

# **CHAPTER – ONE**

## **INTRODUCTION**

### **1.1 General background**

Language is the most widely used means of communication among human beings. The question “What is language?” has been asked from remotest times, yet its answer is still far from clear. There is no single, adequate definition or comprehensive description of language. The Cambridge Encyclopedia (2000: 627) defines language as "A species-specific communicative ability, restricted to humans, which involves the use of sounds, grammar and vocabulary, according to a system of rules". Language has made possible the development of advance technological civilization. With out language for communication, there would be little or no science, religion, commerce, government, art, literature and philosophy.

The more we discover, the more complex and mysterious language appears to be. However, language is our greatest asset, a capacity that distinguishes human beings from other creatures (Traugott and Pratt, 1980). Even when language has been studied in the past, it has been studied mainly as an adjunct to other disciplines, such as philosophy, psychology, religion, literary criticism, or the art of persuasion. Only over the past 150 years or so has language been studied consistently as a discipline in its own right. During this period, considerable advances have been made towards an understanding of the internal structure of linguistic systems, that is, of the processes by which small components like words are combined to form utterances.

#### **1.1.2 English Language Teaching (ELT) Situation in Nepal**

English is getting extremely popular in the present day world. It is a principal language for world communication and a gateway to the world body of knowledge and literature. It's scientific and technical vocabulary is unmatched in many other language of the world. It has further empowered

itself with recent achievements in information technology, space explorations, electronics and the like. It is the most dominant language in the areas of international trade, tourism, mass media, education, international diplomacy, politics, science and technology, economics and so on. It has become so indispensable a medium of human interaction all over the world that a mere linguistic competence in English has become a matter of prestige (Devkota ; 2005). In view of these facts, the English language is given a great importance in the present day world.

English language teaching (ELT) has been a significant global activity and a large business and industry for the past five decades or so. The spread of English played a key role in the expansion of the cultural , economic , and political influence of Britain and America or the “Centre”(Kachru,1986) in less developed countries or the “Periphery”(Kachru, 1986) , especially in government and education (Phillipson, 1992, cited in Nath, 2006: 145) According to Phillipson (1992), the high status of English in these two interrelated sectors perpetuates the dependency of the periphery countries on the powerful Centre countries and interests (Nath, 2006: 145). The less developed countries are the consumers of the expertise, methodology, and materials dispensed by the West, which, according to Canagarajah (1999), promote Western ideologies and contribute to its domination more subtly. The British Council Annual Report (1968 -69) states that “there is a hidden sales element in every English teacher, book, magazine, film-strip, and television programme sent overseas” (pp.10-11). The British Council linked its important role in facilitating ELT in the Third World to the contribution the USA can also make in this regard (Bourne, 1996). The chairperson of the British Council stated in his Annual Report 1983-84:

Our language is our greatest asset, greater than North Sea Oil, and the supply is inexhaustible; furthermore, while we do not have a monopoly, our particular brand remains highly sought-after. I am glad to say that those who

guide the fortunes of this country share my conviction in the need to invest in, and exploit to the full, this invisible, God-given asset (quoted in Phillipson, 1992, pp.144-145).

Nepal is one of the richest countries in the world in terms of biodiversity due to its unique geographical position and altitudinal variation. It is also one of the richest countries in terms of cultural diversity and linguistic plurality. More than 90 languages are spoken by different indigenous groups of people in Nepal. Nepali is the mother tongue for about 50 percent of the total population; it is also the language of wider communication among the people of different linguistic communities and the national (official) language of Nepal.

English language teaching (ELT) in Nepal started with the establishment of Durbar High School, Ranipokhari, Kathmandu, in 1854 A.D. It is the first English school of the country. At first, this school was meant for giving education to the children of ruling Rana families and their relatives. Gradually, it became open for ordinary people since 1875 AD.

After the establishment of Tri-Chandra College in 1918 A.D, English language was introduced formally in higher education in Nepal. The Rana regime was overthrown in 1950 A.D and democracy was established. Especially, the New Education System Plan (NESP 1971 A.D) brought revolution in the education system of Nepal. But there was not noticeable change in English language teaching (ELT) situation of Nepal. After the restoration of democracy in 1989 A.D., several attempts have been made in the field of education. Furthermore, the National Education Plan (NEP 1992) laid great emphasis on the improvement of English language curriculum.

In Nepal, the English language was introduced formally in the school level education system about one hundred fifty years ago, that is, in 1854.

Since the beginning English was taught from the primary to the graduate level courses as a compulsory subject, and it has still remained so. It was in the early 1970s that the Nepalese government took an initiative towards the total overhauling and restructuring of education system of the country in which the objectives of teaching English or any foreign language for that matter were clearly defined or redefined- it was introduced as a language of science and technology, foreign contact, tourism, and library use. In the early 1980s, the government commissioned a survey team under Alan Davies, which came out with the Davies Report after an extensive study of the ELT situation in Nepal (Bhattarai, 2006). Based on the study, the survey reported that the overall situation of English was quite deplorable- or its overall standard was considered quite low despite the amount of resources invested in terms of time and money towards English language (teachers, their trainings, textbooks, and other materials), the returns were not encouraging.

The educated mass of the present day Nepal consists of people with two types of schooling background- with Nepali and English medium. The product of latter type of schooling feel more comfortable in using English for personal development, communication, understanding the target culture through video, cinema, and for some years now especially through e-mail and internet. Private educational institutes play a key role in promoting ELT in Nepal. Today, out of the total approximately 31 thousand primary to higher secondary schools (that is, grade 1 to12), almost half the numbers are the English medium ones.

### **1.1.3 Teaching of Vocabulary**

Vocabulary is one of the vital aspects of language. It is a central focus of teaching and learning language. For many years vocabulary teaching was seen as incidental to the main purpose of language teaching- namely the acquisition of grammatical knowledge about the language (Harmer, 1991). Recently, methodologists and linguists have increasingly been turning their attention to

vocabulary, stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt.

English is one of the richest languages in the world in terms of its vocabulary. Another peculiarity about English vocabulary is that they often have more than one meaning. Knowing a word means far more than just understanding (one of) its meaning(s).

According to Harmer (1991) “Word meaning is frequently stretched through the use of *metaphor* and *idiom*. We know that the word ‘hiss’, for example, describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (‘ “Don’t move or you’re dead”, she hissed’.). That is metaphorical use. At the same time we can talk about treacherous people as snakes (‘he’s a real snake in the grass.’). ‘Snake in the grass’ is a fixed phrase that has become an idiom like countless other phrases such as ‘raining cats and dogs’, ‘putting the cat among the pigeons’, ‘straight from horse’s mouth’, etc (pp:157).”

