



## *The Inductive And The Deductive Approaches In Teaching Grammar: Teaching Phrasal Verbs To Kurdish Efl Learners*

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### Abstract

English, as an international language, is being taught to nearly one billion foreign learners worldwide. Therefore, it is crucial to investigate how these learners learn their target language and which teaching approaches construct better responses regarding grammar. This study attempts to discover how EFL learners respond to the two methods of teaching grammar, more specifically phrasal verbs: the inductive and the deductive approach. To carry out this investigation, EFL Kurdish learners in their second year from the University of Duhok, College of Languages, Department of English Language, were taught inductively and deductively for two weeks (12 hours). Afterward, based on the lectures taught, students were assessed through an examination provided by researchers and then confirmed by qualified lecturers from the department. This study aims to determine which approach led to better interaction and results by foreign learners from the selected approaches. The results revealed that both the inductive and the deductive approaches have their strength, the former facilitates the overall understanding of the grammatical patterns, while the latter supports long-term digestion of the rules that are exceptions. In conclusion, a hybrid approach of both is suggested to be used for teaching grammar to EFL learners effectively.

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**المنهج الاستقرائي والاستنتاجي في تدريس القواعد: تدريس الطلاب الكورد للأفعال المركبة كمتعلمي اللغة الإنجليزية**

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تُدرّس اللغة الإنجليزية، على أنها لغة عالمية، لما يقارب مليار متعلم أجنبي في جميع أنحاء العالم، مما يؤكد أهمية التحقيق في كيفية تعلم هؤلاء المتعلمين للغتهم المستهدفة وأي مناهج التدريس تتلقى استجابات أفضل فيما يتعلق بالقواعد. تحاول هذه الدراسة اكتشاف كيفية استجابة متعلمي اللغة الإنجليزية كلغة أجنبية لطريقتين لتدريس القواعد، وتحديدًا الأفعال المركبة: الطريقة الاستقرائية والطريقة الاستنتاجية. لإجراء هذا التحقيق، تم تدريس متعلمي اللغة الإنجليزية كلغة أجنبية لطلبة السنة الثانية في جامعة دهوك، كلية اللغات، قسم اللغة الإنجليزية، بطريقة استقرائية واستنتاجية لمدة أسبوعين. بعد ذلك، بناءً على المحاضرات التي تم تدريسها، تم تقييم الطلاب من خلال امتحان. تهدف هذه الدراسة إلى تحديد النهج الذي أدى إلى تفاعل ونتائج أفضل من قبل المتعلمين الأجانب من المناهج المختارة. كشفت النتائج أن كلاً من النهج الاستقرائي والنهج الاستنتاجي لهما قوتهما، إذ يسهل الأول الفهم الشامل للأنماط النحوية، بينما يدعم الأخير التلقي الطويل الأمد للقواعد الاستنتاجية. وفي الختام، نقترح استخدام نهج هجين لتدريس القواعد النحوية لمتعلمي اللغة الإنجليزية كلغة أجنبية بشكل فعال.

**الكلمات المفتاحية:** النحو، مناهج التدريس، متعلمو اللغة الانجليزية بوصفها لغة أجنبية، الاستقرائية، الاستنتاجية.

## 1. INTRODUCTION

Grammar, as the study of the possible structures and forms in a language, describes the patterns of any sentence construction in a language. Also, Harmer (1987) stated that it tells what happens to words in, such as plural, negation, question, word order, sentence connection, and so on. Furthermore, grammatical or syntactic structures, such as multi- word verbs, can cause ambiguity for non-native learners. Alike, Khudhair (2009) Found that Iraqi university learners of English face difficulties in recognizing phrasal and prepositional verbs. This means that grammar is a crucial part of learning a new language since it covers a great part of a language and could be quite challenging.

