found less satisfactory in comparison to other.

3.3.3 Studentwise Analysis of Proficiency in Phrasal Verbs (GHSS)

The proficiency of the students of Gyankunj Higher Secondary School in different test items was observed and analyzed in the following table:

Table No. 8**Studentwise Analysis Proficiency of Phrasal Verbs of GHSS**

S.N.	Name of the Students	Matching	Fill in the blanks	Replacing	Multiple choice	Sentence making	T.M	F. M.
1.	Bivuti Shahi	6	4	3	10	13	35	50
2.	Anil Maharjan	7	3	2	9	14	35	50
3.	Amit Shrestha	8	5	5	8	12	38	50
4.	Sanchita Rahut	4	4	4	8	13	33	50
5.	Sonu Karki	6	4	2	9	12	33	50
6.	Muskan K. C.	5	5	5	7	15	37	50
7.	Neha Bharati	9	3	4	9	14	39	50
8.	Sunita Rai	8	4	4	8	13	37	50
9.	Rajani Sharma	7	5	3	6	12	33	50
10.	Ranju Adhikari	8	4	5	5	14	36	50
11.	Purnika Gurung	9	5	5	7	13	39	50
12.	Sujata Parajuli	7	4	5	8	12	36	50
13.	Yangi Sherpa	6	4	4	9	12	35	50
14.	Pabitra Dhungana	8	5	4	8	12	37	50
15.	Jasmit Sherpa	3	5	3	7	10	28	50
Total		107	62	58	119	193	539	750

Sample Size – 15

Total Marks – 750

Total Obtained Marks – 539

Total Percentage of Obtained Marks – 71%

Average Marks – 35

As the above table shows that out of 15 students of GHS School, eight students obtained more than average marks (i.e 27), three students obtained below average marks and rest the in between. Out of aggregate summation of full marks (i.e. 750) the students obtained altogether 539 marks. The average percentage was 71.2 %.This shows that their proficiency was found good. The average marks was 35.

3.3.4 Verbwise Analysis of Students Proficiency in Phrasal Verbs (GHSS)

Here the researcher observed and analyzed the verbwise analysis of the students of Gyankunj Higher Secondary School.

Table No. 9

Proficiency of Students of GHSS in the Use of Individual Phrasal Verbs

S. N.	Phrasal Verb	GHSS			Remarks
		Correct response	%	Level	
Matching					
1.	Sent off	10	66	G	
2.	Bring up	11	73	G	
3.	Ask around	8	53	S	
4.	Call off	7	46	S	
5.	Break down	12	80	G	
6.	Put off	13	86	E	
7.	Come across	7	46	S	
8.	Pass away	12	80	G	
9.	Look at	7	46	S	
10.	Turn up	9	60	S	
Fill in the blanks					
11.	Broke down	12	80	G	
12.	Cut off	8	53	S	
13.	Get over	13	86	E	
14.	Keep on	12	80	G	
15.	Pick up	9	60	S	
Replace the underlined verbs					
16.	Make out	12	80	G	
17.	Chase up	9	60	S	
18.	Fell for	10	66	S	
19.	Brush aside	11	73	S	
20.	Leave out	12	80	G	
Multiple choice					
21.	Opening up	12	80	G	
22.	Clear up	7	46	S	
23.	Divided up	10	66	G	
24.	Chop up	6	40	S	

25.	Clearing up	9	60	S	
26.	Sent off	13	86	E	
27.	Made up	12	80	G	
28.	Enter for	13	86	E	
29.	Brought up	12	80	G	
30.	Took down	11	73	S	
Making sentence					
31.	Called off	10	66	G	
32.	Look up	8	53	S	
33.	Get on	12	80	G	
34.	Hold on	11	46	S	
35.	Fall down	13	86	E	
36.	Speak up	11	73	S	
37.	Get through	12	80	G	
38.	Pack up	10	66	G	
39.	Take off	8	53	S	
40.	Turn up	13	86	E	

The above table 8 presents the students' proficiency in the use of phrasal verbs by the students of Gyankunj Higher Secondary School. Out of 10 phrasal verb asked in matching items, students' proficiency in 'put off' was excellent, 'sent off', 'bring up', 'break down', 'pass away' was found in good level, 'ask around', 'call off', 'come across', 'look at' and 'turn up' was found satisfactory.

In fill in items, students proficiency in the phrasal verb like 'get over' was excellent, 'broke down' and 'keep on' was found in good level and cut off and pick up was found satisfactory.

