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Investigating EFL Teachers' Perspectives on the

Use of Mnemonics in Teaching Phrasal Verbs

The Case of EFL Teachers at Mohammed Seddik Ben Yahia

Dissertation submitted in partial fulfillment of the requirements for the degree of Master

in Didactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled "Investigating EFL teachers' perspectives on the use of mnemonics in teaching phrasal verbs," is our own work and all the sources we have used have been acknowledged by means of references. We also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

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Dedications

"In the name of Allah, the most gracious, most merciful, praise is due to Allah alone."

I dedicate this humble work to:

My parents and my grandparents for their care and prayers

*My beloved siblings: **Zineb, Maria, Nour El Houda, and Salah Eddine***

*My dearly loved Aunt **Samira** and her husband **Fethi** for their support and guidance*

All my close friends for the wonderful moments

*My partner, my dearest friend **Nesrine***

ASMA

I gratefully dedicate this work to:

My grandfather may Allah bless his soul and my dear grandmother for her prayers and love.

*My precious and beloved parents **Nour El Houda & Djamal** for their unconditional love and care, who are always by my side.*

*My lovely sisters **Sarah** and **Imen** for their endless encouragement throughout my journey.*

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NESRINE

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Abstract

Although phrasal verbs are regarded as a significant aspect of English grammar and vocabulary, yet teachers face difficulties in teaching them, and students have a hard time understanding them. This research then investigates the attitudes of EFL teachers at Mohammed Seddik Ben Yahia University toward the use of mnemonics in teaching phrasal verbs. This study is hence based on the hypothesis that if EFL teachers use mnemonics to teach phrasal, students will learn them more quickly and efficiently. In order to achieve the aims of the study, two main data collection tools were used: a questionnaire submitted to (30) English teachers at the department of English at Mohammed Seddik Ben Yahia University and a semi-structured interview conducted with (09) of them. The obtained results revealed that integrating mnemonic techniques would make teaching phrasal verbs easier and more effective, motivating and engaging students in the learning process. Not only do the teachers hold positive attitudes toward the use of mnemonics to teach phrasal verbs, but they also pointed out the importance of using them to teach other aspects of the language due to the overall positive effect they have on both teaching and learning. On this basis, some teachers suggested to teach phrasal verbs depending on the context they appear in so that the students will simply get their meaning and learn them easily, as well as being sufficiently knowledgeable about mnemonic techniques to ensure their successful use while instructing phrasal verbs.

Keywords: mnemonics, techniques, EFL teachers, phrasal verbs**.**

List of Abbreviations

EFL: **E**nglish as a **F**oreign **L**anguage

ACT-R: **A**daptive **C**ontrol of **T**hought-**R**ational

PVs: **P**hrasal **V**erbs

CLT: **C**ognitive **L**oad **T**heory

DCT: **D**ual **C**oding **T**heory

Q: **Q**uestion

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General introduction

1. Background of the Study

To understand and communicate using the target language effectively, EFL learners must understand small chunks of the language system. If a student enriches his/her vocabulary repertoire, they will more often than not reap the benefits of their efforts in the long run. Students with a large vocabulary are likely to express their ideas more accurately and precisely, an advantage that enables them to better understand the world around them.

Students new to the study of, say, a foreign language may feel bored of having to continuously build their vocabulary. Learning different vocabulary items such as nouns, adjectives, adverbs, and phrasal verbs, to name a few, can be very daunting. Phrasal verbs in particular "represent a complex area of English vocabulary" (Bolinger, as cited in White, B. J, 2012), as teachers find them very tricky to teach and students find them difficult to understand and use. The use of a phrasal verb changes depending on the sentence structure, the intended meaning, the speaker, and the listener. Teachers have, therefore, always looked for the most effective ways to teach them. To introduce properly phrasal verbs to their students, teachers and instructors have used numerous strategies, techniques, and devices, of which some rely on memorization as memory plays a crucial role in all kinds of learning. Mnemonic devices, for instance, are funny and entertaining, and to put it in the words of George, A.J. (1997) they "can be very effective and can make the students motivated and the classroom more interesting" (as cited in Amir Yousefi & Ketabi, 2011). Mnemonics are motivating because they help students memorize different vocabulary items quickly since they provide a framework for teachers to organize and encode these items in a way that makes the processes of their retention and retrieval much easier.

Indeed, using mnemonics to recall newly learned words is considered a vocabulary learning strategy that may help learners recall what they have learned in a short period without struggle, and facilitate the teachers' work. A significant number of studies have sought to assess the efficiency of those techniques aimed at fostering the retention of the items under study. As a matter of fact, mnemonics have been found to enhance remembering through the connection of new knowledge with familiar words and images (Levin, 1983, Mastropieri et al; 1980, Woolfolk,1993 as cited in Atay & Ozbulgan, 2007). For instance, Bellezza (1982) stated that in social gatherings where anyone can be introduced to a dozen of people in the course of a few minutes and would be impossible to remember all of the names, here one thing that can solve this problem is trying to associate names with objects, if possible, for such names like Hill, Archer, king, and post which represent concrete objects that can be visualized and remembered (p.88). In this vein, Cohen and Aphek (1980) conducted an empirical research to determine whether the students made associations to help them remember the words through recall tasks, and if so, what words and how successful were these associations over time. The findings showed that all four tasks for recalling words learned through associations had typically good success rates (as cited in Anjomafrouz & Tajalli, 2012, p. 103). Azmi, Najmi, & Rouyan (2016) also examined the effectiveness of using mnemonic techniques but this time in learning English vocabulary. The study was conducted on the students of Sekolah Kebangsaan SungaiUdang primary school in Malaysia who were provided with a set of questionnaires to gain their perspectives on mnemonics. Results have demonstrated, most of the respondents showed their appreciation of the use of mnemonics compared to the use of other teaching techniques as it aids them in the memorization of English words. In the same way, Hill (2022) conducted a study for the purpose of demonstrating the role of various mnemonic techniques in the learning process as well as their impact in helping the students in Hubei

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University of Technology in Wuhan retain information in the English as a Foreign 3 Language classrom. His research, entitled "The Effectivness of Mnemonic Devices for ESL Vocabulary Retention", was primary quantitave and was carried out via two instruments: a pre- and post-treatment vocabulary test as well as a survey, which included closed and opened questions to find out more about the students' attitudes towards mnemonic devices. His reasearch accordingly reveald that Chineses EFL students were likely to opt for the use of mnemonics since they do acctualy improve their vocabulary retention.

Besides the above-mentioned studies, a large number of scholars focused their research on the keyword method as a prominent mnemonic strategy that showed a valuable effect on learning new English vocabulary. Levin et al. (1992), compared the keyword method utilizing verbal and visual cues with the traditional context method, which relies on mere verbal cues or signals. In the latter method, the foreign word (gunnel, meaning "fish") was embedded in the following sentence ("the pole broke when the powerful gunnel took the bait"). By using the keyword method, the target word was associated with a similar-sounding word -gun- and a picture was shown in which the fisherman's pole looked like a gun. Four experiments were conducted. In which , subjects in the keyword condition performed better than subjects in the contextual one, even on the posttest in which subjects had to use the target words in new sentences, not tackled before (as cited in Hulstijn, 1997, p.208).

The studies above have unanimously confirmed that mnemonic devices and strategies more often than not help students recall and retain vocabulary items they have learned, and make teachers' tasks relatively easier. However, to the researchers' minds, these studies lack focus because learning and teaching vocabulary is a broad and challenging area for learners and teachers alike. In other words, learners are constantly

confronted with new nouns, adjectives, adverbs, prepositions, interjections, and verbs to learn and retain. Verbs, in particular, pose a problem for ESL/EFL learners and teachers because they are often confusing due to the existence of phrasal verbs. Exclusively peculiar to English, phrasal verbs, as much as they add to the richness of the language, give rise to potential problems of retention. It is thus here reasonable to assume that the use of mnemonics can eventually improve the learning and the teaching of phrasal verbs. There are no past studies, to the researchers' knowledge, that investigated the use of mnemonics in instructing phrasal verbs in EFL classes. Therefore, the current study attempts to fill this gap in the existing literature to investigate EFL teachers' attitudes toward the use of mnemonics in teaching phrasal verbs in their classes. This study may pave the way for more in-depth experimental studies in the future.

2- Statement of the Problem

Learning any foreign language needs a lot of effort and requires learning several language aspects. Phrasal verbs, peculiar to the English language, are confusing and difficult for EFL learners, a confusion and a difficulty that mainly stem from both form and meaning, as well as their idiomaticity and other challenges that push learners to opt for single-word verbs instead. These factors, in turn, make students reluctant to memorize and use them due to their complexity. Because of this reluctance and hindrances, mnemonic techniques act as mediators that facilitate the understanding and quick retention of phrasal verbs as well as rendering students more willing to learn them, memorize them, and ultimately use them in real-life communication so as to sound native-like.

3-The Aim and Significance of the Study

The present study aims to shed light on EFL teachers' perspectives on the use of mnemonics in their EFL classes as a way to teach phrasal verbs. It is also devoted to giving

in-depth information about mnemonics use as a memory aid.

This study will be significant for EFL teachers since it provides insights into the cognitive processes involved in learning phrasal verbs. The study will also allow them to learn more about the role of mnemonics in the processes of their learning and retention. Lastly, the findings of study can contribute to developing materials and tasks based on mnemonics for phrasal verb instruction.

4-Research Questions

1. Do EFL teachers use mnemonics in order to teach phrasal verbs?

2. Do EFL teachers have a positive opinion about the usage of mnemonics in EFL classes?

5-Research Hypothesis

It is hypothesized that if EFL teachers use mnemonics to teach phrasal verbs, students will learn them more quickly and efficiently.

6-Research Methodology

In order to investigate EFL teachers' attitudes toward the use of mnemonics in teaching phrasal verbs in their classes, and to accomplish the research aim and fully understand the subject, the following research instruments were used: a questionnaire was administered to thirty written expression, oral expression, and grammar teachers at Mohammed Seddik Ben Yahia University, Jijel, Algeria. On the other hand, the researchers interviewednine of these teachers to gain further insights into their perspectives on the topic under study.

7-Organization of the Dissertation

The current study is divided into two primary chapters, as well as a general introduction that provides an overview of the issue and a general conclusion that summarizes the whole research. The first chapter is divided into two sections and represents the theoretical part of the research. The first portion provides an overview of mnemonics, while the second half focuses on phrasal verbs. The second chapter, on the other hand, is devoted to the fieldwork and includes a description of the research instruments used: questionnaires, and interviews, as well as the interpretation, analysis, and discussion of the results obtained. It also includes several recommendations and study limitations.

Chapter One: Literature Review

Section One: Overview of Mnemonics

 Introduction

Learning a foreign or a second language requires being knowledgeable of the different elements found in a language. However, the processes of learning and teaching can be tedious and overwhelming for both teachers and learners due to what it encompasses from assessing, acquiring, and applying various language items. Therefore, the use of memorization techniques like mnemonics can significantly contribute to facilitating the teachers' job and enhancing the capacity of learners to grasp, recall, and use language elements more confidently and accurately. This section gives a general introduction to mnemonics. It begins with a few definitions and types of mnemonics. Then it includes some of the major classifications of mnemonics as well as the most common theories in relation to mnemonics. Last, but not least, it clarifies the key characteristics and the significance of mnemonics in vocabulary retention.

1.1.1. Origins and Definition of Mnemonics

Mnemonics can be considered a helpful device since studying a foreign language like English involves knowing a wide range of vocabulary items, grammar rules, and so on. By using mnemonics, learners can improve their retention and recall of multiple language items and concepts, which will eventually help them get to the level of a native like speaker. According to Chambers Dictionary of Etymology, mnemonic comes from the Greek word "mnemonikos", meaning "of or pertaining to memory", while mnemonics is defined as a method to improve memory"(p.669).

Numerous scholars were also able to define mnemonics by emphasizing their role in

significantly improving memory and the retrieval of new information. Mnemonics are regarded by Higbee (1979, p. 611) as artificial memory techniques or systems that aid in memory improvement. As for Bellezza (1981), "Mnemonic devices are learning strategies which can often enhance the learning and later recall of information." (p.247). In other words, mnemonics generally refer to any device that can frequently improve the way that knowledge is sorted or learned and afterward remembered. They can also help EFL students better retain a lot of information. Others settled on other definitions, such as Levin (1993) who stated:

> A mnemonic strategy involves a transformation of otherwise difficult-to-remember material into something more memorable. The "difficult to remember" can stem from several factors, but four salient ones consist of the amount, unfamiliarity, abstractness, and complexity of the to-be- remembered material. (P. 236)

Mnemonic strategies are used to convert information that is sometimes hard to recall into something unforgettable. Such information could be challenging to remember due to the intricacy of the information to be retrieved, lack of familiarity with the subject matter, or its quantity. Thus, mnemonic strategies aim to address such issues by making it simpler to retain and recall the information whenever it is needed.

Most researchers and scholars reached the consensus that mnemonics refer to any device, technique or strategy essentially used to transform difficult-to-retain information into something that is both unforgettable and easy to retrieve, thus enhancing memory performance.