#### **1.1.4 Idioms**

An idiom is “a form of expression, construction, or phrase peculiar to a language and often possessing a meaning other than its grammatical or logical one” (A Dictionary of Literary Terms and Literary Theory, 1998). It is a group of words whose meaning is different from the meanings of the individual words. Meaning of an idiom is difficult or sometimes impossible to guess by looking at the meanings of the individual words it contains. Idiom is a phrase or expression whose total meaning differs from the meaning of the individual words. Idioms come from language usage and generally cannot be translated literally (word for word).

Some languages have thousands of idioms and English is no exception. Idioms are colourful and fascinating aspects of English. They are commonly used in all types of language, informal and formal, spoken and written. Ability

to understand idioms and use them confidently and correctly will increase rapidly our language skill. One of the main problems students have with idioms is that it is often impossible to guess the meaning of an idiom from the words it contains. In addition, idioms often have a stronger meaning than non-idiomatic phrases.

Idiom refers to a sequence of words which is semantically and syntactically restricted so that the words together function as a single unit. From semantic point of view an idiom has a fixed meaning which cannot be worked out by considering the meanings of the individual words contained in it. For example, the meaning of the idiom 'kick the bucket' (= die) in "He kicked the bucket" cannot be understood by considering the meaning of 'kick' and 'bucket'. Thus, the meaning of an idiom is non-literal. From syntactic point of view, the words contained in an idiom often do not permit variations in their form and position which they would do in other contexts. For example, 'kick buckets', 'kick a bucket', 'the bucket was kicked' etc, are not permitted. For this reason idioms are also called 'ready-made utterances' or 'habitual collections' (Nesfield; 1965, cited in Basnet).

### **- Types of Idioms**

According to Cambridge Idioms Dictionary (2006:xv), idioms are classified as follows:

#### **a) Informal**

Idioms which are used with friends and family or people we know in relaxed situations (e.g. *a bag of bones*, *go bananas*, etc).

- John was *a bag of bones*. (extremely thin person or animal).
- He'll *go bananas* if he doesn't get his money back tomorrow. (to become very angry).

## **b) Formal**

Idioms which are used in a serious or polite way, for example in business documents, serious newspapers and books, lectures, news broadcasts, etc.(e.g. *de facto*, *a man of letters*, etc).

- Lucy has established herself as the *de facto* leader of the club. (a situation which exists or is true although it has not been officially accepted or agreed).
- Laxmi Prasad Devkota was *a man of letters* in Nepalese literature. (a writer who knows a lot about literature).

## **c) Very Informal**

Idioms which are used in a very informal or not very polite way, often between members of a particular social group (e.g. *get lost*; *play somebody for a sucker*, etc).

- Oh, *get lost!* You're driving me mad. (expression used to express extreme annoyance).
- Don't try to *play me for a sucker*. I know where you had been so long. (to treat someone as if they are study).

## **d) Old-fashioned**

Idioms which are still used but sound old-fashioned (e.g. *John Bull*, *your glad rags*, etc).

- In the cartoon, *John Bull* appeared as a short, sticky figure with the British flag. (a character who represents a typical English man or the English people).
- Put *your glad rags* on, we're going to a party (the clothes that your wear when you are going somewhere special).

## **e) Taboo**

Idioms which are likely to offend people and are not used in formal situations (e.g. *scare the shit out of sb*, *the shit hits the fan*, etc).

- I wish you wouldn't come in without knocking - you *scared the shit out of me*. (to make someone feel very frightened).
- If your brother finds out how much money you spent on alcohol, *the shit will really hit the fan*. (to get into serious trouble).

#### **f) Humorous**

Idioms which are intended to make people laugh. (e.g. *gnashing of teeth*, *a knuckle sandwich*, etc).

- There was much *gnashing of teeth* over her promotion. (angry complaining).
- You'll get a *knuckle sandwich* if you don't shut up. (if you give someone a knuckle sandwich, you hit them).

#### **g) Literary**

Idioms which are mainly used in literature. (e.g. *silver-tongued*, *kick against the pricks*, etc).

- Late Madan Bhandari was a *silver-tongued* orator among political leaders of Nepal. (a person who speaks in a pleasant way and praises them in order to persuade them to do what they want).
- It takes courage to fight *kick against the pricks*. (to fight against people in authority).

### **1.1.5 Phrasal Verbs**

Language is a productive and creative system of human communication. For effective communication, language learners should be able to manipulate the available words and structures productively. Phrasal verbs are a highly productive lexical category in English (Celce-Murcia and Larsen-Freeman, 1999). Bolinger (1971: xi) refers to the constant coinage of phrasal verbs as “an outpouring of lexical creativeness that surpasses anything else in our language.”



Macmillan English Dictionary (2005) defines a phrasal verb as “a verb formed from two (sometimes three) parts; a verb and an adverb or preposition. Most phrasal verbs are formed from a small number of common verbs (such as get, go, come, put, and set) and a small number of adverbs and prepositions (such as away, out, off, up, and in)”.

Similarly, Oxford Advanced Learner’s Dictionary (2000) defines phrasal verbs as “Phrasal verbs (sometimes called multi-word verbs) are verbs that consist of two, or sometimes, three words. The first word is a verb and it is followed by an adverb (turn **down**) or a preposition (eat **into**) or both (put **up with**). These adverbs or prepositions are sometimes called PARTICLES.”

According to Crystal (1996) “Phrasal verb is a type of verb consisting of a sequence of a lexical element plus one or more particles, e. g. come in, get up, look out for.”

Phrasal verbs are a highly productive lexical category in English. Phrasal verbs are a very important part and a common feature of the English language. They are not only used in spoken and informal English, but are also a part of written and even formal English.

The Germanic languages include English, German, Dutch, Flemish, and the Scandinavian languages. Among these languages, the English language has a large number of phrasal verbs. However, there are very few non-Germanic languages that have phrasal verbs. Therefore, such verbs pose a significant learning challenge for ESL/EFL learners. ESL/EFL learners find these verbs strange and difficult. It is often impossible to guess their meanings from the verb and particle.

Celce-Murcia and Larsen-Freeman (1999) write “Phrasal verbs are not unique to English, but 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 as opposed to non-compositional meaning (pp.436).”

A phrasal verb, therefore, is a lexical category made up of a verb plus an adverb or a preposition or both. ESL/EFL learners cannot speak or understand English well, at least the informal register without a basic knowledge of phrasal verbs. Therefore, they should be acquainted with the Form (How is it formed?), Meaning (What does it mean?), and Use (When/why is it used?) of the English phrasal verbs.

### **- 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 the syntactic features, phrasal verbs are classified as follows:

#### **a) Transitive and Intransitive Phrasal Verbs**

Transitive phrasal verbs require a direct or indirect object. e.g.