In replacing items, students' proficiency in 'make out' and 'leave out' was good and 'chase up', 'fell for' and 'brush aside' was found satisfactory.

In multiple choice items, students' proficiency in 'enter for' and 'sent off' was excellent, 'opening up', 'divided up', 'brought up' and 'made up' was found good and 'clear up', 'chop up', 'took down' and 'clearing up' was found satisfactory.

In sentence making, students' proficiency in 'fall down' and 'turn up' was excellent, 'called off', 'get on', 'get through' and 'pack up' was found good and 'look up', 'hold on', 'speak up' and 'take off' was found satisfactory.

In conclusion the verbwise analysis of the students' proficiency of GHS School was found good. But the students' proficiency in the phrasal verbs like 'call off', 'come across', 'look at', 'clear up', 'chop up' and 'hold down' was found less satisfactory in comparison to others.

3.3.5 Studentwise Analysis of Proficiency in Phrasal Verbs (SJSS)

The proficiency of the students of Shree Janaprat Secondary School in different test items was observed and analyzed in the following table:

Table No. 10

Studentwise Analysis of Phrasal Verbs by the Students of SJSS.

S.N.	Name of the students	Matching	Fill in the blanks	Replacing item	Multiple choice	Sentence making	T. M.	F.M .
1.	Suyona Paneru	4	5	5	9	3	26	50
2.	Sheela Pandit	6	4	5	8	6	30	50
3.	Dinesh Sharma	8	5	4	9	9	35	50
4.	Sujan Subedi	5	4	4	8	2	23	50
5.	Biplap Regmi	6	5	5	9	6	31	50
6.	Nezila Jha	7	5	5	9	7	33	50
7.	Sonu Gurung	8	5	5	9	8	35	50
8.	Anuja puri	4	3	3	3	2	15	50
9.	Depti Poudel	6	4	4	4	9	28	50
10.	Sajan Dangol	8	3	3	8	7	27	50
11.	Dipika Shrestha	7	5	4	6	10	27	50
12.	Smir Bhatta	9	4	5	4	4	32	50
13.	Ritesh Shahi	9	4	5	4	3	26	50
14.	Anuska K.C.	5	4	3	5	7	24	50
15.	Susmita Karki	6	1	1	2	3	13	50
Total		100	62	61	95	90	413	750

Sample Size – 15

Total Marks – 750

Total Obtained Marks – 413

Total Percentage of Obtained Marks – 55%

Average Marks - 27

As the above table shows, out of 15 students of SJS school, seven students obtained more than average marks, five obtained below average and three are in between. Out of 750 total full marks, students secured 413 marks and the percentage of marks obtained was 55. The average marks was 27. It can be seen that students proficiency of this SJS School was found satisfactory.

3.3.6 Verbwise Analysis of Students Proficiency in Phrasal Verbs (SJSS)

Here the researcher observed and analyzed the verbwise analysis of the students of Shree Janaprat Secondary School.

Table No. 11

Proficiency of SJS Students in the Use of individual Phrasal Verbs

S. N.	Phrasal Verbs	SJSS			Remarks
		Correct response	%	level	
Matching item					
1.	Sent off	9	60	S	
2.	Bring up	10	66	G	
3.	Ask around	11	73	G	
4.	Call off	8	53	S	
5.	Break down	5	33	LS	
6.	Put off	9	60	S	
7.	Come across	10	66	G	
8.	Pass away	12	80	G	
9.	Look at	11	73	G	
10.	Turn up	11	73	G	

Fill in the blanks					
11.	Broke down	12	80	G	
12.	Cut off	11	73	G	
13.	Get over	8	53	S	
14.	Keep on	12	80	G	
15.	Pick up	11	75	G	
Replace the underlined verbs					
16.	Make out	12	80	G	
17.	Chase up	10	66	G	
18.	Fell for	9	60	S	
19.	Brush aside	6	40	S	
20.	Leave out	12	80	G	
Multiple choice					
21.	Opening up	10	66	G	
22.	Clear up	8	53	S	
23.	Divided up	7	46	S	
24.	Chop up	6	40	S	
25.	Clearing up	10	66	G	
26.	Sent off	6	40	S	
27.	Made up	13	86	E	
28.	Enter for	12	80	G	
29.	Brought up	10	73	G	
30.	Took down	11	73	G	
Sentence making					
31.	Called off	10	66	S	
32.	Look up	11	73	G	
33.	Get on	12	80	G	
34.	Hold on	8	53	S	
35.	Fall down	6	40	S	
36.	Speak up	7	46	S	
37.	Get through	12	80	G	
38.	Pack up	11	73	G	
39.	Take off	12	80	G	
40.	Turn up	9	60	S	

The above table presents the proficiency in the use of phrasal verbs by the students of SJSS. Out of 10 phrasal verbs asked in matching item, students' proficiency in 'bring up', 'ask around', 'come across', 'pass away', 'look at' and 'turn up' was good, 'sent off' and 'call off' was satisfactory and 'break down' was less satisfactory.