1.1.2. Types of Mnemonics

1.1.2.1. Loci method

Also known as the "method of loci", in Thompson's words (1987), dates back to the

Romans who used it to memorize speeches (Yates,1966 as cited in Thompson, 1987). It is based on the idea that the items to be remembered are imaged at some specific locations. One envisions a usual and common location such as a room or any other place before mentally placing the first item to be remembered in the first location, the second item in the second location, and so forth. To recall the items, it's necessary to take an imaginary walk along the locations one has already thought about, to mentally checks each place, and retrieves the item one has put there (p.45). Around 500 BC, a Greek poet named Simonidesdeveloped this method. He was invited one day to a Greek man's house to attend his organized event and recite a poem to celebrate the man's victory at the Olympic Games. A few minutes after his speech, Simonides was called away and left the room. Unfortunately,the banquet hall was the location of a terrible incident, resulting in many deaths and deformed people from the attendees. The corpses were mostly unrecognizable, for this reason, Simonides was able to simply remember where the majority of the guests had been when he went out, which enabled him to recognize the dead. After this event, he came up with a method whereby he first imagined a room with its details, then pictured several items in particular places in the room, he would look at the proper spot in his mind's eye anytime he wanted to remember what these things were (Baddeley, p.282-283).

1.1.2.2. Keyword Method

This method is the most researched mnemonic technique developed by Atkinson (Atkinson,1975; Atkinson and Rough,1975 as cited in Thompson, 1987 p.44). According to Irene Thompson, the requisite criterion of a keyword mnemonic is that it shifts a meaningless signal or cue to be remembered into a meaningful word (p.63). It requires creating an auditory and mental connection between a word in L2 that needs to be learned and a word in L1 that sounds similar. For instance, the German word "Ei" which stands for "egg" can be learned by the establishment of an acoustic link in first place with the English

word "eye", and then comes the creation of an interactive image of an egg with an eye in the middle of it. In addition to that, it was found to be more adequate for memorizing vocabulary in both first and second languages compared to other methods, such as learning synonyms or using meaningful context (Pressley, Levin, and Delaney 1982 as cited in Thompson, p.44).

1.1.1.1. The First-Letter Mnemonic

Bellezza (1982) stated that researchers have found that the first-letter mnemonic is the most popular mnemonic, which college students spontaneously use. It combines two other types, namely Acronyms and Acrostics, which form the two steps of this mnemonic method. First, to memorize a list of words, arrange the words in the order you want to recall them and then write down the initial letter of each word. Sometimes these initials themselves can be formed into an acronym that provides a meaningful word. To exemplify, the word HOMES gives the first letters of the names of the Great Lakes: Huron, Ontario, Michigan, Erie, and Superior. However, most of the time, the first letters cannot be put together to form a word or a sentence especially if the words must remain in their original order and cannot manipulate them. So, here the second step takes place (Acrostics) which is to choose words that start with some letters and have to make sense to form a memorable sentence or phrase as it is mentioned in the following example: My Very Excellent Mom Just Served Us Nice Pickles, each word of the sentence represents the first letter of the names of the planets in their order from the sun: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto (p.80)

1.1.1.2. Rhyme

According to Bellezza (1982), Most of the time, the information itself is hard and ambiguous and the learners fail to remember it. But it may be the opposite by casting it

into the form of a rhyme. By doing so, a learner is likely to know how to benefit from the associations among words that pave the way for them in the learning process and ensure that they will be able to remember them. One example of this is the rhyme for remembering the number in each month of the year: thirty days has September, April, June, and November. All the rest have thirty-one, except February (p.78).

1.1.1.1. Peg-Word Mnemonic

In the words of Thompson (1987), this method helps learners to memorize and recall unrelated elements such as words in a word list by linking these items with a series of previously memorized 'pegs or hooks' which can range from rhymes to numerals. This technique requires a student first to remember 10 peg words since each peg word rhymes with a number from one to ten. A famous set of pegs is contained in the rhyme: "One is a bun, two is a shoe, three is a tree, four is a door, five is a hive, six are sticks, seven is heaven, eight is a gate, nine is a line, ten is a hen." Well based on the preceding pegs, if one needs to memorize a list of words, the first word is learned by forming a composite picture of it and a bun. To illustrate this, if the word to be remembered is 'cat' the image would consist of a cat eating a bun and so on down the list (p.44). The considerable distinctness between a peg word and loci methods is that the peg word system uses digits rather than locations and bridges the gap between numbers and images through the use of a rhyme (Baddeley, p.284)

1.1.1.2. Spatial Grouping

Thompson (1987) claimed that psychologists are well aware that if the material to be memorized is organized in some way, people may undoubtedly take advantage of this organization, that is because any organized material is easier to store in and retrieve from long-term memory (p.46). This is what this method represents. It's a spatial method that

relies on rearranging words on a page to form patterns, such as triangles. This method promotes recalling information easily. In order to remember an L1 list of words, it's far better to rearrange those words in distinctive patterns rather than just listing them in one column. Special grouping then seems to enhance both immediate and delayed recall (Bellezza, 1983, as cited in Thompson, 1987, p.45).

1.1.1.1. The Finger Method

There are multiple variations of spatial methods, amongst those variations that Thompson (1987) tackled is associating the item to be remembered with a finger. This method elucidates that whenever a new word comes across, the learner directly relates it with a finger. For example (first item=left pinkie, second item=left ring finger …etc) (p.45). This is very easy to apply, particularly for young learners.

1.1.2. Classification of Mnemonics:

Upon reviewing the literature, several researchers have offered various classifications, demonstrating the complexity and variety of mnemonics. The current study will primarily concentrate on the categories proposed by Thompson (1987), Bellezza (1981), and Baddeley (1990), which aim to conceptualize these techniques that fall within the scope of mnemonics.

1.1.2.1. Bellezza Classification

Bellezza (1981) asserted that mnemonic devices differ, with the fundamental contrast being between those who see mnemonics as organizing processes and those who see them as encoding processes (p.254). This distinction is crucial because organizational and encoding mnemonics serve different objectives and have distinct characteristics.

1.1.2.1.1. Organizational Mnemonics

"An organizational mnemonic unitizes information that appears to have no inherent structure." (Bellezaa,1981 p.262). This means, organizational mnemonics combine pieces of information that at first may seem unrelated into unified representations, so that the process of remembering is easier, according to Bellezza (1981), the implementation of an organizational mnemonic is based on the concept of mental cues, which refers to the use of signals to quickly recall new information. These cues can be extrinsic, meaning they are not a part of the information that needs to be remembered, such as peg-type mnemonics which include the loci method and the peg-word system. These latter produce a verbal or visual cueing structure to recall a list of items. Intrinsic cues, on the other hand, usually include the information that needs to be remembered, such as chain-type mnemonics. These latter mainly consist of link mnemonics and story mnemonics, which produce a series of connected visual images or a narrative that incorporates the information to be remembered. (p.262)

1.1.2.1.2. Encoding Mnemonics

Encoding mnemonics, according to Bellezza (1981), are any learning-related task in which people change the verbal information that is presented to them in an effort to improve memory (p. 258). To put it simply, this category refers to any method used to transform abstract knowledge into a more concrete, applicable, and memorable form. In this context, Bellezza (1981) emphasized the role of visual imagery as a crucial encoding mnemonic that triggers sensory information related to a word's meaning. For instance, a visual image is frequently created for the word "balance" when it is substituted with the word "equilibrium". Thus, to recall the word "equilibrium", one must first recall the visual picture of "balance". He went further to say that the way mnemonics store information that

is hard to remember can lead to more robust and durable memories, which improves memory performance (p. 259).

Although organizational and encoding mnemonics exhibit distinct characteristics, there is an undeniable connection between them. Since organizational mnemonics arrange the mental representations, provided by encoding mnemonics as a way to ensure that the information has been learned, in memory.

1.1.2.2. Thompson's Classification

Thompson (1987), provided another attempt at the classification of mnemonics which is as follows:

1.1.2.2.1. Linguistic Mnemonic Strategies

Linguistic mnemonics use language-based associations as a way to learn and remember new information (Thompson, 1987, p. 44). This kind of mnemonic requires the creation of strong mental associations between new vocabulary and familiar language items so that, learners can more easily recall the meaning of the new words. The strategies would include the keyword method, the peg method, the acronym method, and the link word method. Linguistic mnemonics aim to establish connections between new words and established information so that learners can gradually develop a conceptual framework that will make it simpler for them to remember new vocabulary. For instance, the Spanish word pan (bread) can be learned by imagining a loaf of bread in a pan. (Thompson,1987, p.44)

1.1.2.2.2. Spatial Mnemonics

Spatial mnemonics consist of creating a mental representation of a familiar location and attaching the information that needs to be remembered with specific locations within

that space. According to Thompson (1987), spatial mnemonics would include the loci method, spatial grouping, and finger method. In comparison to rote learning techniques, they eventually improve memory recall by assisting in the creation of mental maps that can be used to recall the information (p.45).

1.1.1.1.1. Visual Methods

Visual mnemonics, a type of memory method, can be especially helpful for learners who have difficulty expressing themselves verbally since they involve the use of images. Because of these methods, students are likely to enrich their knowledge more from visual techniques than from verbal ones. For Thompson (1987), visual mnemonics would involve techniques such as pairing pictures with words in the target language instead of their equivalents in the native language, or visualization, which is the act of simply visualizing a word or passage in one's mind (p. 45).

1.1.1.1.2. The Physical Response Methods

For Thompson (1987), "Physically enacting the information in a sentence results in better recall than simple repetition" (p.45) is the idea upon which physical response methods are based. These latter would include modern instructional methods like the Silent Way and the Total Physical Response, whose efficacy has been shown in some studies. For instance, learners remembered the sentence 'the chef is flipping a pancake' better than those who just repeated it when instructed to act as though they were doing something: in this case, 'pretending to be a chef flipping a pancake' (Satz and Dunnenworth-Nolan, 1981 as cited in Thompson, 1987, p.45).

1.1.1.1.3. Verbal Elaboration Methods

According to Thompson (1987), the core of verbal elaboration methods is grouping and organizing the information to be learned so that it is easier to retain and recall from long-term memory (p.46). These techniques include the word chain, which entails linking each item in a list to the one before and after it, and the narrative chain, which entails weaving the words in a list into a story (p. 46-47). Such methods would give context to the words and support the creation of a structured framework for memorization.

1.1.1.2. Baddeley's Classification

A classification system for mnemonic strategies was also proposed by Baddeley (1990), in which he divided them into two main categories, elaborative coding mnemonics, and reduction coding mnemonics.

1.1.1.2.1. Elaborative Coding Mnemonics

According to Baddeley (1990), elaborative coding mnemonics involve creating rich and intricate associations between the information to be learned and existing knowledge or experiences (p.188). This type of mnemonic works by extending the content to be remembered through active cognitive processing. This is usually done by associating it with something familiar or through creating meaningful connections in order to establish durable representations and facilitate retrieval of the information later. A common example of elaborative coding mnemonics is the peg word (p.188).

1.1.1.2.2. Reduction Coding Mnemonics

Reduction coding mnemonics refers to the process of "condensing or simplifying information to be learned" (Baddeley, 1990, p. 190). Reduction coding mnemonics basically involves simplifying the information and breaking it down into smaller units, through the use of techniques such as acronyms or acrostics. This category decreases the

amount of information retained, while elaborative coding mnemonics improve the material to be recalled, by adding more memorable aspects to the remembered information and making meaningful connections between new and existing knowledge (p.190).

Generally speaking, these classifications shed light on the potential use of these various strategies to enhance memory in a range of contexts. They demonstrate that a deeper understanding of the numerous mnemonic devices that aid and improve memory is possible.

1.1.2. Theories In relation to Mnemonics

Several cognitive and learning theories relate to the use of mnemonics in enhancing memory retention and recall as well as in facilitating learning. The following theories are just a few examples of the theories that underlie the effectiveness of mnemonics as memory aids.

1.1.2.1. Cognitive Load Theory

According to Sweller, Ayres, and Kalyuga (2011), cognitive load theory focuses on designing instructional materials that develop learning by managing the overwhelming cognitive load put on the working memory (p. vii). That is to say, the cognitive load theory is an educational theory that is based on the idea that processing new information demands a significant amount of mental effort, which will eventually overwhelm the learner's memory and hinders both learning and retention. Therefore, to avoid that it is important for the cognitive load to be managed properly and effectively. In this context, Sweller (1994) explained that effective learning occurs when the extraneous cognitive load is decreased. This type of cognitive load is usually caused by instructional materials that are poorly designed for the learning process which can hinder it as it creates obstacles for the working memory. Therefore, when extraneous cognitive load is decreased, the focus

will be more on the essential items that constitute the to-be-learned material, eventually leading to effective and efficient learning (p.307-310). As a matter of fact, the reduction of extraneous load theory can be done by mnemonics which are powerful devices that could manage cognitive load during the learning process. Mnemonics help to present information in a more organized and memorable pattern through mental and linguistic indicators. In this vein, Caplan and Stern (2008) stated:

> Mnemonics are thought to affect working memory by reducing the introduced cognitive load and increasing the efficiency of memory acquisition and encoding. They reduce cognitive load by grouping objects into a single verbal or visual cue that can be introduced into working memory. Learning is optimized when the load on working memory is minimized, enabling long-term memory to be facilitated. (p.29)

In brief, learners can process and retain information more efficiently, when the cognitive load, which may impede the learning and understanding of the material is reduced.

1.1.2.2. Dual-coding Theory

The dual-coding theory of cognition is based on the idea that memory consists of two distinct systems when it comes to representing and processing information, namely the verbal system and the nonverbal system. The latter is responsible for processing and representing visual information, whereas the former is responsible for processing and representing language-based information (Clark and Paivio 1991, p.152). These two scholars further explained that both structures not only have the ability to operate independently and in parallel but also to interact with one another, leading to the memorization and understanding of information in the most effective way. For instance, the visual and verbal systems that are in a person's memory would work together to create a complete and durable representation of the information, if that person is presented with a

visual image and a verbal description of that image (p.153). Regarding the relationship between dual coding theory and mnemonics, it is worth noting that this theory is significantly related to these techniques. In fact, some types of mnemonics use the above mentions systems together or separately. The method of loci represents the perfect example of the concept of mental imagery (nonverbal structure), it involves creating mental images and representation of to-be-recalled information and making it more memorable. In this context, Roediger III, H. L. (1980) discussed some mnemonic techniques, namely imagery, the link method, a peg system, and the method of loci, which are based on the idea of incorporating verbal and nonverbal elements. Therefore, the information that is coded in multiple ways leads to better memory performance.