- Raj *turned on* the radio.
- The teacher *looked over* the answer sheet.
- Intransitive phrasal verbs do not require a direct or indirect object. e.g.
- The window *broke down*.
- She really *took off*.

However, depending on the role of the agent, some phrasal verbs may be either transitive or intransitive, e.g.

- An arsonist *burned down* the hotel.(transitive)
- The hotel *burned down*. (intransitive)

### **b) Separable and Inseparable Phrasal Verbs**

Separable phrasal verbs are those in which the object (direct or indirect) can go either between the verb and the particle or after the particle, e.g.

- She *tore* the letter *up*.
- She *tore up* the letter.

Inseparable phrasal verbs are those in which the particle must follow the verb directly, i.e. the two parts of the verb cannot be separated by an object, e.g.

- I *ran into* Shyam yesterday. But not - \*I *ran* Shyam *into* yesterday.

### **c) Phrasal Verbs that Require Prepositions**

Also like single-word verbs, adjectives, and nouns, many phrasal verbs take a specific preposition. e.g.

- Experts have failed to *come up with* an explanation of why the explosion happened.
- This year's good harvest will *make up for* last year's bad one.

On the basis of the semantic categories, phrasal verbs can be classified as follows:

#### **a) Literal Phrasal Verbs**

Literal phrasal verbs are comprised of verbs that appear to be a combination of a verb and a directional PreP. These verbs retain the individual meanings of the verb and the adverbial particle. As the name implies, literal

phrasal verbs are not difficult for ESL/EFL students to comprehend and to produce. e.g.

- The minister *handed out* the prize.
- The mango *fell down*.

### **b) Aspectual Phrasal Verbs**

Aspectual phrasal verbs consist of verbs to which certain particles contribute consistent aspectual meaning. e.g.

- Raju *took off*.
- Hari *drank* the milk *up*.

### **c) Idiomatic Phrasal Verbs:**

With idiomatic phrasal verbs, it is difficult to figure out the meaning of the verb by combining the separate meaning of its parts. For idiomatic phrasal verbs, the meaning of the combinations cannot be built up from the meaning of the individual verbs and the adverbial particle involved. e.g.

- The coach *chewed* the team *out* for quitting practice early.
- Please just be quiet, you're *putting* me *off*.

### **d) Polysemous Phrasal Verbs**

Polysemous phrasal verbs can have more than one meaning. e.g.

- I need to *check out* by 1 p.m.
- Be sure to *check* it *out*.
- *Check* it *out*!

### **- Particles of Phrasal Verbs**

The particle of a phrasal verb is either a preposition or an adverb or in some cases both an adverb and a preposition. In this regard, Thomson and Martinet (1992) write “the students need not try to decide whether the combination is verb plus preposition or verbs plus adverbs, but should consider the expression as a whole.” Some examples are given below:

- How many people sit on the committee? (prep)
- We can't let this dispute go on. (adv.)
- Shyam climbed up the tree. (prep)
- She got up early. (adv)

But some of the particles function only as preposition:

For

I've applied for admission in Mass Communication. (prep)

At

She is looking at the river. (prep)

Some of the particles function only as adverb:

Back

You must write back to your parents. (adv)

Down

The building was burned down. (adv)

## **1.2 Review of Related Literature**

Up to now, different researches have been carried out to study the proficiency in using vocabulary in general and idioms and phrasal verbs in particular. Some of them are cited below:

**Rongong (1973)** is the first in studying vocabulary proficiency in Nepal. He has carried out a research entitled 'A Study of the Spoken Vocabulary of the Primary School Children of Nepal'. He has attempted to investigate the words that are used productively by the students of the primary level. The findings of the study showed that the words used by the primary level students from three regions (i.e. the Himalayan, the Mountainous, and the Terai), were similar to a great extent.

**Upadhyaya (2002)** carried out a study entitled ‘A Study on Achievement of Phrasal Verbs of the Students of Higher Secondary Level’. The study was conducted in the four higher secondary schools of Morang district and the researcher found out that phrasal verbs achievement of the four streams (Education, Humanities, Commerce, and Science) was satisfactory. The phrasal verbs achievement of Commerce students was highest (83.24%) and that of Humanities students was lowest (51.48%).

**Neupane(2004)** carried out a study on ‘Proficiency of the B.B.S. and B.Ed. First Year Students in the Use of Adjectives and Adverbs’. The study population consisted of 60 students of B.B.S. and B.Ed. The findings of the study showed that the overall proficiency of B.B.S. and B.Ed. students was satisfactory (61.55%).The students of Saptagandaki Multiple Campus (Chitwan) had better proficiency than that of Galyang Multiple Campus (Syangja).

**Regmi (2005)** carried out a research entitled ‘The Proficiency of B.Ed. Students in Phrasal Verbs’. The researcher aimed at investigating the proficiency of Bachelor level students of the Faculty of Education in the use of the phrasal verbs and to compare the proficiency among the students majoring in English and the students not majoring in English. She found out that the proficiency level of the students majoring in English was better (40.31%) than that of the students not majoring in English (26.9%).

**Negi(2006)** carried out a research entitled ‘Proficiency of Bachelor Level Students in Using Modal Verbs’. The study population consisted of 60 students from Faculty of Humanities and Social Sciences, Faculty of Education, and Faculty of Management of Kathmandu valley. The findings of his study showed that the overall proficiency of Bachelor level students in using modal verbs was satisfactory. The students of Faculty of Humanities and Social Sciences were found in the topmost position (61.8%), the students of

Faculty of Education were in the second position (57.6%) and the students of Faculty of Management were in the final position (40%).

**Khatiwada (2007)** carried out a research entitled “Proficiency of Grade Ten students in Causative Verbs. The study population consisted of 50 students of Kathmandu district from one private school and one government school. The findings of the study showed that the proficiency of grade ten students in causative verbs was found quite satisfactory (67.12%). The proficiency of the private school was found better (81.76%) than the proficiency of the government school (51.52%).

Although a number of researches have been carried out in order to find out the proficiency of different types of vocabulary items, none of the studies deals with the proficiency of Bachelor’s level students in using idioms and phrasal verbs. Therefore, the researcher has carried out this research to find out the proficiency in using idioms and phrasal verbs.

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

This study had the following objectives:

- a) To find out the proficiency of B.A and B.Ed. first year students in the use of idioms and phrasal verbs.
- b) To compare the proficiency level of B.A. and B.Ed. first year students.
- c) To suggest some pedagogical implications.