In fill in items, students' proficiency in 'break down', 'cut off', 'keep on' and 'pick up' was found in good level and the phrasal verb 'fell for' and 'brush aside' was found satisfactory.

In replacing items, students' proficiency in 'make out', 'chase up' and 'leave out' was good and 'fell for' and 'brush aside' was found satisfactory.

In multiple choice, students' proficiency in 'made up' was excellent, 'opening up', 'clearing up', 'enter for', 'brought up' and 'took down' was good and 'clear up', 'divided up', 'chop up' and 'sent off' was found satisfactory.

In sentence making, students' proficiency in 'look up', 'got on', 'get through', 'pack up', 'take off' was good and 'called off', 'hold on', 'fall down', 'speak up' and 'turn up' was found satisfactory.

In conclusion, the verbwise proficiency of the students of SJS School was found satisfactory. But the students' proficiency in the phrasal verbs like 'break down', 'brush aside', 'divided up', 'chop up', 'sent off' and 'fall down' was less satisfactory in comparison to others.

3.3.7 Studentwise Analysis of Proficiency in Phrasal Verbs (GSS)

The proficiency of the students of Gyanodaya secondary school in different test items was observed and analyzed in the following table:

Table No. 12

Studentwise Analysis of Phrasal Verbs by the Students of GSS

S.N.	Name of students	Matching	Fill in the blanks	Replacing item	Multiple choice	Sentence making	T. M.	F.M
1.	Sajan Shrestha	3	5	3	4	5	20	50
2.	Parmila Roniyar	5	4	3	6	5	23	50
3.	Roshan panth	7	4	5	8	6	30	50
4.	Asha Adhikari	4	3	2	1	3	13	50
5.	Srijana Tamang	7	4	3	8	3	25	50
6.	Riju Gurung	3	4	2	9	3	21	50
7.	Resma Mishra	6	4	3	9	6	28	50
8.	Amrit Khanal	3	5	2	5	5	29	50
9.	Indira Gyawali	10	5	3	9	12	31	50
10.	Sansila Shrestha	10	5	5	10	5	35	50
11.	Kishor Bhatta	2	5	5	8	9	29	50
12.	Rasmi Sherpa	3	3	2	7	8	23	50
13.	Sunita Maharjan	4	4	5	9	10	32	50
14.	Rachana Poudel	4	5	4	8	10	31	50
15.	Darwin Khanal	2	4	3	6	11	17	50
Total		73	64	50	107	101	377	750

Sample Size – 15

Total Marks – 750

Total Obtained Marks – 377

Total Percentage of Obtained Marks – 50%

Average Marks - 25

As the table presents, out of 15 students of GSS, nine obtained above average marks, five obtained below average marks and rest scored in between. Out of the

aggregate summation of full marks (i.e. 750) students obtained 377 marks. The average marks was 25 and the percentage of marks obtained was 50. This shows that the proficiency of GS School was found satisfactory.

3.3.8 Verbwise Analysis of Students Proficiency in Phrasal Verbs (GSS)

Here the researcher analyzed and observed the verbwise proficiency of the students of Gyanodaya Secondary School.

Table No. 13

Proficiency of Students of GSS in the Use of individual Phrasal Verbs

S.N.	Phrasal Verbs	GSS			Remarks
		Correct response	%	Level	
Matching item					
1.	Sent off	10	66	G	
2.	Bring up	5	33	LS	
3.	Ask around	7	46	S	
4.	Call off	6	40	S	
5.	Break down	8	53	S	
6.	Put off	5	33	LS	
7.	Come across	7	46	S	
8.	Pass away	8	53	S	
9.	Look at	8	53	S	
10.	Turn up	9	60	S	
Fill in the blanks					
11.	Broke down	12	80	G	
12.	Cut off	11	73	G	
13.	Get over	8	53	S	
14.	Keep on	12	80	G	
15.	Pick up	11	73	G	
Replace the underlined verbs					
16.	Make out	12	80	G	
17.	Chase up	10	66	G	
18.	Fell for	9	60	S	
19.	Brush aside	6	40	S	
20.	Leave out	12	80	G	