There has long been debate among English language teachers and scholars concerning the propriety of two techniques of teaching grammar to EFL learners. Thornbury (1999) focused on three main approaches in teaching grammar: grammar based on rules, examples, and through text. The first approach which states that teaching grammar by rules is known as the deductive approach. It is also known as a rule-driven approach in which the rules of any grammatical topic are presented, then examples are provided that include the rules. Regarding the second approach, learning through examples, learning takes place by providing examples first, then rules are driven from them, known as the inductive approach. The last approach is learning through the text where the meaning of all the words is determined in a certain context, so learners, especially beginners, might face some difficulties learning grammar through context. Therefore, this research will only focus on the first two approaches: the deductive and the inductive ones, which are regarded as the two main approaches in terms of teaching grammar by the majority of scholars. Thus, the last approach is excluded.

The majority of educators believe that the deductive approach, the presentation of the grammatical structures and patterns, is more rational and leads to a better grasp of grammatical knowledge (Fischer, 1979). On the other hand, there is an agreement that the inductive approach enables

learners to retain grammatical principles for a longer time since they discover the rules by themselves (Widodo, 2006).

### **1.1 Research aims**

The purpose of this study is to determine which approach, deductive or inductive, is more appropriate and effective in teaching grammar to adults EFL learners.

### **1.2 Research Questions**

The research addresses the following questions:

1. Which approach, the inductive or the deductive, leads to better long-term retention of phrasal verbs among Kurdish EFL learners?
2. Which approach influences the explicit knowledge of phrasal verbs among Kurdish EFL learners?

### **1.3 Research hypotheses**

It is hypothesized that:

1. For adult EFL learners, the inductive approach leads to a better understanding of grammatical structures than the deductive approach.
2. Rules taught inductively are digested by students for longer periods than those taught deductively.

## **2. THE DEDUCTIVE AND THE INDUCTIVE APPROACHES**

First and foremost, what determines the use of certain approaches and the deviation from others in teaching is the nature of the subject being taught. As for teaching grammar to EFLs, Gollin, (1998); Felder and Henriques, (1995); and Larsen-Freeman, (2000) defined the deductive approach, a traditional approach, as applying a general rule to particular examples, while the inductive approach means referring to examples and then driving a general rule from them. This means that the deductive approach, according to McLaughlin (1987), is a top-down approach that goes from general to more specific details. In other words, the structures and principles are first introduced at the beginning of a class and then applied to specific samples. The most favorable method for deductive teaching is the Grammar Translation Method where clarification of grammatical rules is first given, and then activities are given such as translation from the target language to the mother tongue or vice versa (Silvia, 2004).

In contrast, to the deductive approach, the inductive approach is a bottom-up approach that begins with the data and then enlarges to find out structures and patterns to describe it. Thornbury (1999)

labels the deductive approach as “rule-driven” and the inductive approach as “rule-discovery.” This is correlated with the Direct Method and Natural Approach in English teaching (Silvia, 2004). In both methods, grammar is presented in a way that learners experience it.

The deductive and the inductive approaches have their advantages and disadvantages, as for the former approach, Felder and Henriques (1995) pointed out that the deductive approach is a well-designed and competent way to arrange and show material that is comprehensible to the learner. They also added that the latter approach is effective in introducing new material and its connection with the already observed knowledge. However, interestingly, Brown (2007) clarified that the deductive approach is more suitable for adult learners since their brains are more capable of thinking about abstract things. He also added that the inductive approach, on the other hand, is more suitable for young learners since they love discovering things on their own as the grammatical patterns could be complicated for them to comprehend (as cited in Benitez-Correa, Gonzalez-Torres, & Vargas-Saritama, 2019).

Another point of difference is that the deductive approach goes straightforwardly which is time-saving, in contrast, the inductive one could be time-consuming (Widodo, 2006, as cited in Silvia 2004).

## **2.1 Difference between the deductive and the inductive approaches**

The inductive and the deductive approaches differ in the following points: the role of the teacher, the role of students, and the lesson plan.