1.1.1.1. Schema Theory

According to Alba and Hasher (1983), R. C. Anderson (1978), Rumelhart (1980), Rumelhart and Ortony (1977), and others (as cited in McDaniel & Pressley, 1987):

> Schemas are organized knowledge structures in memory that can be thought of as generic concepts representing objects, persons, situations, events, sequences of events, actions, or sequences of actions.-A memory schema is activated when information similar to its content is processed by the cognitive system. (p.38)

Schema usually refers to a mental framework that is responsible for some cognitive processes, namely, the interpretation and the creation of novel knowledge based on past knowledge. Schema also involves organizing and structuring information in memory which can be related to the use of some types of mnemonics. In this context, Anderson (1983) explained that schema is related to the idea of chunking and the method of loci. In fact, his theory of memory organization which is called the ACT-R (Adaptive Control of Thought-Rational) theory, indicates that memory follows a hierarchical order when it comes to structuring knowledge, the so-called order or structuring is referred to by the

name of "chunks". These latter not only represent a set of organized and related materials but also ensure an efficient retrieval which can be difficult when it comes to unstructured and random material (p.23). Therefore, the relationship between schema theory and mnemonics can be centered around the idea of chunking. Anderson (2000) suggested that "chunking" can also be employed with another type of mnemonics, the loci method, which is also related to schema theory. That is to say, when using "the method of loci", which involves associating new information with specific locations, in this case, pre-existing schemas for locations or settings, "chunking" can be employed to break down that information into simpler and smaller units which are then associated with specific locations. He demonstrated that such a combination enhances memory, as it creates a structured framework for arranging and retrieving the information, by providing an example of associations made between different locations and the items on a grocery list (p.225).

In summary, the above-mentioned theories demonstrate the role of mnemonics in vocabulary retention. By considering them valuable techniques for processing and encoding information, that lead to robust and durable memories. Ultimately, by relating mnemonic techniques with theories such as schema theory, CLT, and DCT, learners will not only improve their vocabulary retention but they will be able to boost their learning experience as a whole.

1.1.2. Characteristics of Mnemonics

1.1.2.1. Association

Using mnemonics is considered a time-saving method for learners to remember and retain the information needed because of the connections they make in their brain using their metacognition when they associate things with imagery. To their knowledge, Cohen,

Lawrence, Stolurow, and Johnson (1965) stated that it depends on merging a word with an already learned word. It's commonly known that the new word or any response in learning is better-retained thanks to the old established one that gives it dependable indications and cues (p.4). It is used with some of the mnemonic techniques such as the loci method which relies on associating the item to be remembered with a location, and the peg-word method which improves retention by associating the item needed with a hook or a peg assisted by rhymes. These correlations and connections are of key importance within the use of mnemonic techniques because they all serve to make the information simply recalled and memorized.

1.1.1.1. Visualization

A word or the contents of a passage may be envisioned instead of actual imagery. Compared to mere repetition, visualization is more effective (Steingart and Glock, 1973; Satz and Dunnenworth-Nolan, 1981 as cited in Thompson, 1987). The visualization method may be highly useful for students with difficulties conveying concepts verbally since those with low verbal skills benefit more from visual than verbal elaboration (Delaney, 1978 as cited in Thompson, p.45). Ordinarily, mnemonic techniques necessitate some recoding of the content, whereby a word, phrase, or visual image functions as a mediator for remembering the term that has been presented (Cohen,1987, p.44). Bellezza (1982) indicated that mental imagery, especially visual imagery, will be extremely useful when incorporating various mnemonic techniques. The more you push yourself to use visual imagery, the better you will be able to remember the information you want to remember. He illustrated with an example: try to form a mental picture of a dinner plate you see every day. If you can visually image someone tossing a dinner plate in the air like a frisbee, image the plate's detail, color, design, and interaction then you have successfully formed a good visual image of your dinner plate (p.10)

1.1.1.2. Repetition

In his journal article, Saville (2011) declared that among the most cardinal learning tools we have is repetition. Through practice, we may learn the alphabet in other languages, link the right animal sound to the appropriate animal, and memorize names, addresses, phone numbers, and a wide range of other details that are essential to conceptual learning (p.69). Additionally, Roediger and Butler (2011) articulated that "A curious peculiarity of our memory is that things are impressed better by active than by passive repetition. I mean that in learning (by heart, for example) when we almost know the piece, it pays better to wait and recollect by an effort within than to look at the book again. If we recover the words the former way, we shall probably know them the next time; if latterly, we shall likely need the book once more" (p.20). They also substantiated their argument by referring to a quote by Aristotle 'Exercise in repeatedly recalling a thing strengthens the memory'. These conceptions as mentioned earlier are devoted to highlighting the importance of repetition as a memory enhancer.

1.1.2. The Importance of Mnemonics in Vocabulary Retention.

Given the significance of memory and vocabulary in the acquisition of second and foreign languages, several studies were conducted over the years to investigate the importance of vocabulary learning and retention using various mnemonic strategies. Scholars like Bellezza (1981), Baddeley (1997), and Higbee (2001) provided an in-depth look at these memory techniques as a way of improving memory in general, and the results were proof of their efficiency in vocabulary retention. As a matter of fact, mnemonics facilitate the processing of vocabulary items, making them easier to remember and more memorable. Their use can especially be helpful for language learners struggling with learning and using new vocabulary that is different from their native language. In this vein,

Newman Young, and Lv (2015) believe that it is important to incorporate mnemonic strategies in language learning since they allow making associations that can boost vocabulary retention. They noted that "the more associations we make between to-be-remembered items and our existing cognitive structure, the more efficient our learning is in terms of retention "(p31). Additionally, recent studies were able to prove the contribution of mnemonics regarding vocabulary retention. In this context, (Benge and Robbins, 2009 as cited in Mohd Nazri Latiff Azmi, 2016, p.179) conducted a study on the impact of mnemonics on their students. In order to bridge the achievement gap between kids who are able readers and students who struggle with reading. The study focused on learning English vocabulary. To accomplish their goals, they examined their pupils' ability to recall the English vocabulary they had previously studied both with and without the aid of a pictorial refresher. The outcome was particularly impressive, as the students' average retention rate increased considerably after receiving the fifteen minutes of review from the images given for each phrase. In brief, these scholars and researchers provided insights into the significant role of mnemonics in enhancing vocabulary retention. These techniques, which fall under the umbrella term of mnemonics, are various and offer learners options that can help them encode and recall new vocabulary effectively. Therefore, the reason behind using mnemonics is to render the learning process more engaging, memorable, and efficient.

Conclusion

In summary, this section presented a review of mnemonic techniques by defining the term and providing the most common types of mnemonics. Additionally, it provided a detailed description of the main classification of mnemonics along with some theories relevant to these techniques. Finally, it shed light on the characteristics of mnemonics as

well as their importance when it comes to vocabulary retention. The following section will explore phrasal verbs and their significance for learning the English lan

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Section Two: Phrasal Verbs

Introduction

The following section focuses on one of the aspects of English grammar, phrasal verbs, that pose difficulty to EFL learners inside the classroom which can be due to the complex nature of this element, involving their definition, types, characteristics, as well as discussing their difficult nature that impedes the learners' comprehension and use of phrasal verbs.

2.2.1. Definition of Phrasal Verbs

Phrasal verbs are an integral component of the English language since they contribute to its richness and versatility. They have been referred to by different linguists and grammar experts namely DeCarrico (2000), Parrott (2010), and Larsen-Freeman (1991), as two-part and three-part verbs, multiword verbs, and phrasal prepositional verbs. However, most of them use the term phrasal verb.

According to The American Heritage Dictionary of the English Language, a phrasal verb is "an English verb complex consisting of a verb and one or more following particles and acting as a complete syntactic and semantic unit" ("phrasal verb", n.d.). That is to say, a phrasal verb consists of a verb and one or more particles, such as adverbs or prepositions. Usually, this kind of combination creates a new expression with a distinct meaning from the original verb. For instance, *to give up* is a phrasal verb, where "*give*" is the main verb and "up" is the particle. Together, they create a new expression that means to quit or renounce something. In this case, "*give*"on its own does not convey the same meaning (Hart 2009, p.55).

For McArthur (1992) A phrasal verb is mainly a type of verb in English that consists of a main verb combined with one or more particles. These particles can considerably change the meaning of the original verb, creating a new expression that operates more like a phrase than a single word (p773). In the same way, Payne (2011) asserted that phrasal verbs usually demonstrate all the characteristics of verbs in English, they can be referred to as verb-like structures with an original verb and one or two particles (p.152).

Generally speaking, phrasal verbs play a significant role in the English language. Therefore, being Knowledgeable of them allows for the enriching and deepening of the language so that the communication and understanding of English are effective.

2.2.2. Composition of Phrasal Verbs

Phrasal verbs, which have distinctive structures and qualities like idiomaticity, separability, and variability, are a unique feature of the English language. As phrasal verbs are often employed in both spoken and written English, understanding their composition is essential for achieving a native-like proficiency in the English language.

2.2.2.1 Structure

Phrasal verbs typically consist of a base verb and one or more particles, which can either be adverbs or prepositions (Celce-Murcia and Larcen-Freeman,1999, p.426). Phrasal verbs can have different structures depending on how they are used in a sentence by an interlocutor and how a listener or reader interprets them. Examples of phrasal verbs and their structures:

• Get up - verb + particle

• Put up with - verb + particle + particle

2.2.2.2. Characteristics

2.2.2.2.1. Idiomaticity

According to Quirk, Greenbaum, Leech, and Svartvik (1985), phrasal verbs have an idiomatic feature since many of them have meanings that are not predictable from their constituent elements (p.1162). That is to say, idiomaticity, or the ability of phrasal verbs to have meanings unique from those of their component parts, is one of their most distinguishing characteristics. Similarly, Payne (2011) stated that phrasal verbs often have figurative or idiomatic meanings which cannot be deduced from the verb's and the particle's meanings alone but instead require learning a separate meaning (p.152). For instance, "take off" can mean to remove clothing as in "I need to take off my coat", or to depart quickly as in "The plane took off". The idiomatic meaning of "take off" cannot be predicted from the individual meanings of "take" and "off" further meaning can only be deduced from the context. (Hart 2009, p.4)

2.2.2.2.2. Separability

Separability in phrasal verbs is directly related to the placement of the particle. In most cases, the particle can be separated from the verb and placed after the object, but in some cases, the particle must stay attached to the verb (Quirk, Greenbaum, Leech, and Svartvik 1985, p.1152 -1160). In the same way, Celce-Murcia and Larsen-Freeman (1999) asserted that the separability of phrasal verbs "is a syntactic characteristic peculiar to transitive phrasal verbs: sometimes the particle can be separated from the verb by the direct object and sometimes it cannot. Separation is obligatory when the direct object is a pronoun." (p.428). To exemplify turn off is a separable phrasal verb as in "turn off the music or turn the music off". However, look after is an inseparable phrasal, thus the bird can be referred to by saying "look after the bird" instead of "look the bird after".

2.2.2.2.3. Variability

Phrasal verbs variability can be found in their structure and their meaning. This variability usually makes them a daunting item of the English language for non-native speakers to master. For instance, a phrasal verb can have multiple meanings or interpreted differently depending on the context. It can also be used in a variety of sentence structures as simple sentences, compound sentences, and even subordinate clauses. Some scholars like Quirk et al. (1985) asserted that phrasal verbs are versatile in terms of their form, which means that there are multiple verb-particle combinations that can be placed and used differently, and are versatile in their meaning; that is to say, phrasal verbs can be interpreted in various ways depending on the context in which they are used (p. 1152 – 1163). An example of phrasal verbs variability in terms of the structure would include the use of a phrasal verb like (get along) in a simple sentence like "I get along with my roommate", or in a compound sentence like "I don't like my dorm room, but I get along with my roommate", or in a subordinate clause like "Since I get along with my roommate, I like staying at the dorm".

2.2.3. Types of Phrasal Verbs

2.2.3.1. Transitive Phrasal Verbs

In their book, Kolln and Funk (2006) phrasal verbs can be transitive, and like any other transitive verbs, they take direct objects. The class of transitive verbs encompasses a large number of idiomatic phrasal verbs. For instance: I **called off** the meeting. Transitive PVs involve both two and three-word strings:

- The principal **passed out** new regulations.

- I do not **go in for** horse racing. (p.40-41)

Moreover, they can be both separable and inseparable as the following examples show:

- The British soldiers tried to **burn out** the White House. In this example, it is separable because the adverb can be placed after the object without affecting the meaning.

- I **run into** an old friend at my friends' party. the phrasal verb is inseparable, it cannot be placed after the object, otherwise, the sentence becomes meaningless.

2.2.3.2. Intransitive Phrasal Verbs

These PVs have no complement, and the sentence is completely correct and meaningful even without an object. Quirk et al (1985) state that such phrasal verbs are usually informal like touch down, get by, break down, catch on, and so on, as "in the prisoner finally broke down, the plane has just touched down, I hope you'll get by" (p.1152).