Multiple choice					
21.	Opening up	10	66	G	
22.	Clear up	8	53	S	
23.	Divided up	7	46	S	
24.	Chop up	6	40	S	
25.	Clearing up	10	66	G	
26.	Sent off	6	40	S	
27.	Made up	13	86	E	
28.	Enter for	12	80	G	
29.	Brought up	10	73	G	
30.	Took down	11	73	G	
Making sentences					
31.	Called off	10	66	S	
32.	Look up	11	73	G	
33.	Get on	12	80	G	
34.	Hold on	8	53	S	
35.	Fall down	6	40	S	
36.	Speak up	7	46	S	
37.	Get through	12	80	G	
38.	Pack up	11	73	G	
39.	Take off	12	80	G	
40.	Turn up	9	60	S	

The above table presents, the proficiency in the use of phrasal verbs by the students of GS School. Out of 10 phrasal verbs asked in matching items, students' proficiency in 'sent off' was good, 'ask around', 'call off', 'break down', 'come across', 'pass away', 'look at' and 'turn up' was satisfactory and 'bring up' and 'put off' was found in satisfactory.

In fill in item, students' proficiency in 'broke down', 'cut off', 'get over', 'keep on' and 'pick up' was found good `.

In replacing item, students' proficiency in 'make out', 'chase up' was good and 'fell for', 'brush aside' and 'leave out' was found satisfactory.

In multiple choice, students proficiency in ‘brought up’ was excellent, ‘divided up’ and ‘chop up’ was satisfactory and rest of other phrasal verb was found good.

In sentence making, students’ proficiency in ‘pack up’ was poor, ‘called off’, ‘Look at’, ‘fall down’, ‘get through’ was satisfactory level and ‘get on’, ‘hold on’, ‘take off’ and ‘turn up’ was found good.

In conclusion, the verbwise analysis of students’ of GS school was good in total. But the students proficiency in the phrasal verbs like ‘bring up’, ‘putoff’, ‘ask around’, ‘call off’, ‘turn up’, ‘get over’, ‘fell for’ and ‘brush aside’ was found less satisfactory in comparison to others.

3.4 Comparison of Phrasal Verbs Proficiency by the Students of Private and Government Aided Schools

Here, the holistis comparison of four different schools has been done as precisely and accurately as possible.

Table No. 14
Comparison of Phrasal Verb Proficiency

Private School							Government School					
T. I.	LRI School			GHS School			SJS School			GS School		
	F.M	O.M.	%	F.M.	O.M	%	F.M.	O.M	%	F.M	O.M.	%
Matching	150	111	74	150	107	71	150	100	66	150	73	48
Filling gaps	75	67	89	75	62	82	75	62	82	75	64	85
Replacing	75	59	78	75	58	77	75	61	80	75	50	66
Multiple Choice	150	117	78	150	119	79	150	95	63	150	107	71
Sentence Making	300	193	64	300	193	64	300	90	30	300	101	33
Total	750	547	72	750	539	71	750	408	54	750	395	52

As the above table shows, the percentage of proficiency in fill in gaps was found higher than those in other items. While comparing the total proficiency, Learning Realm International School students obtained 72 percent, Gyankunj Higher

Secondary School students obtained 71 percent, Shree Janaprat Secondary School students obtained 54 percent and Gyanodaya Secondary School students obtained 52 percent respectively. Out of these four schools, i.e. LRI and GHSS were found in good level and the two government-aided schools, that is SJSS and GSS were found satisfactory. This shows that private school students were a bit better than government-aided school.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The research was carried out to find out the proficiency level on the use of phrasal verbs by ninth graders in Kathmandu. The researcher designed a test comprising four items i.e. multiple choice, matching, fill in the blanks and sentence making and selected the phrasal verbs from the English textbook of grade nine. The test was administered on 60 students selected from four different schools. Fifteen students were selected from each school. Their proficiency level was categorized in five levels according to the percentage of their correct responses to accomplish the objectives. The research finding are presented below.