### **1.4 Significance of the Study**

This study will be useful for all involved in language teaching in general and English Language Teaching (ELT) in particular. It will also be useful for teachers, students and researchers. This study will especially contribute in teaching and learning vocabulary.

## **CHAPTER –TWO**

### **METHODOLOGY**

The purpose of the present study was to find out the proficiency of Bachelor's level students in using idioms and phrasal verbs. The methodology adopted during the study is discussed below:

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

In order to carry out this research, the researcher had used both primary and secondary sources of data.

##### **2.1.1 Primary Sources of Data**

This research work was primarily based on field study. The primary sources of data for this research were the Bachelor's level students of Waling Multiple campus, Waling Municipality, Syangja.

##### **2.1.2 Secondary Sources of Data**

Besides primary sources of data collection, the secondary sources, e.g. books, theses, articles and journals were used by the researcher. Some of the main secondary sources were: McCarthy et al (2006), Harmer (1991), Sthapit et al (1994), Nissani and Lohani (1996), Celce-Murcia and Larsen-Freeman (1999), etc.

#### **2.2 Population of the Study**

The study population for the purpose of this study included all the students of Bachelor's level first year of the Syangja district.

#### **2.3 Sample Population**

The sample population for this study consisted of 80 students of Bachelor's level first year students of Waling Multiple Campus, Waling, Syangja.



## **2.4 Sampling Procedure**

The researcher selected Waling Multiple Campus of Syangja district by using judgmental sampling procedure. Then he selected eighty students from B.A. and B. Ed. first year using simple random sampling procedure.

## **2.5 Tools for Data Collection**

The present study is based on written data only. A set of test items were designed to assess the proficiency level of the students. The test items included idioms and phrasal verbs from the 'Cambridge Idioms Dictionary (2006)' and 'Cambridge Phrasal Verbs Dictionary (2006)', on the basis of the B.A. and B. Ed. first year compulsory English text books. Having selected the test items, a pilot study was conducted to check whether the test items need any change. Both objective and subjective test items were used for data collection. Objective test items included 'matching' and 'filling in the gaps' and subjective items included 'sentence writing' and 'paragraph writing'.

## **2.6 Procedure of Data Collection**

The researcher used the following procedure to collect the data from the primary sources:

At first the researcher visited the selected campus and requested the concerned authority for permission to carry out the research. He explained the purpose and process of the study. He consulted the subject teacher for co-operation. Then, eighty students were selected using simple random sampling procedure.

The researcher designed a set of test items for assessing the proficiency level of the students. Both objective and subjective test items were used for data collection. Then, the test items were administered to the selected population. The students were provided with the necessary information and direction for each part of the test they were going to take.

## **2.7 Limitations of the Study**

This study had the following limitations:

- i. The study was limited to only one campus of Syangja district.
- ii. The study was limited to written data only.
- iii. The number of sample population was eighty students only.
- iv. The study was limited to only two faculties, i.e. Humanities and Education.
- v. The study was limited in assessing only the proficiency on the use of idioms and phrasal verbs.

## **CHAPTER - THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of data. After collecting the answer sheets from the respondents, the researcher checked the responses to the test items and assigned marks to them. Then the scores obtained by the respondents were grouped in accordance with the set objectives. On the basis of the scores they obtained, their proficiency in using (English) idioms and phrasal verbs was analyzed and interpreted. This analysis and interpretation was done by using the simple statistical tools of 'rank' and 'percentage'.

Tabulation, analysis and interpretation of the data have been carried out under the following headings:

1. Faculty wise presentation of the proficiency of idioms and phrasal verbs.
2. Total proficiency of idioms and phrasal verbs.
3. Comparison of the proficiency of idioms and phrasal verbs by the students of FOH and FOE.
4. Item wise analysis of the proficiency of idioms and phrasal verbs in total.

The proficiency level of each student on idioms and phrasal verbs was categorized in accordance with the five-point scale of 'rank' as follows:

<b>Percentage of (the number of students with) correct responses</b>	<b>Rank</b>	<b>Proficiency level on Idioms and Phrasal verbs.</b>
81% - 100%	I	Excellent
61% - 80%	II	Very Good
51% - 60%	III	Good
31% - 50%	IV	Satisfactory
1% - 30%	V	Poor

The idioms and phrasal verbs which were responded correctly by 81% - 100% of the students were placed in the first rank and it denotes the excellent level of proficiency in their use. The idioms and phrasal verbs that were responded correctly by 61% - 80% of the students were placed in the second rank and it indicates the very good level of proficiency in their use. Similarly, the idioms and phrasal verbs which were responded correctly by 51% - 60% of the students were placed in the third rank and it indicates the good level of idioms and phrasal verbs proficiency. In the same way, the idioms and phrasal verbs which were responded by 31% - 50% of the students were placed in the fourth rank and it denotes the satisfactory level of proficiency in their use. At last, the idioms and phrasal verbs which were responded correctly by 1% - 30% of the students were placed in the fifth rank which indicates the poor level of proficiency in using idioms and phrasal verbs.

### **3.1 Faculty wise Presentation of the Proficiency of Idioms and Phrasal verbs**

Table 3.1 - 3.8 show the analysis of the proficiency in the use of the idioms and phrasal verbs by the students of FOH and FOE of Waling Multiple Campus, Waling, Syangja. In each table, total correct responses were tabulated and ranked on the basis of the correct responses. Faculty wise analysis is described below:

### 3.1.1 Analysis of the Proficiency of Idioms in ‘Matching’

**Table No. 3.1**

S.N.	Idioms	No. of students with correct responses				Total	%	Rank
		B.A. sts.	%	B.Ed. sts.	%			
1	out of date	30	75	27	67.5	57	71.25	II
2	a guinea pig	28	70	25	62.5	53	66.25	II
3	the jewel in the crown	24	60	21	52.5	45	56.25	III
4	wax and wane	19	47.5	16	40	35	43.75	IV
5	vis-à-vis	19	47.5	15	37.5	34	42.5	IV
6	nail-biting	18	45	14	35	32	40	IV
7	tie the knot	16	40	12	30	28	35	IV
8	the pros and cons	16	40	13	32.5	29	36.25	IV
9	set the ball rolling	14	35	11	27.5	25	31.25	IV
10	a rat race	14	35	10	25	24	30	V
11	en route	12	30	10	25	22	27.5	V
12	hit the nail on the .....	12	30	9	22.5	21	26.25	V
13	at cross purposes	10	25	8	20	18	22.5	V
14	on the spot	10	25	10	25	20	25	V
15	behind the scenes	10	25	12	30	22	27.5	V
16	have the upper hand	9	22.5	6	15	15	18.75	V
17	loud and clear	9	22.5	5	12.5	14	17.5	V
18	ad hoc	8	20	5	12.5	13	16.25	V
19	goggle box	6	15	4	10	10	12.5	V
20	in the zone	4	10	2	5	6	7.5	V
Total		238	36	235	29.37	523	32.68	

Table 3.1 shows the proficiency of idioms by the students of FOH and FOE in matching test item. This test item includes 20 idioms. The correct responses given by the students of FOH and FOE are presented separately.