2.2.3.3. Inseparable Phrasal Verbs

Lester (2009) pointed out that if the particle is a preposition, it must follow the verb directly. For example, "my brother depended on his car" (relied on). It can be noticed here that **"on"** is a preposition, and therefore it cannot be placed after the object "his car". (p.15)

2.2.3.4. Separable Phrasal Verbs

Unlike inseparable verbs, if the particle is an adverb, it is generally positioned after the object. such as in "My brother **turned on** his car (switched on)", where **"on"** is considered an adverb. It can be placed after the object and becomes grammatically correct

by saying "My brother turned his car on." When a pronoun is used instead of a noun (object), the pronoun must be placed between the verb and the particle (p.15) as in:

- I **took** them **off** = correct

- I **took off** them =incorrect

2.2.3.5. Phrasal-Prepositional Verb

According to Quirk, Greenbaum, Leech, and Svartvik (1985), Another significant group of multi-word verbs is referred to as phrasal-prepositional verbs because, in addition to the lexical verb, they also consist of both an adverb and a preposition as particles. These combinations tend to only be used in colloquial English (p.1160)

Examples :

- We are all **looking forward** to your party on Saturday.

- He had to **put up** with a lot of teasing at school.

Due to the presence of a one-word paraphrase, this category of verbs exhibits an idiomatic trait that is similar to other categories: put up with = tolerate, look in on = visit

2.2.4. The daunting nature of phrasal verbs

Although phrasal verbs are commonly employed by native English speakers, mastering them has been proven to be challenging for second-language learners (Moon, 1997; Kao, 2001 as cited in Cargri, 2012). Every student of English needs a basic understanding of the most common phrasal verbs. Yet, they have been a source of frustration for them. Amongst the major hurdles students encounter while learning phrasal verbs is translation, particularly in Arabic, EFL learners find it a challenging task to translate a phrasal verb into its accurate equivalents in Arabic. Ghazala (1995) related the

translator's inability to translate English phrasal verbs into exact Arabic equivalents to their ignorance and insufficient exposure to the source language environment. Another contention is that many phrasal verbs are polysemous. To Moon's knowledge (1987:87, p.2 as cited in Consigny, 2006), a word is polysemous when it "can be interpreted in more than one way, and if so, how related these meanings are", this may confuse EFL learners which of the meanings of a certain phrasal verb is the appropriate one depending on the context it is used in. (Gardner &Davies,2007 as cited in White, 2012) discovered that each of the top 100 verb + adverbial particle formulations have an average of 5.6 distinct meanings when they examined the British National Corpus (p. 353), for instance, Consigny (2015) provided an example of the phrasal verb 'give out' which has various interpretations depending on the context it appears in:

- He met a clown who **gave out** sweeties. (Distribute)

- It's a personal matter for ministers if they **give out** their exam results. (Tell everyone/disclose)

- Every part of the plant **gives out** more or less juice. (Produce/ release) (p.10-11)

One other striking feature of phrasal verbs is their sheer number and frequency of occurrence. Gardner and Davies 2007 as cited in White, 2012) asserted that in every 150 English words that students are exposed to, there will be one phrasal verb construction (p.347). Furthermore, phrasal verbs are only found in a few numbers of languages (Celce. Murcia & Larsen. Freeman, 1999 as cited in White, 2012) which inevitably reduces the chances of effective transfer (Kellerman, 1983 as cited in White, 2012) for students whose native tongues do not use these phrasal verb constructions. Native speakers of Hebrew (Dagut & Laufer, 1985) and Chinese (Liao & Fukuya, 2004 as cited in White,2012) have

been found to avoid English verb + particle combinations since phrasal verbs don't exist in both languages (p.420)

2.2.5. Significance of phrasal verbs in EFL classes

Phrasal verbs play a crucial role as any other vocabulary item in the process of learning English. In this context, Carter (2001) stated that "English makes excessive use, e.g. through phrasal verbs, of its most frequent words, and so they are well worth learning" (p.154). Phrasal verbs are undeniably important in EFL classrooms because they make up a considerable amount of the English vocabulary and are essential for comprehending spoken and written discourse. In fact, phrasal verbs have certain properties that might be confusing and challenging for ESL/EFL students, these challenges could lead students to misunderstand PVs, discouraging them from using these language items properly. In this regard, Celce-Murcia and Larsen-Freeman (1999), asserted that "most ESL/EFL students will find such verbs strange and difficult. Yet they are ubiquitous in English; no one can speak or understand English, at least the informal register, without knowledge of phrasal verbs" (425).

EFL learners must develop a profound understanding of phrasal verbs as well as constant usage and application of them in daily conversation if they are to enhance their communication abilities and better comprehend native speakers. This is because native speakers tend to use phrasal verbs, contrary to their single-word equivalent, more frequently in their everyday English discourse. In most linguistic studies, it is said that phrasal verbs add more character to communication and speech. Thus, learning to use phrasal verbs appropriately is necessary to achieve native-like English language communication. In the same context, Spolsky (1989) affirmed that incorporating phrasal verbs into the educational program is a way for extending the social context for EFL

students. Since these latter may have limited exposure to the target language and non-existent interaction with native speakers. Therefore, the incorporation of Pvs will provide a social setting that will have drastic effects on learners' motivation and attitudes toward the learning of a foreign or second language (as cited in Marashi, and Maherinia,2011, p.38).

Additionally, the effective use of phrasal verbs in English requires guidance and support from teachers, who share a common responsibility with learners for achieving successful language outcomes. In this vein, Celce-Murcia and Larsen-Freeman (1999) stated that "It would behave teachers to guide ESL/EFL students through some 'idiomatic' phrasal verbs by analyzing their parts and then looking for a logical relationship within a specific context" (p. 433), that is to say, to assist EFL learners in their journey of learning phrasal verbs and everything that comes with them from challenges, confusion, complexities, and so on, teachers must ensure suitable learning and usage of this vocabulary item by providing adequate and equal opportunities for practice and guidance. By doing so, students become more confident in their ability to use phrasal verbs effectively in different situations.

Overall, phrasal verbs are of great significance in EFL classes. By teaching and learning them, EFL students can improve their communication skills and better understand the nuances of the English language.

Conclusion

In short, this section tackled phrasal verbs which are verbs that consist of a verb and a particle that could be an adverb or preposition. Most importantly, it discussed some reasons why learners find this type of verbs difficult to grasp. The section concluded by

emphasizing the importance of phrasal verbs in EFL classes as they play a principal role in understanding the language and help learners enrich their linguistic repertoire.

Chapter Two: Fieldwork

Introduction

The aim of the present research is to investigate EFL teachers' attitudes toward the use of mnemonics in teaching phrasal verbs in their classes at the English department at Mohammed Seddik Ben Yahia University, Jijel. While the previous theoretical chapter provided both an overview of mnemonics as well as phrasal verbs, this chapter is mainly devoted to the practical part of the research. In order to check the validity of the hypothesis of the study at hand, two main tools were used: a teacher questionnaire and a teacher interview. The questionnaire aims at gathering insights into mnemonics and their implementation in EFL classes to teach phrasal verbs on one hand. On the other hand,the interview was conducted in order to gain in-depth views and thoughts and let the teachers air their views about the current research.

2.1. Data Collection Procedures

In the current study a mixed methodology, that incorporates both quantitative and qualitative data elicitation instruments, was used as they are deemed suitable for investigating the research questions. The questionnaire was administered to 30 (thirty) teachers of written expression, oral expression, and grammar at the English department of Mohammed Seddik Ben Yahia University. This tool allows for a structured gathering of quantitative data. The rationale behind using the questionnaire echoes Dornyei (2007), who asserted that questionnaires are widely used in social sciences research because they enable systematic and disciplined data collection (p. 101). Moreover, an interview was conducted with nine (9) teachers who teach the subjects mentioned above for a maximum duration of twenty (20) minutes. The researchers used an interview to elicit in-depth and authentic data regarding the teachers' perspectives on mnemonics and their use as well as the extent to

which these aids can enhance the learning of phrasal verbs. An interview allows for gaining valuable insights. Drever (2003), on his own part, believed that interviews are widely used when it comes to research in education in order to gather information and solicit opinions. After all, interviews merely require natural face-to-face communication with others (p.1).

2.2. Population and Sampling

The research was conducted at the Department of English Language at Mohammad Seddik Ben Yahia University in Jijel during the second semester of the academic year 2022-2023. Since this research investigates EFL teachers' attitudes towards using mnemonics in improving the learning of phrasal verbs, it was administered to thirty (30) teachers of written expression, oral expression, and grammar of all levels. This purposive sampling is based on the rationale that phrasal verbs commonly make part of the syllabi of these modules and that learning them is critical for language learning and usage. Therefore, it was essential to target EFL teachers who teach written expression, oral expression, and grammar as they can provide valuable insights not only into the use of mnemonics in improving the learning of phrasal verbs in such modules but also into the effective incorporation of such methods for delivering language instruction to students.

2.3. Questionnaire for Teachers

2.3.1. Description of the Questionnaire

McLeod (2018) states "Questionnaires provide a relatively cheap, quick, and efficient way of obtaining large amounts of information from a large sample of people. Questionnaires can be an effective means of measuring the behaviours, attitudes, preferences, opinions, and intentions of relatively large numbers of subjects more cheaply and quickly than other methods" (para.3). This questionnaire is made up of twenty-four

(24) questions which seek information about teachers' attitudes toward the use of mnemonics in teaching phrasal verbs (see Appendix A). Question one (Q1) seeks information about teachers' teaching experience. Questions from two to twelve (Q2-11) seek information about mnemonic techniques, and to which extent teachers are familiar with them, investigating thus what types of mnemonics teachers use in the teaching process. Additionally, teachers are required to rate their students' performance when implementing any type of mnemonic. The researchers also look for gathering teachers' opinions about whether these mnemonic techniques make their students motivated for learning as well as the benefits and drawbacks these techniques have. Questions from (Q12-24) are designed to gain insights into the phrasal verbs which constitute an obstacle for EFL learners, what ways teachers use in order to teach them, and gather teachers' views about whether mnemonic techniques render this language item easier to learn and retain by EFL learners. Moreover, teachers are asked to point out the advantages and disadvantages of mnemonics when they teach phrasal verbs. Finally, teachers are requested to provide comments or suggestions to other EFL teachers willing to incorporate mnemonics into their phrasal verb instruction.

2.3.2. Analysis of the Questionnaire

We put together and analyzed the results of the questionnaires using SPSS.

Q1: How many years have you been teaching English?

Table 1: Teachers' Teaching Experience

Options	Frequency	Percentage
a. Less than 1 year	2	6.7 %
b. 3-5 years	5	16.7 %
c. More than 5 years	23	76.7 %

The purpose of this question is to learn more about the teachers' instructional backgrounds. The data shown above in the table indicate that (76.6%) of teachers claim to have more than five (5) years of experience. (16.7 %) claim to have three to five years while the remaining teachers (6.7%) have been teaching for less than a year. So, it can be deduced that the vast majority of the teachers to whom the questionnaire was administered are somehow experienced in the field of teaching English as a foreign language.

Q2: How familiar are you with the use of mnemonics as a teaching aid?

Table 2: Teachers' Familiarity with Mnemonics Use as a Teaching Aid

Options	Frequency	Percentage
a. Very familiar	7	23.3 %
b. Somewhat familiar	20	66.7%
c. Not familiar	3	10 %

This question aims to know whether teachers are familiar with the idea of mnemonics as a teaching aid or not. According to the statistics indicated above in table 2, (66.7%) of the total percentage were somewhat familiar with mnemonics while (23.3%) of the teachers claimed to be very familiar with the idea of mnemonics as a teaching aid. Only (10%) expressed their unfamiliarity with this teaching aid. Thus, it can be safely claimed that almost all teachers are familiar with mnemonics.

Q3: Have you ever used mnemonics in your instruction?

Table 3: Teachers' Frequency of Mnemonics Use in Their Instruction

Options	Frequency	Percentage
a. Always	4	13.3%
b. Sometimes	19	63.3%
c. Rarely	5	16.7%
d. Never	2	6.7 %

The table above reports the findings that show teachers' frequency of using mnemonics in their instruction. The responses demonstrate that nineteen (19) teachers, which represent the majority, claimed to use mnemonics sometimes. On the other hand, only four (4) teachers claimed that they employ mnemonics on a regular basis. The rest of the teachers opted for "Rarely" and "never". It can be said that a great portion f teachers use mnemonics.

Q4: Did you use mnemonics to teach: (Select all that apply)

Table 4: Aspects of the English language where Teachers Use Mnemonics

Options	Frequency	Percentage
a. **Vocabulary**	15	20.8%
b. **Grammar**	15	20.8%
c. **Pronunciation**	4	5.6%
d. **Listening comprehension**	9	12.5%
e. **Reading comprehension**	12	16.7%
f. **Writing**	17	23.6%

This question sought to identify the different areas of English where teachers teach the target language using mnemonics. Based on the above findings, teachers have selected "vocabulary" and "grammar" equally 15 times, while "writing" took 3rd place with 17 times. Aspects like "Reading comprehension" and "Listening comprehension" were selected 12 and 9 times, while "pronunciation" was only selected 4 times. It can be deduced that most teachers use mnemonics mainly to teach "vocabulary" and "grammar".

Q5: Which of the following mnemonics have you used in your instruction? (Select all that apply)

Table 5: The Types of Mnemonics Teachers Use

Options	Frequency	Percentage
a. **Acronyms**	23	38.3%
b. **Acrostics**	11	18.3%
c. **Rhymes**	13	21.7%
d. **Keyword method**	8	13.3%
e. **Method of loci**	3	5.0%
f. **Peg system**	2	3.3%

Teachers use different types of mnemonics in their teaching. The purpose of this question is to identify the types of mnemonics teachers use the most in their instruction. The above results in table 5, show that "acronyms" are the most common type among teachers with a percentage of (38.3%), followed by "rhymes" (21.7%) and then "acrostics" (18.3%). The other methods namely the keyword method represent (13.3%) of the total percentage whereas the method of loci" and "peg system" represent (5%) and (3.3%) respectively. From the result, it can be deduced that most of the teachers are familiar with acronyms as a type of mnemonics and most of them use it to teach.