4.1. Findings

The findings of the study are as follows :

- a. Proficiency by the ninth graders studying in Kathmandu valley was found to be good with the percentage of 62.39.
- b. The students of all the schools were found weak in sentence making in comparison to other items.
- c. Most students of all the schools were found weaker in using the phrasal verbs like 'ask around', 'turn up', 'hold on' and 'come across' in matching items and sentence making.
- d. The proficiency of Learning Realm International School was found better than that of other schools with 73.06 % correct responses. Other three-school students' (Gyankunj, Janpravat and Gyanodaya) scored 71.2, 55.06 and 50.26 percent marks respectively.
- e. Students were found good in-fill-in the blanks in comparison to other items.
- f. The students of all schools obtained the highest percentage (85%) in fill in the gaps and obtained (48%) in sentence making.

4.2 Recommendations

On the basis of findings of the study, I would like to make the following suggestions:

- a. Phrasal verbs is an important aspect of the English language. So, students should be provided with sufficient practice in the use of phrasal verbs to raise their level of proficiency.
- b. Though the proficiency in phrasal verb of the ninth graders was found in good level (i.e. 62.3 %), students were comparatively weaker in sentence making. Therefore, they need adequate practice in using phrasal verbs in their own sentences to make them understand their meaning in true sense.
- c. Rigorous practice should be given in the use of phrasal verbs. Especially, the phrasal verb like ‘ask around’, ‘turn up’, ‘ hold on’ and ‘come across’ found to be difficult to most of the students. So, the students should be given more exposure on the use of phrasal verbs by their teachers.

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- [http:// www.google .com](http://www.google.com)

APPENDIX - I

Test – Items

To assess the secondary level students proficiency I prepared the following test items.

Name of the students :

Date :

Name of the school :

Time :1:30 hr

Grade :

Full Marks :50

Roll No :

Pass Marks 20

Questions

A. Match the following Phrases with their appropriate meaning.1 x 10=10

Group A

Group B

Sent off

Mention

Bring up

Post

Ask around

Stop working

Call off

Invite

Break down

Cancel

Put off

find

Come across

Post pone

Pass away

To examine very closely

Look at

Arrive

Turn up

Die

B . Fill in the blanks using appropriate phrasal verbs from the box given below.

1 x

5=5

Broke down get over cut off keep on pick up

- The caron the way to the airport.
- The heavy snow blocked the roads andthe farm
.....completely
- It took him a long time tohis illness.
- It isn't easy to learn English but you musttrying.
- If you'd like a lift to the station tomorrow, I canyou up at 9
a.m

C. Replace the underlined verbs in these sentences with phrasal verbs make use of the verbs and particles from the boxes below. 1 x 5=5

Make chase brush leave fall up for out aside out

- They just ignored my complaints, it made me very angry.
.....
- I believed his story about having lost all his money. How stupid I was!
.....
- I couldn't understand what he was saying with all the noise.
.....
- Could you pursue Ramesh's report ?She promised it last week but i haven't
seen it yet.
.....
.....
- If you are phoning from outside the country, omit the first zero in the city
code.
.....
.....

D. Choose the correct phrasal verb to complete these sentences. 1 x 10 =10

- A new supermarket is..... near us.
a)turning on b)snowing of c)opening up d)hanging in
 - Could you the leaves on the front steps, please?
a)hang on b)clear up c)use of d)sweep up
 - When the old man died , his things wereup among his children.
a)chopped in b)divided up c)cleared of d)used in
 - Please could you these onions for me?
a) divide up b)turn on c)chop up d)use of
 - Hari spent ages..... the lounge.
a)clearing up b)tidying up c)hanging in d)handling on
 - I the order last week but the goods haven't turned up yet.
a) sent off b)play up c)brought up d)took down
 - At the end sheher mind to go to the market.
a) call off b)bring up c)made up d)bring up
 - Sita entrance at new school.
a) enter for b)turn up c)took down d)came across
 - Ithis problem at the last meeting.
a) brought up b)made up c)hang up d)put off
 - I came across an interesting book in the library. Ithe title. Here it is.
a) took down b)ask around c)get on d)turn up
- E. Make your own sentences using the following phrasal verbs. 2 x 10 = 20
- Called off
- Look up

Get on
Hold on
Fall down
Speak up
Get through
Pack up
Take off
Turn up

APPENDIX – II

To assess the secondary level students' proficiency I selected the following phrasal verbs from the textbook of grade nine.

Called off	Pas away	Made up	Look up
Enter for	Get on	Look at	Turn up
Hold on	Cut off	Brought up	Fall down
Get over	Took down	Speak up	Keep on
Get through	Pick up	Pack up	Brush aside
Take off	Fell for	Turn up	Make out
Sent off	Chase up	Bring up	Leave out
Ask around	Clearing up	Break down	Divided up
Put off	Chop up	Come across	Clear up
Opening up			