In table 3.1, out of 20 idioms, none of the idioms was found in the excellent level. Two idioms (i.e. out of date, and a guinea pig) were found in the very good level. One idiom (i.e. the jewel in the crown) was found in the good level of proficiency in the use of the idioms. Similarly, six idioms (i.e. wax and wane, vis-à-vis, nail-biting, tie the knot, the pros and cons and set the ball rolling) were found in the satisfactory level. At last, eleven idioms (i.e. a rat race, en route, hit the nail on the head, at cross purposes, on the spot, behind the scenes, have the upper hand, loud and clear, ad hoc, goggle box and in the zone) were found in the poor level of proficiency in the use of idioms.

In matching, the total number of required correct responses was 1600. For the students of FOH, the total number of required correct responses was 800. Out of 800, 288 (i.e. 36%) responses were correct. For the students of FOE, the required correct responses were also 800 in total. Out of 800, only 235 (i.e. 29.37%) responses were correct. In total, out of 1600, 523 (i.e. 32.68%) responses were correct.

### 3.1.2 Analysis of the Proficiency of Idioms in ‘Filling in the Gaps’.

**Table No.3.2**

S.N.	Idioms	No. of students with correct responses				Total	%	Rank
		B.A. sts.	%	B.Ed. sts.	%			
1	per capita	34	85	31	77.5	65	81.25	I
2	an iron man	32	80	30	75	62	77.5	II
3	keep track	25	62.5	21	52.5	46	57.54	III
4	fair play	24	60	18	45	42	52.5	III
5	a drop in the ocean	18	45	16	40	4	42.5	IV
6	a priori	12	30	9	22.5	21	26.25	V
7	in a nutshell	10	25	8	20	18	22.5	V
8	tit for tat	9	22.5	7	17.5	16	20	V
9	a grey area	8	20	6	15	14	17.5	V
10	a quantum leap	8	20	4	10	12	15	V
Total		180	45	150	37.5	330	41.25	

Table 3.2 shows the proficiency of idioms by the students of FOH and FOE in ‘filling in the gaps’ test item. In this test item, 10 idioms were selected for ten incomplete sentences.

In table 3.2, out of 10, one idiom (i.e. per capita) was found in the excellent level of proficiency. Similarly, only one idiom (i.e. an iron man) was found in the very good level. Two idioms (i.e. keep track and fair play) were found in the good level of proficiency. One idiom (i.e. a drop in the ocean) was found in the satisfactory level of proficiency. At last, five idioms (i.e. a priori, in a nutshell, tit for tat, a grey area, and a quantum leap) were found in the poor level of proficiency in the use of the idioms.

In this test item, the total number of required correct responses was 800. The total number of required correct responses by the students of FOH was

400. Out of 400, 180 (i.e. 45%) responses were correct. The total number of correct responses by the students of FOE was also 400. Out of 400, 150 (i.e. 37.5%) responses were correct. In total, out of 800, 330 (i.e. 41.25%) responses were correct in ‘filling in the gaps’ test item.

### 3.1.3 Analysis of the Proficiency of Idioms in ‘Sentence Writing’

**Table No. 3.3**

S.N.	Idioms	No. of students with correct responses				Total	%	Rank
		B.A. sts.	%	B.Ed. sts.	%			
1	kick the bucket	28	70	29	72.5	57	71.25	II
2	rain cats and dogs	27	67.5	25	62.5	52	65	II
3	be in touch	24	60	24	60	48	60	III
4	apple of discord	22	55	21	52.5	23	53.75	III
5	a brain drain	20	50	20	50	40	50	IV
6	good for nothing	18	45	15	37.5	33	41.25	IV
7	a hot spot	17	42.5	16	40	33	41.25	IV
8	spill the beans	14	35	10	25	24	30	V
9	be over the moon	8	20	5	12.5	13	16.25	V
10	a white elephant	5	12.5	3	7.5	8	10	V
Total		183	45.75	168	42	351	43.87	

Table 3.3 shows the proficiency of idioms by the students of FOH and FOE in ‘sentence writing’. Ten idioms were selected for this test item and the students had to make sentences using each of the idioms.

In table 3.3, none of idioms was found in the excellent level. Two idioms (i.e. kick the bucket and rain cats and dogs) were found in the very good level of proficiency. Similarly, two idioms (i.e. be in touch and apple of discord) were found in the good level of proficiency. Three idioms (i.e. a brain drain, good for nothing and a hot spot) were found the satisfactory level. At



last, three idioms (i.e. spill the beans, be over the moon and a white elephant) were found in the poor level of proficiency.

In this test item, the total number of required correct responses was 800 in total. The total number or required correct response by the students of FOH was 400. out of 400, 183 (i.e. 45.75) responses were correct. Similarly, the total number of required correct responses by the students of FOE was also 400. out of 400, 168 (i.e. 42%) responses were correct. In total, out of 800, 351 (43.87) were correct in ‘sentence writing’ test item.

### 3.1.4 Analysis of the proficiency of Idioms in ‘paragraph writing’

**Table No. 3.4**

S.N.	Idioms	No. of students with correct responses				Total	%	Rank
		B.A. sts.	%	B.Ed. sts.	%			
1	lingua franca	22	55	21	52.5	43	53.75	III
2	clear cut	20	50	20	50	40	50	IV
3	the odd man out	19	47.5	18	45	37	46.25	IV
4	in the long run	15	37.5	16	40	31	38.75	IV
5	from A to Z	12	30	14	35	26	32.5	IV
6	from scratch	11	27.5	9	22.5	20	25	V
7	part and parcel	10	25	8	20	18	22.5	V
8	open-ended	8	20	6	15	14	17.5	V
9	be out of touch	5	12.5	3	7.5	8	10	V
10	break the ice	2	5	1	2.5	3	3.75	V
Total		124	31	116	29	240	30	

Table 3.4 shows the proficiency of idioms by the students of FOH and FOE in ‘paragraph writing’. For this test item, ten idioms were selected and the students had to write a short paragraph using those idioms.

In table 3.4, out of 10, none of the idioms was found in the excellent level, and the very good level of proficiency. One idiom (i.e. lingua franca) was found in the good level of proficiency. Similarly, four idioms (i.e. clear cut, the odd man out, in the long run and from A to Z ) were found in the satisfactory level. At last, five idioms (i.e. from scratch, part and parcel, open-ended, be out of touch and break the ice) were found in the poor level of proficiency.