To start with the first difference regarding the role of the students, in a deductive approach, is passive which is more traditional. Unlike that, the students' roles in the inductive approach are more active and investigational (Thornbury, 1999). In such classes, where students are actively involved, is more reasonable since learners use more effort to gain knowledge. To sum up, learners who participate in the class actively, by participating and driving the patterns by themselves are considered "good learners" (Hinkel & Fatos 2002). However, Smart et al., (2012) demonstrated that the inductive approach leads to active participation of learners. Nevertheless, with the deductive approach, a teacher can still activate the class by choosing an appropriate activity. For example, a teacher can state the patterns, then ask the students to work in pairs and try to drive sentences from them.

The second significant difference is the role of the teacher. Obviously, with the deductive approach, where the students are passive learners, the teacher takes an active role and dominates overall. In contrast, with the inductive approach, a teacher is more like an instructor who observes students working out the grammatical patterns. Ultimately, this means that the deductive approach is teacher-centered and the inductive one is student-centered.

Another important difference is since the deductive approach is a top-down approach the lesson starts first by presenting and explaining the grammar rules so the grammatical structures are introduced, then, examples are provided, and finally, learners begin making their examples. Conversely, the inductive approach is a bottom-up approach where teaching starts with a text, then students work on it to investigate the rules by themselves, and finally, they produce examples using the rules they found out (Hinkel & Fatos 2002) Based on that, the whole lesson plan changes by using different teaching methods, see appendix 1 and 2.

### **3. RELEVANT WORK**

A similar study was conducted in Ecuador by Beniteza-Correa et al., (2019) the two methods of teaching grammar were applied in teaching grammar to a public high school for 10 weeks. A pre-test and a post-test were taken for students to assess their grammar knowledge. The results showed a significant difference in favor of the inductive approach. They concluded that the inductive approach is more effective in EFL classrooms in terms of instruction and rapport.

In Jordan, Al Alzu'bi (2015) conducted a study regarding grammar teaching approaches, by finding out the effect of the inductive method on grammar achievement compared to the deductive method at the university level and elementary stage. Two programs were designed for each level based on their syllabus, a pre-test and a post-test were performed. The posttest of both levels indicated a significant statistical difference in terms of grammar performance due to the inductive method.

The issue of syntactic ambiguity has been broadly explored in language acquisition research. In Iraq, Khudhair (2009) thesis about "Rendering Ambiguous Structures by Iraqi University Learners of English (IULE): A Syntactic-Semantic Study," provided valuable insights into the challenges that Iraqi learners face sentences containing multi-word verbs which frequently contribute to syntactic ambiguity. Learners often failed to recognize or use multi-word verbs correctly, leading to misinterpretations of sentence structures. The writer concluded that more emphasis should be placed on teaching multi-word verbs explicitly, as their misuse can lead to persistent misunderstandings of sentence structure. The study calls for pedagogical interventions that focus on distinguishing between simple and multi-word verbs, along with practical exercises that expose learners to these verb forms in varied syntactic contexts. By addressing this specific issue, educators can help learners develop a more nuanced understanding of English verb patterns and reduce ambiguity in both comprehension and production.

Shaffer (1989) compared the inductive and the deductive approaches in a study called "A comparison of the inductive and deductive approaches to teaching foreign learners." He was interested in finding out

the distinctions of foreign learners of high school in having better intelligibility in grammar when being taught inductively and deductively. He found that students did well with the inductive method as well as with the deductive one. Nevertheless, regarding difficult grammatical structures, learners got more benefit from the inductive approach. He continued that students learn and digest better when they discover rules by themselves and this positively influences their retention of the subject. As for students' participation, Shaffer (1989) stated that the deductive approach led to passive participation of students but active participation of students resulted from the inductive approach and also led to better performances and understanding.

The current study differs from Shaffers'(1989) study in methodology; he examined high school students in Spain and France, whilst this study examines university students from the Kurdistan region in Iraq. Additionally, he aimed to discover which approach, the deductive or the inductive approach, is best for teaching grammar in general, but the purpose of this study is more specific in teaching phrasal verbs using both methods.

#### **4. METHODOLOGY**

This section presents the methodology utilized to investigate the effect of the inductive and the deductive approaches in teaching phrasal verbs to EFL learners.