Others

A minority of respondents added another type they believe they use in their teaching; this type of mnemonic is "chunking" which was chosen 3 times, and it represents (0.1%) of the total percentage

Q6: What criteria do you use to decide whether to employ mnemonics in your lessons?

Table 6: Criteria Based on which Teachers Use Mnemonics

Options	Frequency	Percentage
a. **The content being taught**	18	56.3%
b. **The learning styles of students**	8	25%
c. **The students' needs, interests, and engagement**	6	18.8%

Table 6 contains the results demonstrating the criteria based on which the teachers decide whether to employ mnemonics in their lessons. By answering this question, teachers would provide the main criteria when using any type of mnemonics. According to the data, more than half of the respondents (56.3%) opted for the content being taught. On the other hand, one-fourth of teachers (25%) prioritize the learning styles of the learners when it comes to the use of mnemonics in their instruction, while only (18.8%) consider the student's needs, interests, and engagement when deciding whether to use mnemonics or not.

Others

One teacher pointed out that her/his decision to use the technique hinges largely on the objectives of the lesson.

Q7: How do you determine the effectiveness of mnemonics in your classroom? (Select all that apply)

Table 7: How Teachers Determine the Effectiveness of Mnemonics

Options	Frequency	Percentage
a. **Through the student evaluation results.**	11	23.9%
b. **Through the student input and participation**	18	39.1%
c. **Through the observation of students' behaviour during and after the lesson**	14	30.4%
d. **Through introspection and lesson analysis**	3	6.5%

This question seeks to elicit information about how teachers determine how effective mnemonics are when they apply them. Based on the results that are shown in the table above (39.1%) of the participants take into consideration student input and participation while (30.4%) opted for observing students' behavior during and after the lesson. (23.9%)

of the teachers believed students' test results are the way to go to measure the effectiveness of mnemonics in their classrooms. The remaining teachers, who represent (6.5%) of the total percentage, selected introspection and lesson analysis as a way to measure how effective mnemonics are.

Q8: How do you rate your students 'performance when integrating any type of mnemonics?

Table 8: Teachers' Rating of Student Performance when Integrating Mnemonics

Options	Frequency	Percentage
a. **Bad**	0	0%
b. **Average**	7	28.0%
c. **Good**	18	72.0%
d. **Excellent**	0	0%

Since most teachers determine the effectiveness of mnemonics through varouis ways (see table 7). Teachers, here, were asked to rate their students' performance when using mnemonics. The findings as demonstrated in table 8 show that (78%) of the teachers estimated their student's performance as "good" whereas the rest of them (28%) believed that their students have an "average" performance. Since the vast majority of the results showed a good performance on the part of the students, this can be an indicator of the effectiveness of mnemonics when integrated into EFL teaching.

Q9: Do mnemonics make your students motivated and more willing to participate?

Table 9: Teachers' Opinions on Whether Mnemonics Motivate Their Students to Learn

Options	Frequency	Percentage
a. **Yes**	22	91.7%
b. **No**	2	8.3%

This question has been asked in order to sound teachers' opinions on the motivational aspect mnemonics have and whether they impact or not the learners' participation in class.

According to the results, while (8.3%) think that mnemonics do very little to motivate their students, most of the participants (91.7%) claimed that, indeed, mnemonics motivate learners and make them more willing to participate.

Justifications

The teachers provided different justifications as to why they use mnemonics. Listed below are some of them:

• Mnemonics boost leamers' engagement and motivation in the classroom. They simplify remembering words and rules and encourage students to interact, participate, and talk in class. Mnemonics also raise interest in the lesson on the content being taught, ultimately leading to better academic achievement.

• The use of mnemonics is effective to retain and understand new concepts and relate more to the subject since they make learning easier and more enjoyable. This eventually allows students to feel freer and lowers their affective filter in the classroom.

• Mnemonics also enhance confidence and peer connection, as mnemonics provide an opportunity for them to connect existing knowledge and remember associated content

• Students tend to prefer creative and fun teaching methods. By offering alternative ways to understand information, mnemonics may be advantageous for teachers since they help them escape boredom by adding variety and excitement to their instruction and maintaining student attention.

• Mnemonics facilitate remembering certain items. Yet, they do not necessarily motivate learners. Therefore, the relation between mnemonics and motivation is almost non-existent

Q10: According to you, what benefits do you see in employing mnemonics in instruction? (Select all that apply)

Table 10: The Benefits of Mnemonics Use in Teaching

Options	Frequency	Percentage
a. **Aids students' ability to retain and recall information**	27	49.1%
b. **Makes learning more enjoyable and engaging**	28	50.9%
c. **Clearer understanding of the material by students**	0	0%
d. **Can be modified to fit different learning and teaching preferences**	0	0%

This question aims to gather teachers' perspectives on the benefits of using mnemonics in classroom instruction. The answers to the questions clearly show that (49.1%) of the teachers believed that mnemonics aid learners in retaining and recalling information, while others who represent nearly half of the total percentage (50.9%) believed that mnemonics make learning more enjoyable and engaging.

Others

Some teachers provided other options which they believe make using mnemonics more advantageous. Their answers are as follows:

- They motivate students to practice and get more engaged in class practices.
- Reduce the students' stress to feel more relaxed and comfortable during the session.
- Facilitate the acquisition of specific vocabulary.

Q11: What are the limitations of using mnemonics in teaching? (Select all that apply)

Table 11: The Limitations of Using Mnemonics in Instruction

Options	Frequency	Percentage
a. Can be time-consuming to make	13	22.4%
b. It might not be efficient for all students	12	20.7%
b. May be too basic for advanced learners	16	27.6%
d. Possibly puts much emphasis on memorization rather than comprehension	17	29.3%

Teachers, here, were asked to give their opinions about the limitations of using mnemonics in teaching. Based on the results that are shown in table 11, (29.3%) of the teachers assumed that mnemonics may be disadvantageous since they may put too much emphasis on memorization rather than comprehension, while (27.6%) believed that it may not suit advanced learners since mnemonics can be considered as too basic for them. Others who represent (22.4%) of the total percentage believed that making mnemonics in order to use them to teach can be a time-consuming procedure. Finally, the remaining (20.7%) believed that using mnemonics in instruction may not be efficient for all learners since each student is different

Q12: What would you say is the extent of your comfort teaching phrasal verbs?

Table 12: Teachers' Level of Comfort When They Teach Phrasal Verbs

Options	Frequency	Percentage
a. Uncomfortable	6	20%
b. Comfortable	21	70%
c. Very comfortable	3	10%

The objective of this question is to figure out the level of comfort that teachers typically feel when they teach phrasal verbs. The finding in the table above demonstrates

that only (10%) of the teachers claimed to be very comfortable when approaching phrasal verbs instruction, whereas the vast majority of teachers (70%) claimed to be just "comfortable". The remaining (20%) believed that they are "somewhat uncomfortable" when it comes to teaching phrasal verbs. This is a great indicator that most teachers are well-versed in teaching phrasal verbs.

Q13: In your experience, are phrasal verbs typically challenging for students to master?

Table 13: Phrasal Verbs Challenging Nature

Options	Frequency	Percentage
a. very challenging	10	33.3%
b. Somewhat challenging	19	63.3%
c. Not particularly challenging	1	3.3%
d. Not challenging at all	0	0%

As it is stated in table 13, the majority of teachers (63.3%) admitted that phrasal verbs are somewhat challenging. Surprisingly, no one stated that they are challenging. (33.3%) of teachers claimed that phrasal verbs are very challenging. The remaining teachers with a percentage of (3.3%) opted for not particularly challenging. Thus, this implies that the majority of teachers regard phrasal verbs as somewhat challenging.

Q14: Which part of studying phrasal verbs presents difficulties to your students?

Table 14: The Parts that Present Difficulties in Learning Phrasal Verbs

Options	Frequency	Percentage
a. Memorization	13	28.9%
b. Particle placement	9	20.0%
c. Understanding meaning	23	51.1%

According to the data of table 14, most of teachers (51.1%) stated that meaning is the main part that constitutes difficulty to learners when dealing with phrasal verbs. In

contrast, only (28.9%) of teachers attribute their difficult nature to memorization. The rest

(20%) agreed that particle placement is the part that learners find troublesome.

Additionally, one teacher stated that phrasal verbs are confusing because students often

misunderstand their meaning.

Q15: How do you typically approach the instruction of phrasal verbs?

Table 15: How Teachers Teach Phrasal Verbs

Options	Frequency	Percentage
a. **Through context and examples**	28	75.7%
b. **Through memorization and repetition**	4	10.8%
c. **Through mnemonics**	5	13.5%

This question sought to find out how teachers instruct the lesson on phrasal verbs. As

table 15 shows, the majority of teachers (75.7%) teach phrasal verbs through context and

examples. Others focus on memorization and repetition (10.8%), whereas the rest of the

teachers (13.5%) use mnemonics to teach phrasal verbs.

Q16: Do you think using mnemonics can make learning phrasal verbs easier for students?

Table 16: Teachers' Opinions on Mnemonics Use to Teach Phrasal Verbs

Options	Frequency	Percentage
a. **Significantly easier**	4	14.3%
b. **Easier**	22	78.6%
c. **Not easier at all**	2	7.1%

This question was addressed in order to gather teachers' opinions about the efficiency

of integrating mnemonics in teaching phrasal verbs. As illustrated in table 16, the majority

of teachers (78.6%) said that mnemonics make teaching phrasal verbs somewhat easier.

Whereas (7.1%) stated that mnemonics do not make them easier at all. Furthermore, the

last (14.3%) of teachers admitted that mnemonics definitely render the teaching process of phrasal verbs significantly easier.

Q17: What mnemonic devices have you employed to teach phrasal verbs? (Select all that apply)

Table 17: Mnemonic Devices Used in Instructing Phrasal Verbs

Options	Frequency	Percentage
a. **Acronyms**	8	21.6%
b. **Acrostics**	1	2.7%
c. **Rhymes**	7	18.9%
d. **Keyword method**	13	35.1%
e. **Method of Loci**	5	13.5%
f. **Peg system**	3	8.1%

The data in the table shows that (35.1%) of the teachers chose the keyword method in order to instruct the lesson on phrasal verbs, followed by a small percentage of (21.6%) of teachers who used acronyms. Moreover, (18.9%) of the participants opted for rhymes, and (13.5%) selected the method of Loci. In addition to that, (8.1%) of the teachers went for the peg system, and only (2.7%) used acrostics. One teacher added that he/she prefers to involve chunking when presenting phrasal verbs to students.

Q18: Do you believe that learners should only use mnemonics in learning phrasal verbs, or should they also memorize the definitions and examples of each phrasal verb?

Table 18: Teachers' Views on the Different Ways of Teaching Phrasal Verbs

Options	Frequency	Percentage
a. **They should only use mnemonics**	1	3.3%
b. **They should use mnemonics primarily, but also learn definitions and usage**	6	20%
c. **They ought to combine learning definitions and usage with employing mnemonic devices**	19	63.3%
d. **They should primarily focus on memorization, but also use mnemonics**	4	13.3%

e. **They should focus just on memorization**	0	0%

More than half of the sample (63.3%) claimed that learners ought to combine learning definitions and usage when employing mnemonic devices. (20%) of teachers confessed that They should use mnemonics primarily but also learn definitions and usage. Others with a percentage of (13.3%) stated that students should use mnemonics primarily but also learn definitions and usage. Furthermore, few teachers (3.3%) chose that students should only use mnemonics. However, there was not any teacher who agreed that learners should focus on memorization.

Q19: How can educators ensure learners employ mnemonics accurately and efficiently in phrasal verb instruction? (Select all that apply)

Table 19: Teachers' Way of Ensuring the Proper Use of Mnemonics

Options	Frequency	Percentage
a. **Providing precise instructions and illustrations**	16	25.8%
b. **Providing direction and feedback during practice**	15	24.2%
c. **Encouraging students to create and develop their own mnemonics**	15	24.2%
d. **Evaluating students' understanding and application of mnemonics**	16	25.8%

This question was mainly provided to teachers to find out in what way educators ensure their students use mnemonic techniques effectively while teaching phrasal verbs. The findings in the table demonstrated that teachers agreed equally on both providing precise instructions and illustrations as well as evaluating students' understanding and application of mnemonics with a percentage of (25.8%). Additionally, (24.2%) of the

remaining teachers equally went for providing direction and feedback and encouraging

students to create and develop their own mnemonics.

Q20: As an EFL teacher, do you believe that utilizing mnemonics can help EFL students' long-term retention of phrasal verbs?

Table 20: Teachers' Opinions on the Effectiveness of Mnemonics in the Retention of Phrasal Verbs

Options	Frequency	Percentage
a. **It enhances long-term retention considerably.**	13	50%
b. **It improves long-term retention slightly.**	10	38.5%
c. **It has little effect on long-term retention**	2	7.7%
d. **It makes long-term retention difficult.**	1	3.8%

The findings portray that half of the participants (50%) see that mnemonics enhance

considerably the long-term retention of phrasal verbs, followed by a percentage of (38.5%)

of teachers who claimed that mnemonics improve long-term retention slightly. (7.7%) of

teachers said that they have little effect on long-term retention and only a few of them

(3.8%) stated that they make long-term retention difficult. Based on the above finding, it

can be claimed that using mnemonic devices to teach phrasal verbs will promote long-term

retention of the phrasal verbs under study.