Out of 400, 124 (i.e.31%) idioms were correctly responded by the students of FOH. Out of 400, 116 (i.e. 29%) responses were correct from the student of FOE. The total number of required correct responses was 800 in total. Out of 800, 240 (i.e.30%) responses were correct in total.

### 3.1.5 Analysis of the Proficiency of Phrasal Verbs in ‘Matching’

**Table No. 3.5**

S.N	Phrasal Verbs	No. of students with correct responses				Total	%	Rank
		B.A. Sts.	%	B. Ed. Sts.	%			
1	look after	34	85	29	72.5	63	78.75	II
2	put on	32	80	28	70	60	75	II
3	nod off	25	62.5	24	60	49	61.25	II
4	settle down	23	57.5	19	47.5	42	52.5	III
5	give up	22	55	230	50	42	52.5	III
6	jot down	21	52.5	19	47.5	40	50	IV
7	run out	18	45	18	45	36	45	IV
8	fall behind	16	40	18	45	34	42.5	IV
9	kick off	16	40	14	35	30	37.5	IV
10	stand for	15	37.5	16	40	31	38.75	IV
11	break down	14	35	11	27.5	25	31.25	IV
12	hail from	12	30	10	25	22	27.5	V
13	turn on	11	27.5	9	22.5	20	25	V
14	lead to	10	25	9	22.5	19	23.75	V
15	take over	9	22.5	8	20	17	21.25	V
16	work out	8	20	6	15	14	17.5	V
17	set aside	8	20	7	17.5	15	18.75	V
18	carry out	7	17.5	5	12.5	12	15	V
19	drop out	7	17.5	4	10	11	13.75	V
20	zoom in	6	15	3	7.5	9	11.25	V
Total		314	39.25	277	34.62	591	36.93	

Table 3.5 shows the proficiency of phrasal verbs in matching test item by the students of FOH and FOE. The number of students with correct responses and the percentage is shown in this table.

Table 3.5 shows that out of 20 phrasal verbs, none of the phrasal verbs was found in the excellent level. Three phrasal verbs (i.e. look after, put on, and nod off) were found in the very good level of proficiency. Two phrasal verbs (i.e. settle down and give up) were found in the good level. Six phrasal verbs (i.e. jot down, run out, fall behind, kick off, stand for and break down) were found in the satisfactory level. At last, nine phrasal verbs (i.e. hail from, turn on, lead to, take over, work out, set aside, carry out, drop out and zoom in) were found in the poor level of proficiency in using the phrasal verbs.

The total number of required correct responses was 1600: 800 by the students of FOH and 800 by the students of FOE. Out of 800, 314 (i.e.39.25) responses were correct by the students of FOH. Similarly, out of 800, 277(i.e. 34.62) responses of FOE in total, out of 1600, 591(i.e. 36.93) responses were correct.

### 3.1.6 Analysis of the Proficiency of Phrasal Verbs in ‘Filling in the Gaps’.

**Table No. 3.6**

S.N.	Phrasal verbs	No. of students. with correct responses				Total	%	Rank
		B.A. sts.	%	B.Ed. sts	%			
1	sort out	26	65	24	60	50	62.5	II
2	go on	24	60	22	55	46	53	III
3	come on	21	52.5	23	57.5	44	55	III
4	account for	15	37.5	16	40	31	38.75	IV
5	bear up	12	30	10	25	22	27.5	V
6	deal with	10	25	9	22.5	19	23.75	V
7	fade out	8	20	6	15	14	17.5	V
8	run into	7	17.5	6	15	13	16.25	V
9	insist on	6	15	4	10	10	12.5	V
10	lay down	3	7.5	2	5	5	6.25	V
Total		132	33	122	30.5	254	31.75	

Table 3.6 shows the proficiency of phrasal verbs of the students of FOH and FOE in ‘Filling in the Gaps’ test item. Ten phrasal verbs for ten incomplete sentences were included in this test item. The table shows the number and percentage of students with correct responses.

Table 3.6 shows that out of 10, none of the phrasal verb was found in the excellent level of proficiency. Only one phrasal verb (i.e. sort out) was found in the very good level of proficiency. Two phrasal verbs (i.e. go on, and come on) were found in the good level of proficiency. Similarly one phrasal verb (i.e. account for) was found in the satisfactory level. At last, six phrasal verbs (i.e. bear up, deal with, fade out, run into, insist on and lay down) were found in the poor level of proficiency in the use of phrasal verbs.

The total number of required correct response was 800: 400 by the students of FOH and 400 by the students of FOE. Out of 400, 132 (i.e.33%) responses were correct by the students of FOH and 122(i.e. 30.5) responses were correct by the students of FOE. In total, out of 800, 254 (i.e. 31.74) responses were correct.

### 3.1.7 Analysis of the Proficiency of Phrasal Verbs in ‘Sentence Writing’

**Table No. 3.7**

S.N.	Phrasal verbs	No. of students with correct responses				Total	%	Rank
		B.A. sts.	%	B.Ed. sts	%			
1	find out	28	70	26	65	54	67.5	II
2	pick up	25	62.5	26	65	51	63.75	II
3	give up	24	60	22	55	46	57.5	III
4	fall down	22	55	21	52.5	43	53.75	III
5	belong to	18	45	16	40	34	42.5	IV
6	depend on	15	37.5	15	37.5	30	37.5	IV
7	cut down	12	30	10	25	22	27.5	V
8	join up	10	25	8	20	18	22.5	V
9	look over	9	22.5	7	17.5	16	20	V
10	turn into	4	10	5	12.5	9	11.25	V
Total		167	41.75	156	39	323	40.37	

Table 3.7 shows the proficiency of phrasal verbs in ‘sentence writing’ by the students of FOH and FOE. Ten phrasal verbs were selected for this test item and the students had to make sentences using these phrasal verbs.

In table 3.7, out of 10, none of the phrasal verb was found in the excellent level of proficiency. Two phrasal verbs (i.e. find out and pick up) were found in the very good level. Two phrasal verbs (i.e. give up and fall down) were found in the good level. Similarly two phrasal verbs (i.e. belong to and depend on) were found in the satisfactory level. At last, four phrasal verbs (i.e. cut down, join up, look over and turn into) were found in the poor level of proficiency.

The total number of required correct responses was 800, 400 by the student of FOH and 400 by the students of FOE. Out of 400, 167 (i.e. 41.75%) responses were correct by the students of FOH and 156(i.e. 39%) responses were correct by the students of FOE. In total, out of 800, 323 (i.e. 40.31) responses were correct.