##### **4.1 Research design**

To achieve the aims of this research, a quantitative method was used to find out which teaching approach, the deductive or the inductive approach leads to better learning outcomes regarding teaching English grammar. The quantitative method, as defined by Zoltan (2007), is the process of data collection that results in numbers. Afterwards, a descriptive method was employed as a means to explain the findings or the results from data collection (Chapman et al., 2001). Lastly, an experimental design was used to assess the outcome.

##### **4.2 Participants**

In the current study, the selected participants are second-year students from the Department of English Language, College of Languages, University of Duhok (UoD). Generally, all the participants were from both genders. In total, there were 50 students divided into two groups of 25.

### **4.3 Data collection**

The material on phrasal verbs is drawn from reliable sources, such as Quirk (1973) and Biber et al. (2002) which are currently used by the instructors at the department. The chosen phrasal verbs are those commonly used in everyday speech, such as grow up, figure out, take after, give up, clean up, get on, calm down, hang out, call off, blow up, and hold on, etc. Phrasal verbs are chosen because they consist of a verb plus a particle and usually have an idiomatic meaning (Biber et al., 2002) which proved to be quite challenging and confusing for EFL learners.

To carry out this study successfully, for reliability reasons, scientific lesson plans were employed based on Thornbury's strategies outlined in "Lesson Plan Strategies for Teaching Grammar Inductively and Deductively." Subsequently, the designed lesson plans were submitted to the scientific committee of the Department of English Language for assessment and approval. After their approval, the two distinct lesson plans were delivered to separate experimental groups, denoted as A and B for 2 weeks, 12 hours, which are usually sufficient to cover such a topic thoroughly. The details of both methods aligned with the proper lesson plan are available in Appendix 1 and 2. Ultimately, a test was performed, approved by the scientific committee, to measure students' understanding and absorption of the material. The test was designed and prepared by the researches. It is a productive and recognitive one that highlights EFL learners ability to recognize and use proper phrasal verbs in different contexts.

### **4.4 Data analysis procedure**

For this paper, a grammatical topic was chosen to be taught and later examined using both the inductive and the deductive methods, since all the grammatical topics can be taught either way (Thornbury, 1999). Therefore, the topic, phrasal verbs, was selected for the experiment for several reasons: due to its suitability in exploring these teaching methods for having various patterns, they could be quite ambiguous and complex for EFL learners since they are multi-word verbs and have idiomatic meaning (Khudhair, 2009) this complexity provides a rich ground for examining how different teaching approaches address understanding and mastering nuanced language features. Additionally, they can be taught in a period of two weeks or 12 hours according to the suggested period of the selected department.

Initially, the participants were grouped into A and B according to their distribution in the department, and later each group was taught and examined separately. Each group received two-week-long instructions consisting of twelve lectures each group. Starting from group A, who were taught inductively, the topic was first introduced in short, and then a story, including several multi-word verbs, was handed out to students. Subsequently, they, working in groups, were asked to find out the phrasal

verbs and the prepositional verbs, and then state their meaning. Some of these multi-word verbs were from daily speech while other were less familiar. Then, they discussed their findings and presumed the idiomatic meaning of the phrasal verbs. Finally, the grammatical structures, and the patterns, were extracted from the text. This was repeated for all three types of multi-word verbs: phrasal verbs, prepositional verbs, and phrasal-prepositional verbs.

As for group B, who were taught deductively, the rules and the patterns of the phrasal verbs were first presented and explained, such as “a verb plus a particle” and then examples were given, such as “find out, carry on, hang out”. Three different sentences were written on board, each was subdivided into a & b. In sentences 1a, 2a, and 3a a sentence was written with a single verb in it. While, in 1b, 2b, and 3b the same verb was used but with a particle to form a phrasal verb. Then, their structure, and the patterns, were written on the board and enough examples were provided with their idiomatic meaning. This was repeated with the three types of multi-word verbs, stated before. However, both groups were examined after being lectured about the same topic and content based on their level investigating which method resulted in better performances and longer retention.

