

**PROFICIENCY OF BACHELOR'S LEVEL STUDENTS IN
USING IDIOMS AND PHRASAL VERBS**

A Thesis

**Submitted to The Department of English Language
Education, T.U., Kirtipur, Kathmandu
In Partial Fulfillment for the Master's Degree in
English Language Education**

By

Khelendra Pandey

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal**

2007

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Khelendra Pandey** has prepared the dissertation entitled “**Proficiency of Bachelor’s Level Students in Using Idioms and Phrasal Verbs**” under my guidance and supervision.

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To:

My Respected Teachers and Parents

who

painted my mind and guided my thoughts,

shared my achievements and advised my faults.

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ABSTRACT

The present dissertation entitled “Proficiency of Bachelor’s Level Students in Using Idioms and Phrasal Verbs” aims at finding out the proficiency of Bachelor’s Level students in the use of the English idioms and phrasal verbs. For this purpose, the researcher selected Waling Multiple Campus of Syangja district using judgmental sampling procedure. The total sample population consisted of eighty students from Faculty of Humanities (B.A. first Year) and Faculty of Education (B.Ed. First Year). This research work was based on written data only. Test items were used as the tools for data collection. On the basis of the collected data, the students’ proficiency on idioms and phrasal verbs was determined. The data was analyzed and interpreted descriptively and using simple statistical tools such as ‘rank’ and ‘percentage’. The main finding of the study shows that the proficiency of Bachelor’s Level students in using idioms and phrasal verbs is found satisfactory.

This dissertation consists of four chapters:

Chapter one is an introductory chapter. It includes the general background, objectives of the study, the literature reviewed, and significance of the study.

Chapter two includes the methodology adopted to carry out the research. In other words, it includes the sources of data, population of the study, sampling procedure, tools and process of data collection and limitations of the study.

Chapter three consists of the analysis and interpretation of data.

Chapter four consists of the findings and recommendations and pedagogical implications.

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ABBREVIATIONS AND SYMBOLS

| | | |
|---------------|---|---|
| adv. | : | Adverb |
| B.A. | : | Bachelor of Arts |
| B. Ed. | : | Bachelor of Education |
| CUP | : | Cambridge University Press |
| EFL | : | English as a Foreign Language |
| e.g. | : | for example / <i>exempli gratia</i> |
| ELT | : | English Language Teaching |
| ESL | : | English as a Second Language |
| etc | : | et cetera |
| i.e. | : | that is / <i>id est</i> |
| MLA | : | Modern Language Association |
| NELTA | : | Nepal English Language Teachers' Association |
| No. | : | Number |
| OUP | : | Oxford University Press |
| Prep. | : | Preposition |
| viz. | : | namely / <i>videlicet</i> |
| % | : | Percentage |