### 3.1.8 Analysis of the Proficiency of Phrasal Verbs in ‘Paragraph Writing’

**Table No. 3.8**

S.N.	Phrasal verbs	No. of students with correct responses				Total	%	Rank
		B.A. sts.	%	B.Ed. sts	%			
1	wake up	28	70	27	67.5	55	68.75	II
2	come back	26	65	24	60	50	65.5	II
3	depend on	25	62.5	24	60	49	61.5	II
4	hurry up	22	55	20	50	42	52.5	III
5	keep on	16	40	14	35	30	37.5	IV
6	look for	15	37.5	16	40	31	38.75	IV
7	set off	14	35	12	30	26	32.5	IV
8	doze off	12	30	9	22.5	21	26.25	V
9	shut down	10	25	7	17.5	17	21.25	V
10	check out	4	10	3	7.5	7	18.75	V
Total		172	43	156	39	328	41	

Table 3.8 shows the proficiency of phrasal verbs by the student of FOH and FOE in ‘Paragraph writing’ test item. For this test item, ten phrasal verbs were selected and the students had to write a short paragraph using those phrasal verbs.

In table 3.8, out of 10, none of the phrasal verbs was found in the excellent level of proficiency. Three phrasal verbs (i.e. wake up, come back and depend on) were found in the very good level. Only one phrasal verb (i.e. hurry up) was found in the good level of proficiency. Similarly, three phrasal verbs (i.e. keep on, look for and set off) were found in the satisfactory level. At



last, three phrasal verb (i.e. doze off, shut down and check out) were found in the poor level of proficiency of phrasal verbs.

The total number of required correct responses was 800:400 by the students of FOH and 400 by the students of FOE. Out of 400, 172(i.e. 43%) responses were correct by the students of FOH and 156 (i.e. 39%) responses were correct by the student of FOE. In total, out of 800, 328 (i.e. 41%) responses were correct.

### 3.2 Total Proficiency of Idioms and Phrasal Verbs

#### Total Proficiency of Idioms by the students of FOH and FOE

**Table No. 3.9**

S.N.	Test Items	Students of FOH				Students of FOE			
		Sample size	F.M. in total	Marks secured in total	%	Sample size	F.M. in total	Marks secured in total	%
1.	Matching	40	800	288	36	40	800	235	29.37
2.	Filling in the gaps	40	400	180	45	40	400	150	37.5
3.	Sentence Writing	40	400	183	45.75	40	400	168	42
4.	Paragraph Writing	40	400	124	31	40	400	116	29
Total		160	2000	775	38.75	160	2000	663	33.45
Full Marks in total						= 4000			
Marks secured in total						= 1444			
Percentage in total						= 36.1			

Table No. 3.9 shows the total proficiency of idioms by the students of FOH and FOE. It also shows the full marks in total and marks secured by the students in total in each test item (i.e. matching, filling in the gaps, sentence writing and paragraph writing). It also shows the percentage of the number of students with correct responses.

By the students of FOH, out of 800, 288 (i.e.36%) marks were secured in total in ‘matching’ test item. In ‘filling in the gaps’ test item, out of 400, the students secured 180 (i.e. 45%) marks. Similarly, out of 400 , they secured 183 (i.e.45.75%) marks in ‘sentence writing.’ At last, out of 400, they secured 124 (i.e.31%) in ‘paragraph writing’. They got highest percentage in ‘sentence writing’ test item (i.e.45.75) . In total, out of 2000, they secured 775 (i.e.38.75%) marks

By the students of FOE, out of 800, 235 (i.e.29.37%) responses were correct in ‘matching’ test item. In ‘filing in the gaps’, out of 400, 150 (i.e.37.5) responses were correct. Similarly, out of 400, they secured 168(i.e.42%) marks in ‘sentence writing’ test item. At last, out of 400, they secured 116 (i.e.29%) in paragraph writing. They got highest percentage in sentence writing’ test item (i.e.42%). In total, out of 2000, they secured 669 (i.e.3.3.45%) marks.

## Total Proficiency of Phrasal Verbs

### Total Proficiency of Phrasal Verbs by the Students of FOH and FOE

**Table No. 3.10**

S.N.	Test Items	Students of FOH				Students of FOE			
		Sample size	F.M. in total	Marks secured in total	%	Sample size	F.M. in total	Marks secured in total	%
1.	Matching	40	800	314	39.25	40	800	277	36.93
2.	Filling in the gaps	40	400	132	33	40	400	122	30.5
3.	Sentence Writing	40	400	167	41.75	40	400	156	39
4.	Paragraph Writing	40	400	172	43	40	400	156	39
Total		160	2000	785	39.25	160	2000	711	35.55
<p>Full Marks in total = 4000</p> <p>Marks secured in total = 1496</p> <p>Percentage in total = 37.4</p>									

Table No.3.10 shows the total proficiency of phrasal verbs by the students of FOH and FOE. It also shows the full marks in total and marks

secured by the students in total in each test item (i.e. matching, filling in the gaps, sentence writing and paragraph writing) It also shows the percentage of the number of students with correct responses.

By the students of FOH, out of 800, 314 (i.e. 39.25%) marks were secured in total in 'matching' test item. Out of 400, 132 (i.e. 33%) responses were correct in 'filling in the gaps' test item. Similarly, 167 (i.e. 41.75%) responses were correct in 'sentence writing' test item. At last, out of 400, 172 (i.e. 43%) responses were correct in 'paragraph writing' test item. The students got highest percentage in paragraph writing in total, out of 2000, 785 (i.e. 39.25%) responses were correct.

By the students of FOE, out of 800, 277 (i.e.36.93%) responses were correct in 'matching' test item. Out of 400, 122 (i.e.30.5%) responses were correct in 'filling in the gaps' test item. Similarly, out of 400, 156 (i.e.39%) responses were correct in 'sentence writing'. At last, out of 400, 156 (i.e.39%) responses were correct in 'paragraph writing'. The number of correct responses was same in 'sentence writing' and 'paragraph writing' (i.e.156). The students got highest percentage in 'sentence writing' and 'paragraph writing'. In total, out of 4000, 1496 (i.e.37.4) responses were correct. The total full mark for both idioms and phrasal verbs was 3000. The total number of students with correct responses was 2940 (i.e. FOH 1560; FOE 1380). So, the overall proficiency of the students of FOH and FOE in the use of idioms and phrasal verbs was 36.75. It was the satisfactory level of proficiency according to the five point scale of rank (i.e.31%-50%). The proficiency of the students of FOH was found better (i.e.39%) than that of the students of FOE (i.e. 34.5%)

### 3.3 Comparison of the Proficiency of Idioms and Phrasal Verbs by the Students of FOH and FOE.

#### Proficiency of Idioms and Phrasal Verbs on the Basis of Total Marks Obtained by the Student of FOH and FOE

Table No. 3.11

S.N.	Test Items	Students of FOH				Students of FOE			
		Sample size	F.M. in total	Marks secured in total	%	Sample size	F.M. in total	Marks secured in total	%
1.	Matching	40	1600	602	37.62	40	1600	512	32
2.	Filling in the gaps	40	800	312	39	40	800	272	34
3.	Sentence Writing	40	800	350	43.75	40	800	324	40.5
4.	Paragraph Writing	40	800	296	37	40	800	272	34
Total		160	4000	1560	39	160	4000	1380	34.5

Table No.3.11 shows the comparison of the students' proficiency in different test items (i.e. matching, filling in the gaps, sentence writing, and paragraph writing). The test item 'matching' carried 40 full marks, 'filling in the gaps' carried 20 full marks and 'paragraph writing' carries 20 full marks. The total marks of 40 students 4000 in each faculty.