The point-based score scheme was used for assessment. The results of the exam were categorized as failed and passed. A “fail” encompasses marks below 50, “pass” includes marks ranging from 50 to 100. This is to show students’ level of understanding of the topic. The Softwares used to conduct this study were Microsoft Office Word and Excel, they were used to put the results into a table and then into a chart. Finally, the results were analyzed statistically in form of table and charts using MS Word and Excell, and then discussed.

## **5. RESULTS AND ANALYSIS**

This section demonstrates the results and analyses of the current study.

### **5.1 Results and Discussion**

The following tables and figures represent the results of the current study.



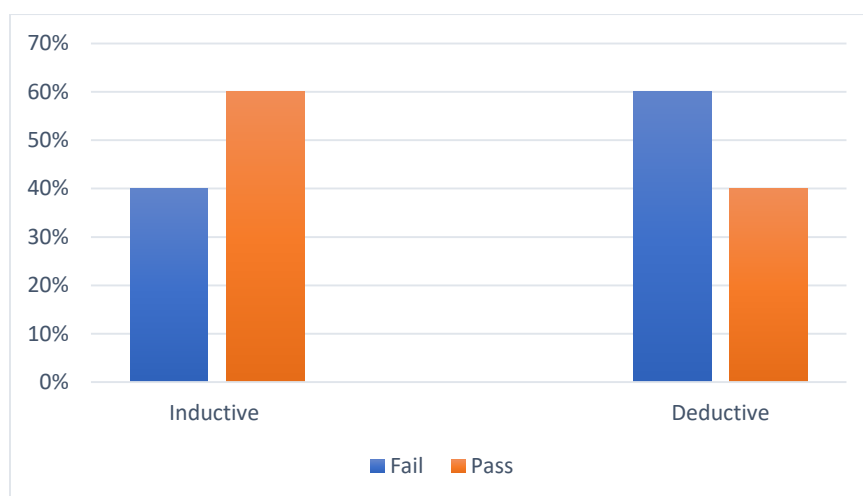
**Table 1**

*The overall result of the test for learners' who were taught using the inductive and the deductive methods.*

|           | <b>Fail</b>         | <b>Pass</b>        |
|-----------|---------------------|--------------------|
| Inductive | 40%<br>11 students  | 60%<br>16 students |
| Deductive | 60 %<br>16 students | 40%<br>11 students |

**Figure 1**

*The overall result of the test for learners' who were taught using the inductive and the deductive methods.*



The overall results of this study are demonstrated in both Table and Figure 1, which elaborate on the percentage results of the inductive and deductive approach in teaching phrasal verbs to second-year students from the Department of English Language, UoD. It can be seen from the table, the number of students who failed in the examination is 11 out of 27, which is approximately 40%. The number of students who passed the test is 16 among 27 students, which is nearly 60% total. That is to mention that the percentage of students who passed the test is higher compared with those who failed. This entails that the inductive approach has effective results on EFL learners' performance.

Students taught deductively, shown in Table and Figure 1, have contrastive results with those taught inductively. The above table demonstrates that 16 students among 27 have failed, that is about 60%. On the other hand, 11 students passed, and that is about approximately 40%. This clarifies that students who have ineffective performance are more than those who pass. However, stating the details

about each question from the test provides interesting information about the test. This indicates that the deductive approach is less effective on EFL learners' performance.

**Table 2**

*Question 1 performance, testing students' capacity to recognize multi-word verbs and their meaning within a context.*

|                               | <b>Inductive</b> | <b>Deductive</b> |
|-------------------------------|------------------|------------------|
| Number of students who passed | 37%              | 15%              |
| Number of students who failed | 63%              | 85%              |

Beginning with question 1 from the test given to the students which assessed their general contextual knowledge about multi-word verbs, as shown in the table above. It also presents students' ability to recognize multi-word verbs and understand their meaning within a context, see Appendix 3. Based on the two teaching methods, students' performance differs significantly. In the inductive approach, where learning takes place through text and self-discovery, 37% of students passed and about 63% failed. However, in the deductive approach, where learning occurs through explicit rules and direct instructions, 15 % passed and 85% failed. The high percentage of failure in both approaches is due to their lack of recognition skills in discovering meaning of unknown words within a given context. However, the students taught inductively, had still slightly better effect regarding this question.