Q21: In your opinion, what are the benefits of using mnemonics in teaching phrasal verbs? (Select all that apply)

Table 21: The Benefits of Using Mnemonics to Teach Phrasal Verbs

Options	Frequency	Percentage
a. **Helps students retain and recall phrasal verbs**	27	38.6%
b. **Makes learning more enjoyable and engaging**	20	28.6%
c. **Increases students' confidence in using phrasal verbs**	12	17.1%
d. **Assists students in comprehending the meaning of phrasal verbs**	11	15.7%

The data in the table illustrates that (38.6%) said that mnemonics help students retain and recall phrasal verbs. (28.6%) responded with the second option 'make learning more enjoyable and engaging'. Besides, around (17,1%) of the whole sample stated that mnemonic techniques increase students' confidence in using phrasal verbs, and (15.7%) of teachers asserted that these techniques assist students in comprehending the meaning of phrasal verbs. Just like in table 10, it can be noted that a fair percentage of teachers agreed that mnemonics help students to retain and recall in general and phrasal verbs in particular.

Q22: In your opinion, what are the limitations of using mnemonics in teaching phrasal verbs? (Select all that apply)

Table 22: The Limitations of Using Mnemonics to Teach Phrasal Verbs

Options	Frequency	Percentage
a. Students may overuse mnemonics, causing them to become reliant on them.	10	18.2%
b. Mnemonics may not suit all students	15	27.3%
c. The process of creating mnemonics may be time-consuming	14	25.5%
d. Mnemonics may not be effective for learning all phrasal verbs	16	29.1%

The objective behind this question is to find out whether teachers see that mnemonics have drawbacks once integrated to teach phrasal verbs. The findings state that most of the participants (29.1%) believed that mnemonics may not be effective for learning all phrasal verbs. (27.3%) of teachers believed that they may not suit all students. 14 teachers (25.5%) claimed that the process of creating mnemonics may be time-consuming. Whereas only 10 others (18.2%) stated that students may overuse mnemonics, causing these students to become reliant on them.

Q 23: What guidance would you offer to other EFL teachers who are thinking about incorporating mnemonics into their phrasal verb instruction? (Select all that apply)

Table 23: Teachers' Suggestions to Other Teachers Wishing to Use Mnemonics to Teach Phrasal Verbs

Options	Frequency	Percentage
a. Begin by implementing concise, and memorable mnemonics	13	21.7%
b. Consider customization and originality while developing mnemonics	6	10%
c. Provide opportunities for phrasal verbs practice and	20	33.3%
d. Maintain a balance between the application of nemonics and other instructional techniques	21	35%

This question aims at providing some guidance to other EFL teachers who are thinking of implementing mnemonic techniques to teach phrasal verbs. Considering the results above, 21 of the teachers (35%) suggested maintaining a balance between the application of mnemonics and other instructional techniques. (33.3%) of the same sample proposed to provide opportunities for phrasal verbs practice and reinforcement. In addition, 13 teachers out of 30, (21.7%) recommended beginning by implementing concise, and memorable mnemonics. Lastly, only (10%) of the participants advised their fellow colleagues to develop original, customized mnemonics.

Q24: Please add any other comment or suggestion you may have related to this topic:

The majority of teachers did not provide any answers regarding this statement. However, some of them recommended the following :

- Mnemonics as a learning device is highly useful and effective when used correctly and accurately to give the desired result.

- They can not be used randomly but rather smartly and with what captivates the student's attention to easily learn and recall information.

• Teachers have to avoid overusing them since they are time-consuming and they may not be suitable for teaching some language aspects, in turn, students' reliance on these devices may have a negative effect on them.

• Teachers need to be well aware of the proper use of mnemonics, or else they will be more confusing and detrimental to students.

• Teachers suggested that students and teachers equally, should receive some training courses to learn/teach these mnemonic techniques before implementing them in the classroom.

• mnemonics can be especially important and efficient for complex or difficult concepts where students may struggle to remember all of the details.

2.3.3. Interpretation and Discussion of Questionnaire Results

The analysis of the teacher questionnaire has yielded valuable findings regarding their attitudes toward the use of mnemonics to teach phrasal verbs. The majority of teachers believe that mnemonics not only aid phrasal verbs' long-term retention and quick recall but also make learning more enjoyable and engaging. Several noteworthy outcomes were revealed through the analysis, especially the fact that almost all teachers believed that phrasal verbs are, to a certain degree, challenging for learners. The reason for this, according to the teachers, is mainly the difficulty that lies in understanding the various meanings of phrasal verbs. Therefore, a fair amount of them recommends instructing phrasal verbs through context and examples.

Moreover, the findings obtained show clearly that despite their limited knowledge of the terminology associated with mnemonics, the majority of the teachers reported that they have used various types of mnemonics such as the keyword method, acronyms, rhymes,

the loci method to teach some important aspect of the English language (see table 4& table 5).

In fact, a great number of teachers stated that mnemonics make their students motivated and engaged in class activities as they rated their students' performance mostly "good" when using mnemonics. These teachers justified this on the fact that mnemonic techniques lower the students' affective filter and make learning and teaching a fun and engaging experience. Based on the data gathered, mnemonics can render the teaching process of phrasal verbs somewhat easier (see table 16), and according to the teachers' experience in teaching phrasal verbs, results illustrated that the keyword method is widely used by teachers. On the other hand, other instructors chose different mnemonic techniques, emphasizing that any technique enhances long-term retention considerably (see table 20). Results also revealed that implementing mnemonics to instruct phrasal verbs has several benefits since they significantly help students retain and recall this complex aspect of English grammar and vocabulary. Furthermore, as with any other technique or device, mnemonics have drawbacks as well. The teacher participants, nonetheless, successfully offered some recommendations to fellow teachers who are willing to use mnemonics in teaching phrasal verbs. They suggested being well aware of the appropriate use of mnemonics, as they advised both teachers and learners to receive some training courses regarding these techniques to achieve the target goals. These recommendations may pave the way for future teachers who attempt to use mnemonics in teaching phrasal verbs to effectively deliver this lesson to students.

2.4. Teacher Interview

2.4.1. Description of the Interview

The designed interview attempts to gain further insights into the teachers' views about mnemonics. The interview is a qualitative research tool that, according to the questions, aims at investigating the teachers' attitudes toward the use of mnemonics in improving the learning of phrasal verbs. The interview was carried out with nine teachers (9), who particularly teach specific modules, namely oral expression, written expression, and grammar at the English language department at Mohamed Seddik Ben Yahia University, Jijel. The interview lasted between 10 to 20 minutes. The interview administered to teachers was a semi-structured interview. The researchers audio-recorded it and took notes, and it involved nine questions, some of which consist of sub-questions (see Appendix B). Data gathered through this qualitative tool was intended to supplement the findings of the questionnaire handed to the teachers.

2.4.2. Analysis of the Interview

Teacher 1

This teacher claimed that she usually introduces phrasal verbs within the parts of speech lesson, but she only tackles them briefly. She then went on to explain that if she had to implement phrasal verbs in the class she would focus mainly on contextualization '…context makes all the difference' (teacher 1).

According to her, phrasal verbs represent a source of considerable difficulty. Yet, they can be enjoyable for teachers, as opposed to learners who may find them confusing. For teachers who consider phrasal verbs difficult, this teacher suggested always putting the self in the native speaker's mind '…how a native speaker would use a specific phrasal verb' (teacher 1). She also emphasized the contextualization of phrasal verbs by presenting videos to showcase people using phrasal verbs in classes and involving learners in re-acting such contexts by acting them out in dialogues and role plays.

Talking about mnemonics, the teacher was somehow familiar with the term. However, she never went further to look into the details surrounding it. Despite her limited knowledge of mnemonics, she believed that she had used some of their types indirectly. When it comes to which types of mnemonics are likely to be efficient in teaching phrasal verbs, this teacher listed three types which are acronyms, the loci method, which she used and declared that it was effective for her but did not know its name, and the keyword method, which she claimed to also personally used in teaching along with the fork chart and determined that it was efficient for advanced learners.

According to the data gathered from this interview, this teacher believed that mnemonics are far more beneficial than the other traditional methods, namely memorization and repetition, especially when it comes to phrasal verbs instruction. On the other hand, this teacher reported that mnemonics' integration within EFL classes may indeed boost learners' retention especially phrasal verbs' retention: '…using mnemonics is going to play the role of a shortcut for the learners to retain and remember phrasal verbs and their meanings since it boosts learners to make connections using their metacognition' (teacher 1).

As far as the advantages and disadvantages of mnemonics are concerned, this teacher made it clear that though mnemonics can be beneficial, they can cause confusion ultimately leading learners to lose focus on other methods. Nevertheless, using mnemonics may not suit all the different learning styles and needs of the learners.

At last, she recommended teachers who are willing to use mnemonics to teach phrasal verbs, to analyze the learners' needs and their different learning styles before implementing mnemonics. She also recommended that they wisely choose the appropriate type to use so that it accommodates everyone. This teacher also added that teachers should

not force learners to stick with one type of mnemonics; instead, they should be encouraged to look for the ones that suit them the best and even encourage them to create their own.

Teacher 2

The following teacher revealed that phrasal verbs instruction is not the main focus when dealing with adults. With young learners, however, she uses a different approach, which is echoed in her answer:

I try to provide phrasal verbs with examples [stories, videos] before giving the definitions or the structure so that learners can deduce the meaning first. Afterward, a discussion occurs to see whether they got the meaning or not, then define them and get to practice them in role plays or dialogues [indirectly] without using repetition or drills (teacher 2).

Moreover, according to her, phrasal verbs are not that difficult to teach. However, they can be confusing for learners, especially in terms of their structure. To deal with the difficulty that other teachers may experience, she suggested avoiding the use of traditional methods that focus on repetition and drills. In her opinion, teachers should rather try to choose properly which phrasal verbs to teach and to implement in tasks or in classroom conversations. According to her, doing so will push learners to come up with the implied meaning, which they will remember better since they will experience it by themselves.

Regarding mnemonics, she asserted to have a vague view of them, and she seemed to have used some of their types indirectly. This teacher assumed that certain types could be efficient namely rhymes, especially for young learners, the peg word method for advanced learners, and acronyms. However, she claimed that the efficacy of any type of mnemonics would merely depend on the subject to be taught, the learning styles, the level, and ages of the learners. Furthermore, she declared that the use of mnemonics is more efficient

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compared to memorization and repetition since the mnemonics that are based on the use of songs and pictures are something that learners will relate more to as a way to keep up with modern technologies. Concerning the integration of mnemonics in EFL classes, this teacher asserted that it will give remarkable results in terms of phrasal verbs retention.

Then, for her part, mnemonics used in teaching phrasal verbs have more benefits than drawbacks, since they represent an alternative way to teach. However; she made it clear that they can be challenging to implement in classrooms due to the students' different learning styles, age, and levels.

Finally, this teacher recommended developing a better understanding of mnemonics before implementing them in classes and using them with advanced learners first before trying them on younger learners. She added that teachers should receive proper training on how to use and create them to accommodate everyone.

Teacher 3

According to the interview data, this teacher stated that he teaches phrasal verbs in both grammar and oral expression. In grammar, the focus is on the form-function relationship but in oral expression, the focus is mainly on phrasal verbs as idioms emphasizing the fact that providing the context for students is very important in order to help them infer the meaning of the given phrasal verb. He added that how he teaches this language item stems from his common sense rather than systematic methodology informed by the books.

This teacher insisted that phrasal verbs obviously present an area of difficulty for non-native speakers of English, because of the similarities between them and their opaqueness. He then gave some suggestions to make them simply instructed and easily

grasped by the students, mentioning that teachers should give importance to how their students handle this difficult aspect of English. Regarding methodology, He assumed that given the fact that some phrasal verbs are idioms, learners rely on memorization of the meaning. However, students should not only memorize, rather they should strive actively to make it a part of an active vocabulary repertoire through practice '...practice makes perfect' (teacher3).

Like all data gathered from the interviews conducted with the two previous teachers, He declared that he is somewhat familiar with mnemonics since he learned about them years ago, and may have resorted to using them to teach based on his common sense. As far as the efficient types of mnemonics are concerned, the interviewee assumed that, as humans, we are naturally inclined to resort to mnemonics and any student has in one way or in another used them, albeit unconsciously, but since he had not undergone any training or learned about any method, he was not able to provide any answer with regard to this.

Moreover, he made it clear that memorization and mnemonics are related, he illustrated that whenever a student encounters difficulty in memorizing directly the word, he/she resorts to helping scaffold memorization with the assistance of tricks [mnemonics]. The latter help learners retrieve easily previously-learned items. Thus, they are really crucial in the learning process. He also reported that mnemonic techniques are very significant to boost the learners' retention of phrasal verbs. Additionally, they cast a funny aspect of learning when it comes to the tricks and the associations used, thereby helping learners to get more involved and motivated in the classroom.

Concerning advantages and disadvantages, while he thinks that the technique should be given its due, he declared that mnemonics is a technique and its role should neither be

denigrated nor exaggerated. Conversely, an overreliance on mnemonics may hinder the learning of certain items. It may also not appeal to certain learning styles.

Finally, speaking about recommendations for teachers who are willing to implement these techniques to teach phrasal verbs, this teacher proposed some of the following: they should have a strong appeal to students. There is a natural inclination by human beings to resort to mnemonics, enabling the students to learn in a systematic way that is informed by research and a teaching theory. This may enhance learners' capacity to grasp the foreign language.

Teacher 4

This teacher claimed that he has never taught phrasal verbs as a separate lesson. However, whenever he encountered them in class, he tried to attract students' attention to their use, either by giving examples on the board or in texts. He also added that in case of any incorrectness in usage, he usually intervenes.