Table 3.11 shows the proficiency of idioms and phrasal verbs by the students of FOH and FOE in different test items. The sample size for all the test items was 40. The full mark for 'matching' was 1600. Similarly, the full marks for 'filling in the gaps', 'sentence writing' and paragraph writing was 800 of each in total, the full marks was 4000 of each faculty. In matching, out of 1600,

602(i.e. 37.62%) responses were correct by the students of FOH and 512 (i.e. 32%) responses were correct by the students of FOE. Similarly, out of 800, the students of FOH secured 312(i.e. 39%) and the students of FOE secured 272 (i.e.34%) marks, in 'filling in the gaps' test item. In the same way, out of 800, the students of FOH secured 350 (i.e.43.75%) marks and the students of FOE secured 324(i.e. 40.5%) marks in 'sentence writing' test item. At last, out of 800, the students of FOH secured 296 (i.e.37%) marks and the students of FOE secured 272 (i.e. 34%) marks in 'paragraph writing' test item.

In total, of 4000, the students of FOH secured 1560(i.e.39%) marks and the students of FOE secured 1380 (i.e.34.5%) marks. The overall proficiency of the students of FOH was better than that of the students of FOE. However, the proficiency level in the use of the idioms and phrasal verbs was found in the satisfactory level.

### 3.4 Item wise Analysis of the Idioms and Phrasal Verbs Proficiency in Total.

#### Item wise Analysis of Idioms and Phrasal Verbs Proficiency in Total

Table No. 3.12

S.N.	Test Items	Total sample size	F.M. in total	Marks secured in total	%
1.	Matching	80	3200	1114	34.81
2.	Filling in the gaps	80	1600	584	36.5
3.	Sentence writing	80	1600	674	42.12
4.	Paragraph writing	80	1600	568	35.5
Total		320	8000	2940	36.75

Table 3.12 shows the proficiency of idioms and phrasal verbs in each test item separately. The total sample size in each test item is 60. The full marks in total were 3200 in ‘matching’, 1600 in ‘filling in the gaps, 1600 in ‘sentence writing’ and 1600 in ‘paragraph writing’.

Out of 3200, 1114 (i.e. 34.81%) marks were obtained in ‘matching’ Similarly, out of 1600, 584(i.e. 36.5%) responses were correct in ‘filling in the gaps’. In the same way, out of 1600, 674 (i.e.42.12%) marks were obtained in ‘sentence writing’. At last, out of 1600, 568 (i.e. 35.5%) responses were correct in ‘paragraph writing. The number of students with correct responses was highest in ‘sentence writing’ test item. Out of 1600, 674(i.e. 42.12%) responses were correct. Similarly, the number of students with correct responses was lowest in matching. Out of 3200, 1114 (i.e. 32.81%) responses were correct.

## **Conclusion**

In overall study, the students' proficiency on idioms and phrasal verbs is found satisfactory, because the average percentage is found 36.75. The proficiency of the students of FOH was found better (i.e. 39%) than that of the students of FOE (i.e.34.5%). The students of FOH secured 37.62% in 'matching', whereas the students of FOE secured 32% in the same test item. Similarly, the students of FOH secured 39% in 'filling in the gaps' whereas the students of FOE secured 34%. In the same way, the students of FOH secured 43.75% in 'sentence writing' whereas in the same test item', the students of FOE secured 40.5%. At last, in 'paragraph writing', the students of FOH secured 37% whereas the students of FOE secured 34%.

The research indicates that the overall proficiency of the students of Bachelor's level (i.e. FOH and FOE) in the use of idioms and phrasal verbs is found satisfactory. The students performed better in 'sentence' writing and 'filling in the gaps'. Comparatively, they were weaker in 'matching' and 'paragraph writing' test items.



## CHAPTER- FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 FINDINGS

The present study was conducted to find out the proficiency level of Bachelor's level students in using idioms and phrasal verbs. In order to fulfill the objectives, a field study was carried out by the researcher. On the basis of the analysis and interpretation of the data, the following findings have been deduced:

- i. The proficiency of the B.A. and B.Ed. first year students in using idioms and phrasal verbs was found satisfactory because the average percentage was 36.75.
- ii. The proficiency of the students of B.A. first year was found better (i.e. 39%) than that of the students of B. Ed first year (i.e. 34.5%). Although the proficiency of B.A. first year students was found better, less than 5% is not a statistically significant difference.
- iii. The proficiency of B.A. and B.Ed. first year students in using phrasal verbs was found better (i.e. 37.4%) than the proficiency in using idioms (i.e. 36.1%).
- iv. The proficiency of the B.A. and B.Ed. first year students was found in the highest level in sentence writing test item (i.e.42.14%) and in the lowest level in matching test item (i.e. 34.18%).
- v. The proficiency of the students majoring in English was found better than the proficiency of the students not majoring in English.

## 4.2 RECOMMENDATIONS

On the basis of the findings the researcher has made the following recommendations for pedagogical implications:

- i. The proficiency of the Bachelor's level students in using idioms and phrasal verbs is in the satisfactory level only. So the teachers and learners should pay special attention in teaching and learning idioms and phrasal verbs because these are problematic vocabulary items for the learners of the English language.
- ii. The proficiency of B.A. first year students was found better than the proficiency of B.Ed first year students in using idioms and phrasal verbs. So, the students of B.Ed first year should have more exposure on the types of literary texts containing idioms and phrasal verbs.
- iii. The proficiency of B.A. and B.Ed. first year students was found better in phrasal verbs than in idioms. So, equal emphasis should be given in both types of productive lexical category of the English language.
- iv. The students' performance was found better in productive types of test items. So, the students should be encouraged to use idioms and phrasal verbs in creative writing

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