To conclude, these results indicate that this particular question was challenging for both groups, yet the inductive method had somehow better outcomes. They were able to identify the phrasal verbs but guessing their meaning was still of concern due to their idiomatic meaning.

**Table 3**

*Question 2 performance, testing students' capacity in understanding multi-word verbs out of context.*

|                               | <b>Inductive</b> | <b>Deductive</b> |
|-------------------------------|------------------|------------------|
| Number of students who passed | 26%              | 26%              |
| Number of students who failed | 74%              | 74%              |

Table 3 shows the results in terms of question 2 which required the meaning of phrasal verbs out of context. This is to test students' ability to recognize the meaning of phrasal verbs at a basic level. However, students' performance from both groups, in Table 3, is similar. In the inductive and deductive approaches, the percentage of students who passed this question is nearly 26%, and those who failed are approximately 74%. These outcomes do not show significant differences between the two approaches used. However, the percentage of students who failed is higher than those who passed. This indicates that guessing the meaning of multi-word verbs, out of context, is a complicated task for the participants.

**Table 4**

*Question 3 performance testing students' ability to choose the correct particle forming a multi-word verb.*

|                               | <b>Inductive</b> | <b>Deductive</b> |
|-------------------------------|------------------|------------------|
| Number of students who passed | 96%              | 0.7%             |
| Number of students who failed | 0.4%             | 93%              |

The third question from the test was a multichoice one that stated a sentence that needed to be completed by choosing a particle from two. The results of this specific question from both approaches are significant. As seen from Table 4, a high percentage of students (96%) passed the test when taught inductively, while only a few students (0.4%) failed under this approach. Additionally, the deductive approach showed almost opposite results with 0.7% of students passing and 93% failing. This means that, based on the methods employed, the inductive approach, as opposed to the deductive one, seems highly effective for such questions where students could effortlessly identify the correct particle for the phrasal verbs.

**Table 5**

*Question 4 performance designed to assess students' proficiency in using phrasal verbs with pronouns.*

|                               | <b>Inductive</b> | <b>Deductive</b> |
|-------------------------------|------------------|------------------|
| Number of students who passed | 70%              | 78%              |

|                               |     |     |
|-------------------------------|-----|-----|
| Number of students who failed | 30% | 22% |
|-------------------------------|-----|-----|

This specific question requires students to use phrasal verbs with pronouns in which the verb and particle split and the pronoun is inserted. This evaluates the retention of rules they had covered during previous lectures; it needs students to recall and remember the rule which states the placement of pronouns within the multi-word verbs. The table illustrates that for the inductive approach, the percentage of students who passed is higher (70%) than those who failed (30%). Similarly, the rate of students who passed under the deductive approach is higher (78%) than those who failed (22%). These results show that both approaches were significantly important in terms of their usefulness towards students' retention of the rules. Additionally, the students still performed slightly better with the deductive approach.

**Table 6**

*Question 5 performance, testing students' ability using phrasal verbs in daily speech as alternatives to formal verbs.*

|                               | <b>Inductive</b> | <b>Deductive</b> |
|-------------------------------|------------------|------------------|
| Number of students who passed | 33%              | 41%              |
| Number of students who failed | 67%              | 59%              |

As shown in the table above, a higher percentage of students passed using the deductive method (41%) compared to the inductive method (33%). Moreover, a huge number of students failed both methods with a slight difference, with the deductive method 59% failed, and with the inductive method 67% failed. This means that students taught deductively performed better in understanding and using phrasal verbs in daily speech as alternatives to formal verbs.