This teacher did not consider phrasal verbs as a difficult item to teach. He went further to give suggestions to teachers who may find this vocabulary item difficult and tiring to instruct by emphasizing doing research and experiments in case it is necessary. He also believed that it is important to raise students' awareness of the different uses of phrasal verbs by giving examples and encouraging students to read.

According to this teacher, mnemonics are familiar to him but to a certain extent. As for its types, the ones that are likely to be efficient in terms of teaching in general and phrasal verbs in particular, he was not able to name any specific type due to his limited knowledge of them. However, he asserted that techniques that use hints [peg word mnemonics] could be efficient in such cases. Furthermore, this teacher did not necessarily consider mnemonics better than memorization or repetition, but he pointed out that '… if I

had to choose, I would rather opt for techniques that focus more on practice '(teacher 4). For him, practice is the best way to learn, for this reason, the integration of mnemonics in EFL classes can be considered a valuable tool to boost learners' retention of phrasal verbs but to a certain degree, and they can only be effective if they are used from time to time.

Concerning the benefits, this teacher claimed that mnemonics can only be advantageous for short periods of time '…to master something quickly or in tests' (teacher 4), whereas when it comes to deep learning or long life learning such techniques will not be beneficial at all.

Lastly, he encouraged teachers who are willing to incorporate mnemonics to teach phrasal verbs, to introduce these techniques to learners, and to share with them the way they can be utilized as learning strategies.

Teacher 5

This teacher stated that she did not directly teach phrasal verbs, rather she tries to direct learners to put emphasis on the use of PVs as idiomatic expressions, share the culture of the target population, and advise learners to look for references. She does not make great efforts to draw their attention to the use of phrasal verbs.

According to her, she does not consider them tiring or difficult, but rather interesting in terms of being context-specific or language-specific. She added that they are not difficult at all since they are ready-made expressions. Besides that, this teacher suggested several ways to make them easier to teach. For example, in written expression, it is better to provide learners with texts that contain a big number of PVs and highlight them as keywords. Concerning oral expression, she proposed spending long discussions on just picking phrasal verbs and giving examples from real life because the best way to remember something is to apply it immediately while speaking and interacting with others.

Speaking about the concept of mnemonics, this teacher asserted that she is not familiar with the terminology itself, but the content and meaning are familiar to her. As revealed by the interview data, she pointed out that the keyword method and rhymes could be the most efficient types to teach phrasal verbs.

This teacher asserted that there is no such thing as the best method or technique: what works with one student does not work with another because students have different learning styles and come from different educational backgrounds. In addition to that, it is a matter of practice: '…. the more they practice the more they remember'(teacher 5). She affirmed that mnemonics are beneficial because they are already implemented by other people and proven to be efficient.

The interviewee also declared that these techniques have a positive and a negative side. On one hand, the advantages she mentioned are that they make learners open to new ways of thinking and dealing with information because mnemonics are effective time-savers, especially in urgent situations when learners have to learn in a short period of time. On the other hand, she claimed that there are no disadvantages '… if they don't benefit learners, I do not think they will harm them' (teacher5).

Finally, this teacher proposed that other teachers should review the literature about what has been written concerning the topic, and learn well about the learning and teaching styles and about any method before using them with learners. She added that teachers should use mnemonics and test their effectiveness before implementing them in their classrooms.

Teacher 6

According to this teacher, she clarified that she does not explicitly teach phrasal verbs, but when she encounters them in essays and paragraphs, she attempts to explain

them to her students. She asserted that phrasal verbs are significantly difficult and tiring, yet teachers may successfully teach them if they put them in context, which, according to this teacher, is key to clarifying not only their meaning but also their use.

As for the concept of mnemonics, this teacher reported that she is not familiar with them, never heard of them, and never used them in learning. To her knowledge, she suggested the loci method as the most efficient type of mnemonic that teachers can take advantage of in order to teach phrasal verbs.

This teacher assured that mnemonic techniques could be useful if appropriately applied. Compared to repetition and memorization, the interviewee assumed that mnemonic techniques may be useful. She declared that they possess benefits more than inconveniences.

At last, she proposed for teachers who are willing to use this kind of technique for teaching phrasal verbs by trying to accommodate the different learning styles.

Teacher 7

This teacher declared that she teaches and instructed phrasal verbs in the oral expression module because in her words it's the best module that paves the way for the teacher to instruct this part of the language. Concerning the way, she approaches them in her EFL classes, she claimed that she selects videos, and assigns homework for students and presentations. She also added that she lets the students discover for themselves what is a phrasal verb by conducting research or through classroom presentations.

The interviewee averred that phrasal verbs are highly difficult because there are no fixed rules to teach them, and mastering them basically has to do with the extent to which one is exposed to the language, the degree of fluency, and the mastery of grammar components. Moreover, she demonstrated a couple of ways to make them easier to teach

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and well understood by students such as mind mapping '…mind map, it helps a lot, especially the use of prepositions with verbs that this verb accepts this preposition'(teacher7). She also thinks that teaching phrasal verbs in context using pictures enhances memorization.

Talking about the concept of mnemonics, this teacher reported that they use it as teachers in their EFL classrooms, yet the term itself is not really familiar to her, and they cannot deny the fact that anything related to metacognition is highly important in the learning process in which the teacher him/herself should activate these metacognition strategies to make their learning/ teaching process more successful.

As for the most efficient types of mnemonics for teaching any language item in general and PVs in particular, this teacher asserted that it depends on the student's learning styles. So, there is no best method: '... some prefer to use the audio-visual cues to remember, others prefer just to remember key terms, sounds' (teacher 7). She reported that she personally used to use them to associate words in English with words in Arabic that share the same pronunciation [key word] adding that she has never forgotten them.

Furthermore, she assessed that the implementation of mnemonics in EFL classes is definitely effective and teachers should resort to the use of these techniques because they give better results than the conventional ones. Moreover, this teacher agreed that mnemonics integration in EFL classes may actually boost the learners' retention of phrasal verbs.

According to this interviewee, by using this technique students may lose concentration in trying all the time to match and forget about the rest of the lecture and focus on one phrasal verb. Otherwise, there is no harm, on the contrary, they are important in the process of learning.

Lastly, this teacher listed a few recommendations for teachers who are willing to integrate mnemonics to teach phrasal verbs mentioning that visual aids help to activate retention and memory. In her words, it is really not that feasible to come to the class to teach phrasal verbs theoretically using a pen and a board. It would be preferable if teachers integrated ICTs in addition to mnemonics to make the students remember better the introduced items.

Teacher 8

This teacher claimed that he had never thought about teaching phrasal verbs per se, therefore he has no experience in teaching them. He went further to explain that since phrasal verbs are difficult to learn they can be hindering to instruct as well. He confessed '... I personally, as a teacher, struggle with understanding some phrasal verbs. When having an extent of familiarity with a topic it is hard to tell what to do or what to avoid' (teacher 8).

Like most of the teachers, he suggested teaching phrasal verbs within context. He asserted that understanding this type of vocabulary items implies instructing them in context, proposing to include them in conversations, dialogues, or passages and then asking students to deduce their meaning before explaining them.

Like the others, this teacher revealed that he had never heard of the term [mnemonics] before. Despite his lack of knowledge with regard to their implementation and their types, he claimed that acronyms could be efficient in terms of teaching vocabulary items in general and phrasal verbs in particular. On the other hand, he made it clear that at the end the efficacy of any type would merely depend on learners. He added: '...some strategies are more efficient than others but any strategy that works in general is efficient' (teacher 8).

According to him, mnemonics appear more advanced than traditional methods like memorization and repetition. As for the integration of mnemonics, he was not able to tell whether or not these techniques would boost learners' retention of phrasal verbs. For him it is a matter of trying first and then seeing if they are to be integrated or not. Finally, this teacher seemed to encourage doing sufficient research and then trying them.

Teacher 9

Teacher 9 claimed that he taught them explicitly without using special techniques, methods, or devices. According to him, phrasal verbs are not a source of difficulty at all. On the contrary, they are fun to teach. However, for teachers who might consider them as challenging or tiring to instruct, he suggested devising methods that not only suit the teacher but also suit all learners.

Similar to all data gathered from the interviews held with the other teachers, this teacher was not very familiar with mnemonics and their implementation in learning in general; he thus recognized only two types: acronyms and the keyword method, which, according to him, are likely to be efficient not only in teaching in general but also in teaching phrasal verbs. Moreover, he was one of the few teachers who revealed that '...memorization is essential and it could be combined with mnemonics' (teacher 9).

For teacher 9, the integration of mnemonics in EFL classes can only be considered as a valuable tool to boost the retention of phrasal verbs after having tested it and proven its success.

The advantage of using mnemonics for this teacher is their fun way to introduce variety into one's lessons and free one's students from the shackles of routine. Yet, he equally asserted that teachers should use them with caution in that they can be time-consuming for both learners and teachers.

At last, he pointed out that the teacher should be aware of mnemonics and their implementation before using them.

2.4.3. Interpretation and Discussion of the Teacher Interview

The interviews revealed that all of the teachers teach phrasal verbs differently. In fact, most of them opt for direct instructions, while others use implicit ways of teaching depending on the modules they teach. For this reason, the interviewees revealed various perspectives on the difficulty posed by phrasal verbs. Some consider them difficult, while others claimed the contrary and asserted that this vocabulary item can be fun and enjoyable to instruct. Moreover, all teachers provided multiple suggestions to overcome the difficulty of teaching phrasal verbs that other teachers may experience. The suggestions mainly include giving examples of phrasal verbs and using them in classroom tasks and conversations, all while emphasizing the role of both practice and context while instructing phrasal verbs.

As far as mnemonics are concerned, four teachers out of nine teachers, namely (teacher1), (teacher 2), (teacher 3), and (teacher 4), showed a familiarity with the term [mnemonics] while the rest claimed to have never come across it before. Even though all the teachers have limited knowledge of mnemonics, most of them believe that they used some mnemonic techniques at some point unconsciously since these latter are related to metacognition. Additionally, the interviewees were able to list some types of mnemonics, including, acronyms, the keyword method, the method of loci, and the peg word method, which they believe would be efficient in teaching phrasal verbs.

Furthermore, the findings showed that most teachers agreed on the effectiveness of mnemonics to teach phrasal verbs since they allow teachers to depart from the conventional ways of teaching, enhancing by doing so, if appropriately implemented, EFL

learners' retention of phrasal verbs. Based on the teachers' answers, it could be inferred that the teachers believe that using mnemonics does not come without a cost. Like any other technique, they have benefits and drawbacks. At last, all of the interviewees added some recommendations that may help teachers who are willing to integrate these alternative techniques to teach phrasal verbs in the future.

2.5. Limitations of the Study

As with any other investigation, the current study has its own set of limitations and obstacles, which are presented as follows:

- The researchers in this study faced a notable obstacle in conducting the theoretical section. Mainly due to the lack of resources, and limited access to relevant sources.
- Questionnaires were not always answered by all the respondents.
- The lack of time prevented this research from being enhanced by conducting an experiment.
- The interviews' conduction was a challenge to complete for the researchers since most teachers were unavailable due to their busy schedules.

2.6. Recommendations

Considering the findings of the study, the following recommendations and suggestions are proposed for further action:

- Proper training should be provided on how to use mnemonics properly in EFL classes.
- Teachers should be aware of the usefulness of mnemonics particularly for learners and should encourage them to develop their own mnemonics.
- Teachers are encouraged to use different types of mnemonics.

- Using mnemonics allows a fun and relaxed atmosphere that reduces the learner's anxiety. Accordingly, they boost the learners' engagement in the classroom.

- Using ICTs along with mnemonics is a better way to improve learning.

Conclusion

All in all, the main focus of this chapter is the practical part of the study. It described the procedures followed to collect data, population, and sampling, providing eventually the analysis and discussion of the teacher questionnaire and the teacher interview. In light of the previous results, the hypothesis upon which the current research is grounded is confirmed. That is to say, EFL teachers use mnemonics to teach phrasal verbs so that students learn phrasal verbs more quickly and efficiently. The results obtained showed that integrating mnemonics in EFL classes conclusively makes phrasal verbs teaching effective. In this context, the results highlighted how important mnemonics are for teaching phrasal verbs and how they optimize the learning process in a way that meets the needs of the EFL students. Finally, toward the end of the chapter, the limitations of the study are highlighted and some suggestions based on the obtained results are offered.

General Conclusion

The realm of teaching and learning a foreign language, like English, encompasses the use of a plethora of techniques, methods, and devices, as a way to overcome the complexities that such a language may possess. Phrasal verbs, a unique and distinctive feature of English, represent a source of difficulty, yet they are essential for mastering the English language and achieving a native-like command. Therefore, the use of mnemonics can be regarded as a way to render not only the learning but most importantly the instruction of this vocabulary item equally effective and efficient. In accordance with this idea, the current study was conducted to investigate EFL teachers' attitudes toward the use of mnemonics to teach phrasal verbs. It is divided into two chapters, the first one is devoted to the theoretical part and the second is about the practical part. Through this latter, the researchers aim to answer the questions raised at the beginning of the research: (1) Do EFL teachers use mnemonics in order to teach phrasal verbs? (2) Do EFL teachers have a positive opinion of the usage of mnemonics in EFL classes?