**Table 7**

*Question 6 performance testing students' ability to use phrasal and prepositional verbs in writing.*

|                               | <b>Inductive</b> | <b>Deductive</b> |
|-------------------------------|------------------|------------------|
| Number of students who passed | 44%              | 26%              |
| Number of students who failed | 56%              | 74%              |

The outcome, from this question, demonstrates that in the inductive approach students who passed are 44% and those who failed are 56%. As for the deductive approach, the students who passed are 26% and the students who failed are 74%. Regardless of the failure of students in both methods, they still did better under the former approach since they have explored the patterns themselves enhancing their ability using these different patterns in their writing.

This shows their ability to use phrasal verbs in their language (spoken or written).

All in all, it can be indicated from the results that in the inductive approach, as opposed to the deductive one, the students performed better, since the rate of the passed students was higher than the failed ones. This indicates that the students who were taught inductively, discovered rules by themselves, had a better understanding of the material, and led to longer retention of the material. This corresponds to Shaffer's (1989) findings that students learn better when they discover rules by themselves. Shaffer's students were high school students while the participants in the current study are university students yet the results are similar. In both studies the material taught was a grammatical topic, the high school students were taught verbs in general while, the university students were taught phrasal verbs only. However, these results also correspond to those found by Al Alzu'bi (2015) from Jordan, who discovered significant statistical differences in pre and post-test performance using the inductive approach to teach grammar to elementary students EFL learners.

Diving into the details, the inductive approach is more useful in helping the students recognize the meaning of phrasal verbs in context, understand the construction of phrasal verbs, and use phrasal verbs in their writing. In agreement with this, Beniteza-Correa et al., (2019) concluded that the inductive approach is more effective in EFL classrooms in terms of writing rapport. This means the application of the rules conducted throughout the classes given inductively can be applied successfully by students. However, students performed better with the deductive approach by recalling the exceptions of rules, using them in different situations, and also finding alternatives for formal verbs in daily speech. This means that the deductive approach is also useful in teaching grammar. It is suggested that a hybrid approach, a combination of both approaches, can be used to maximize the benefits and success of teaching grammar.

## 6. CONCLUSIONS

The following conclusions were deducted from this study:

1. The inductive approach generally leads to better performances and understanding of the grammatical structures compared to the deductive one. This verifies the first hypothesis and serves as an answer to the first question since students learn better when discovering the rules by themselves.
2. EFL learners comprehend the material, especially the rules, for longer periods while being taught deductively, which leads to long-term comprehension and retention of grammatical rules. This rejects the second hypothesis.
3. In teaching grammar, both the inductive and the deductive approaches have their strengths. The inductive approach facilitates immediate and overall understanding of grammatical patterns, while the deductive approach supports long-term understanding of the exceptions of rules. Therefore, a hybrid approach, according to the specific aims of the teacher or the needs of students, could be effective for teaching grammar to EFL learners.

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## APPENDIX 1

Lesson plan for group A from 2<sup>nd</sup> year students, Department of English language, College of Languages, University of Duhok. **The inductive approach** is used to teach phrasal verbs to this group.

Time: 40 minutes

| Teacher   | Time  | Students                        | Aim  |
|---|-------|---------------------------------|--|
| Brainstorming about the topic: phrasal verbs                    | 5 min | Students brainstorm their ideas | To warm up students for the class                |
| Phrasal verbs are defined by the teacher and examples are given | 3 min | Students take notes             | Student provides students with reliable material |

|   |          |  |   |
|---|----------|--|---|
| 25 sentences are given to students to find out the phrasal verbs in them, then guess their idiomatic meanings | 8-10 min | Students work in pairs to find the verbs and then share their answers with the class | When students are involved in the class and are active they learn better. It is a learner-centred class |
| The teacher made students figure out the rules used for phrasal verbs and then summed up the class            | 8 min    | Students attempt to find out the rules used in the given sentences.                  | Students get a clear picture of the phrasal verbs and their rules.                                      |
| The teacher examined the students   | 15 min   | Students answer the questions  | To evaluate students' understanding of the subject matter   |

## APPENDIX 2

Lesson plan for **group B** from 2<sup>nd</sup> year students, Department of English language, College of Languages, University of Duhok. **The deductive approach** is used to teach phrasal verbs to this group.