The findings obtained from the research instruments, namely the teacher interview and the teacher questionnaire, revealed that a great number of teachers do in fact employ mnemonics to instruct different aspects without being familiar with its formal terminology. They agreed on the fact that using mnemonics assists in the retention and recall of phrasal verbs, assuming that they make both learning and teaching pleasurable experiences. In addition to that, most of the teachers implement the keyword method and rhymes to instruct phrasal verbs, these methods are suitable for both old and young learners as mentioned by teachers. They indicated that mnemonic techniques are preferable than other conventional and old-school methods since mnemonics create a pleasant environment for students that reduces their stress, make learning more enjoyable, and consequently increase interaction during the session. Moreover, the results demonstrated that phrasal verbs pose

difficulty to students and for the majority of teachers equally. Teachers indicated that mnemonic devices can be highly effective for facilitating the teaching of phrasal verbs and considerably enhance the learners' long-term retention. In addition to the fact that these devices cast a funny aspect of learning in terms of the tricks used when integrating mnemonics. Last but not least, teachers commented that phrasal verbs should receive considerable attention from teachers. Teachers should look for alternative and appropriate methods that make this complex aspect easily grasped by learners rather than solely focusing on the traditional ones which appear to be boring and less efficient. In the end, the researchers faced some obstacles when conducting this research due to its originality. The majority of researchers who conducted similar studies focused on the impact of mnemonics on teaching particularly vocabulary rather than phrasal verbs. This research, nonetheless, sought to put emphasis on EFL teachers' use of mnemonics to teach phrasal verbs as a part of the English grammar.

All in all, the results of the study revealed that teachers generally hold positive attitudes toward using mnemonics in phrasal verb instruction. A challenging aspect of the English language, phrasal verbs have received relatively limited to no attention in prior research that has focused on the impact of mnemonics on teaching various vocabulary items. The current study may serve as a reference for future research to optimize the use of mnemonics in teaching practice, ultimately enhancing language teaching and learning outcomes.

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Appendix A

Teachers' Questionnaire

Dear teachers,

The study at hand is about investigating EFL teachers' attitudes toward the use of mnemonics in teaching phrasal verbs in their classes. For this reason, we would like to invite you to take part and answer the following questionnaire in order to gain insights into the various responses related to this research work. Please, tick ($\sqrt{}$) in the corresponding box(es), or give the full answer(s) whenever needed. Your answers will be anonymously published; we would be utterly grateful if you take some time and answer the questions to help us accomplish our study.

Q1: How many years have you been teaching English?

  a.   Less than 1 year   ☐

  b.   3-5 years   ☐

  c.   More than 5 years   ☐

Q2: How familiar are you with the use of mnemonics as a teaching aid?

  a.   Very familiar   ☐

  b.   Somewhat familiar   ☐

  d.   Not familiar at all   ☐

Q3: Have you ever used mnemonics in your instruction?

  a.   Always   ☐

  b.   Sometimes   ☐

  c.   Rarely   ☐

d.   Never   ☐

Q4: Did you use mnemonics to teach: (Select all that apply)

a.   Vocabulary   ☐

b.   Grammar   ☐

c.   Pronunciation   ☐

d.   Listening comprehension   ☐

e.   Reading comprehension   ☐

f.   Writing   ☐

g.   Others (please specify)

……………………………………………………………………………………………

Q5: Which of the following mnemonics have you used in your instruction? (Select all that apply)

a.   Acronyms   ☐

b.   Acrostics   ☐

c.   Rhymes   ☐

d.   Keyword method   ☐

e.   Method of Loci   ☐

f.   Peg system   ☐

g.   Others (please specify)

……………………………………………………………………………………………

Q6: What criteria do you use to decide whether to employ mnemonics in your lessons?

a.   The content being taught   ☐

b.   The learning style of the students   ☐

c.   The students' needs, interest and engagement   ☐

d.   Others (please specify)

……………………………………………………………………………………………………

Q7: How can you measure the effectiveness of mnemonics in your classroom? (Select all that apply)

a.   Through the student evaluation results   ☐

b.   Through the student input and participation   ☐

c.   Through the observation of the student behavior during and after   ☐
      the lesson

d.   Through introspection and lesson analysis   ☐

e.   Others (please specify)

………………………………………………………………………………………………

Q8: How do you rate your students 'performance when integrating any type of mnemonics?

a.   Bad   ☐
b.   Average   ☐
c.   Good   ☐
d.   Excellent   ☐

Q9: Do mnemonics make your students motivated and more willing to participate?

a. Yes   ☐

b. No   ☐

Please justify:

………………………………………………………………………………………………………

Q10: According to you, what benefits do you see in employing mnemonics in instruction? (Select all that apply)

a. Aids students' ability to retain and recall information   ☐

b. Makes learning more enjoyable and engaging ☐

c. Clearer understanding of the material by students ☐

d. Can be modified to fit different learning and teaching preferences ☐

e. Others (please specify)

……………………………………………………………………………………….

Q11: What are the limitations of using mnemonics in teaching? (Select all that apply)

a. Can be time-consuming to make ☐

b. It might not be efficient for all students ☐

c. May be too basic for advanced learners ☐

d. Possibly puts much emphasis on memorization rather than comprehension ☐

e. Other (please specify)

………………………………………………………………………………………………

Q12: What would you say is the extent of your comfort teaching phrasal verbs?
a. Uncomfortable ☐

b. Comfortable ☐

c. Very comfortable ☐

Q13: In your experience, are phrasal verbs typically challenging for students to master?

a. very challenging ☐

b. Somewhat challenging ☐

c. Not particularly challenging ☐

d. Not challenging at all ☐

Q14: Which part of studying phrasal verbs presents difficulties for your students?

a. Memorization ☐

b. Particle placement ☐

c.   Understanding meaning   ☐

d.   Others (please specify)

……

Q15: How do you typically approach the instruction of phrasal verbs?

a.   Through context and examples   ☐

b.   Through memorization and repetition   ☐

c.   Through mnemonics   ☐

d.   Others (please specify)

……

Q16: Do you think using mnemonics can make learning phrasal verbs easier for students?

a. Significantly easier   ☐

b. Easier   ☐

c. Not easier at all   ☐

Q17: What mnemonic devices have you employed to teach phrasal verbs? (Select all that apply)

a.   Acronyms   ☐

b.   Acrostics   ☐

c.   Rhymes   ☐

d.   Keyword method   ☐

e.   Method of Loci   ☐

f.   Peg system   ☐

g.   Others (please specify)

……

Q18: Do you believe that in learning phrasal verbs learners should only use mnemonics, or should they also memorize the definitions and examples of each phrasal verb?

    a.   They should only use mnemonics   ☐

    b.   They should use mnemonics primarily, but also learn definitions and usage   ☐

    c.   They ought to combine learning definitions and usage with employing mnemonic

      devices   ☐

    d.   They should primarily focus on memorization, but also use mnemonics   ☐

    e.   They should focus just on memorization   ☐

 Q19: How can educators make sure that learners are employing mnemonics accurately and efficiently? (Select all that apply)

    a.   Providing precise instructions and illustrations   ☐

    b.   Providing direction and feedback during practice   ☐

    c.   Encouraging students to create and develop their own mnemonics   ☐

    d.   Evaluating students' understanding and application of mnemonics   ☐

    e.   Others (please specify)

    ……………………………………………………………………………………………………

Q20: As an EFL teacher, do you believe that utilizing mnemonics can help EFL students' long-term retention of phrasal verbs?

    a.   It enhances long-term retention considerably.   ☐

    b.   It improves long-term retention slightly.   ☐

    c.   It has little effect on long-term retention   ☐

    d.   It makes long-term retention difficult.   ☐

Q21: In your opinion, what are the benefits of using mnemonics in teaching phrasal verbs? (Select all that apply)

    a.   Helps students retain and recall phrasal verbs   ☐

    b.   Makes learning more enjoyable and engaging   ☐

    c.   Increases students' confidence in using phrasal verbs   ☐

d.　　Assists students in comprehending the meaning of phrasal verbs　☐

e.　　Others (please specify)

……………………………………………………………………………………

Q22: In your opinion, what are the limitations of using mnemonics in teaching phrasal verbs? (Select all that apply)

a.　　Students may overuse mnemonics, causing them to become reliant on them.　☐

b.　　Mnemonics may not suit all students　　　　　　　　　　　　　　　☐

c.　　The process of creating mnemonics may be time-consuming　　　　　☐

d.　　Mnemonics may not be effective for learning all phrasal verbs　　　☐

e.　　Others (please specify)

……………………………………………………………………………………

Q 23: What guidance would you offer to other EFL teachers who are thinking about incorporating mnemonics into their phrasal verb instruction? (Select all that apply)

a. Begin by implementing concise, and memorable mnemonics　　　　☐

b. Consider customization and originality while developing mnemonics　☐

c. Provide opportunities for phrasal verbs practice and reinforcement　☐

d. Maintain a balance between the application of mnemonics and other instructional

techniques　　　　　　　　　　　　　　　　　　　　　　　　☐

e. Others (please specify)

……………………………………………………………………………………

Q24: Please add any other comment or suggestion you may have related to this topic:

……………………………………………………………………………………

Thank you for your time and collaboration.

Appendix B

Teachers' Interview

We appreciate your willingness to participate in this interview and we want to reassure you that your anonymity will be preserved.

1. Can you tell us about your experience in teaching English as a foreign language?

2. As an EFL teacher, how would you typically approach teaching phrasal verbs?

3. Do you consider phrasal verbs difficult and tiring to teach? Why or why not? Do you have any suggestions for making this vocabulary item easier and, most importantly, well-understood by the students?

4. How familiar are you with the concept of mnemonics and its implementation in learning in general?

5. According to you, what types of mnemonics are most likely to be efficient in teaching phrasal verbs?

6. What do you think of the use of mnemonics compared to other teaching techniques for teaching phrasal verbs, such as memorization or repetition?

7. Do you think that the integration of mnemonics in EFL classes is a valuable teaching tool that may actually boost the learners' retention of phrasal verbs? Why or why not?

8. What are the pros and cons of using mnemonics to teach phrasal verbs, In your view? Finally, are there any recommendations you would

Résumé

Bien que les verbes à particule soient considérés comme un aspect important de la grammaire et du vocabulaire Anglais, les enseignants ont du mal à enseigner en raison et les apprenants sont confrontés à de nombreux obstacles pour les comprendre. Cette étude de recherche vise à étudier les attitudes des enseignants d'anglais comme langue étrangère à l'égard de l'utilisation de mnémoniques dans l'enseignement des verbes à particule dans leurs cours au département d'anglais de l'Université Mohammed Seddik Ben Yahia, Jijel. Désormais. Cette étude est basée sur l'hypothèse que si les enseignants d'ALE utilisent des mnémoniques pour enseigner le phrasé, les étudiants apprendront les verbes à particule plus rapidement et efficacement. Afin d'atteindre les objectifs de la matière, deux principaux outils de collecte de données utilisés dans l'étude ont été utilisés : un questionnaire soumis à 30 professeurs d'anglais au département d'anglais de l'Université Mohammed Seddik Ben Yahia, Jijel. Désormais des entretiens semi-structurés ont également été menés avec 09 d'eux. Les résultats obtenus ont révélé que l'intégration de techniques mnémoniques dans l'enseignement des PV rend le processus d'enseignement plus facile et plus efficace, en motivant et en impliquant les étudiants dans le processus. Ils ont également souligné les attitudes positives des enseignants à l'égard de l'utilisation des mnémoniques pour enseigner les verbes à particule, en raison de l'importance de les utiliser pour enseigner d'autres aspects de la langue en raison de leur effet positif général sur l'enseignement et l'apprentissage. Sur cette base, certains enseignants suggèrent d'enseigner les verbes à particule en fonction du contexte dans lequel ils apparaissent, de sorte que les étudiants comprennent simplement leur signification et les apprennent facilement, tout en étant suffisamment informés sur les techniques mnémoniques pour garantir leur utilisation réussie lors de l'enseignement des verbes à particule.

Mots Clés: mnémoniques, techniques, enseignants ALE, verbes à particule.

الملخص:

على الرغم من أن أشباه الجمل الفعلية تعتبر جانبًا مهمًا من قواعد اللغة الإنجليزية والمفردات، إلا أن المعلمين يواجهون صعوبة في تدريسها، والطلاب يجدون صعوبة في فهمها. تهدف هذه الدراسة البحثية إلى استكشاف آراء معلمي اللغة الإنجليزية كلغة أجنبية تجاه استخدام فن الاستذكار في تدريس أشباه الجمل الفعلية في فصولهم الدراسية في قسم اللغة الإنجليزية بجامعة محمد صديق بن يحيى، جيجل. تستند هذه الدراسة إلى افتراض أن استخدام معلمي اللغة الإنجليزية كلغة أجنبية فن الاستذكار لتعليم الجمل الفعلية سيؤدي إلى تعلم الطلاب بشكل أسرع وأكثر فعالية. تم استخدام استبيان تم تقديمه لـ 30 مدرسًا لغة إنجليزية في قسم اللغة الإنجليزية بجامعة محمد صديق بن يحيى، بالإضافة إلى إجراء مقابلة شبه منظمة مع 9 منهم لجمع البيانات اللازمة في الدراسة. وأظهرت النتائج أن دمج تقنيات الذاكرة يجعل تدريس الأفعال العبارية أسهل وأكثر فاعلية، ويعزز تحفيز الطلاب ومشاركتهم في العملية التعليمية. كما تم تسليط الضوء على النظرة الإيجابية التي يحملها المعلمون تجاه استخدام وسائل الذاكرة في تدريس الأفعال العبارية، وأشاروا أيضًا إلى أهمية استخدامها في تدريس جوانب أخرى من اللغة نظرًا للتأثير الإيجابي العام الذي تحققه على التعليم والتعلم على حد سواء.

الكلمات المفتاحية: تقنيات الذاكرة، معلمي اللغة الإنجليزية كلغة أجنبية، أشباه الجمل الفعلية