Time: 40 minutes

| Teacher  | Time     | Students  | Aim   |
|--|----------|---|---|
| Brainstorming students' ideas about the topic: phrasal verbs                               | 5 min    | Students brainstorm their ideas   | To warm up students for the class   |
| Phrasal verbs are defined by the teacher and rules are presented                           | 3 min    | Students take notes   | Student provides students with reliable material                                |
| The teacher asks students to form sentences including phrasal verbs using the rules given. | 8-10 min | Students work in pairs and try to form sentences using the given rules. | When students make sentences by themselves then they are involved in the class. |



|  |        |  |   |
|--|--------|--|---|
| The teacher provides extra examples and then sums up the class | 8 min  | Students attempt to make more sentences and take notes | Students are provided with enough material                |
| The teacher examined the students                              | 15 min | Students answer the questions                          | To evaluate students' understanding of the subject matter |

### APPENDIX 3,

Method of teaching: **Inductive/ Deductive**

Skill focus: Grammar, Multi-word verbs

\*Kindly answer the questions below using the information you learnt from the class.

**Q1. Underline all the multi-word verbs used in the following paragraph, then underneath state their meaning.**

Last Sunday, I set out for a stroll and discovered a hidden bookstore. Browsing through the shelves, I came across a novel that instantly took me back to my favorite childhood stories.

As I left the store, I ran into an old classmate. We caught up on life, sharing our recent experiences. Heading back, I couldn't help but look forward to more serendipitous moments. We came up with an idea which is to meet more often and make up more memories.

**Q2. Replace the following words with a single verb.**

Ask for\_\_ request \_\_

1. Carry on- \_\_\_\_\_
2. Carry out \_\_\_\_\_
3. Depend on \_\_\_\_\_
4. Talk about \_\_\_\_\_
5. Put up with \_\_\_\_\_
6. Give away \_\_\_\_\_

7. Get along with \_\_\_\_\_
8. Stand up for \_\_\_\_\_
9. Get over \_\_\_\_\_
10. Came across \_\_\_\_\_

**Q3. Choose the correct particle or preposition for the following sentences.**

1. We passed \_\_\_\_\_ your house the other day.  
a) across            b) by
2. Hang \_\_\_\_\_ the phone, I need you.  
a) on                b.) up
3. Hey, would you like to come \_\_\_\_\_ next Thursday?
4. a) through        b) over
5. You should put \_\_\_\_\_ that red dress that I like so much.
6. a) in                b) on
7. You've made quite a mess. You should clean it \_\_\_\_\_.
8. a) through        b) up

**Q4. Complete the sentences. Use these phrasal verbs + *it/ them / me***

wake up    throw away,                    take off,    switch on,    give back,    , Get out

1. I want to keep this box. Don't \_\_\_\_\_
2. I'm going to bed now. Can you \_\_\_\_\_ at 6:00?
3. I've got something in my eye and I can't \_\_\_\_\_.
4. I don't like when people borrow things and don't \_\_\_\_\_.
5. I want to use the hair dryer. How do I \_\_\_\_\_?
6. My shoes are dirty. I'd better \_\_\_\_\_ before going into the house.

**Q5. Complete the second sentence so that it means the same as the first.**

1. Let's go to a restaurant tonight.
2. Please complete the application form.
3. You must come to see us sometimes.
4. Joe napped though the lecture.
5. How did the thieves enter the house?

1. Let's \_\_\_\_\_ tonight
2. Please \_\_\_\_\_ the form.
3. You must \_\_\_\_\_ sometimes.
4. Joe \_\_\_\_\_ during the lecture.
5. How did the thieves \_\_\_\_\_.

**Q6. Write a short paragraph (5-7 sentences) describing your weekend activity/ routine use at least 3 phrasal verbs and 3 prepositional verbs.**