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The Effectiveness of Memorisation as a Language Learning Strategy in EFL Learning: The Case of 1st Year English Students at Tlemcen University

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*D*edications

To my princess Assia, my two superheroes Adam and Ali and to my little angel Reda who make me the happiest aunt in the world.

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Abstract

Memorisation is a language learning strategy that EFL learners tend to take for granted, yet the consequences of its use are seriously doubted. The present research work aims at discovering the extent of its effectiveness in the process of EFL learning. The investigation is a case study of 1st year English students at the department of English at Tlemcen University. It relies on a sample including 110 students. Two research instruments are used for gathering data from this sample population. They involve a questionnaire and an interview both directed to the students. The collected data is, later, analysed quantitatively and qualitatively. The results will reveal that although EFL students have a positive view towards memorisation strategy, they do not use it that much in their English learning process. Regarding its effectiveness, thanks to the results obtained, the researcher will come up with the conclusion that indeed, memorisation can be really effective when it is accompanied by the understanding of the item to be memorised.

Table of Contents

List of Tables

List of Figures

List of Abbreviations and Acronyms

EFL : English as a Foreign Language

ELT: English Language Teaching

LTM : Long-Term Memory

LLS : Language Learning Strategies

LMD: Licence Master Doctorate

MSM : Multi-Store Model

STM : Short-Term Memory

WM : Working Memory

General Introduction

General Introduction

Thanks to Globalisation, English has become the language to be learnt worldwide. However, teaching and learning a foreign language has never been easy. It is a challenging task that requires the use of appropriate methods, techniques and strategies. Previous studies identified some language learning strategies that learners of a language tend to use to ease their learning process. Besides its naturel use in everyday life, memorisation is one of these numerous strategies that are used by EFL learners. While various scholars claim for its benefits and its endless advantages, others only focus on its undeniable drawbacks and insist on the necessity of avoiding it.

This study attempts to discover whether memorisation is an effective language learning strategy to improve language proficiency in EFL context. Its primary objectives are to find out how much this strategy is used among EFL learners and the importance they give to it. Besides, it tries to know why such a strategy is chosen among many others which can allow the researcher to understand the learners' attitudes toward it. In addition, this research investigates the contexts and the aspects of the language in which memorisation is used. This would help in defining the extent of its significance in EFL learning. Furthermore, the present work shoots for identifying the consequences of memorisation use in EFL learning to know whether there are significant drawbacks that need to be considered. All in all, the findings of this research paper are hoped to be helpful in the development of the best strategies to be used by EFL learners to enhance their chances to learn this language in the best ways using the suitable strategies and avoiding the ineffective ones.

Therefore, to approach the aim of the study, three research questions were formulated narrowing down the research purpose:

1- To what extent is memorisation used as a language learning strategy by EFL learners?

2- How is memorisation used in EFL learning?

3- What are the consequences of using memorisation on EFL learners?

In order to answer the questions, the following hypotheses were put forward:

1- Memorisation is the language learning strategy that is mostly used by EFL learners.

2- EFL students only use memorisation for the sake of passing exams.

3- Memorisation discourages the learners from understanding the information which makes them quickly forget it.

To verify these hypotheses, a case study was carried out. The target population of this study was 1ˢᵗ year students of English at the English department of Tlemcen university. The sample was composed of 110 students selected randomly. Data was gathered thanks to the use of two research instruments, a questionnaire and an interview both directed to those students. Data was, next, analysed both quantitatively and qualitatively.

Regarding the structure of this work, the research paper is divided into two chapters. In the first chapter, important definitions are found. It contains an overview about what is memory, what is memorisation and how all the process works. The concept of language learning strategy is also explained and provided with its types and genres. These titles are followed by the two contrasting points of view about the effectiveness of memorisation in EFL learning as seen by many previous scholars.

The second chapter of this paper is concerned with the practical part of the undertaken research. It includes a description of the methodology used while collecting the necessary data, the setting and the sample chosen by the researcher in addition to the research tools that were used. It, also, offers a detailed analysis of this gathered data and the findings that result from it. Afterwards, a clear discussion of the results is presented to be linked with the above research questions and hypotheses. By the end of the chapter, the research provides a set of suggestions and recommendations related to the topic.

Chapter One: Literature Review

1.1 Introduction

Memorisation is a very complex mechanism that cognitive neuroscientists have long been studying and trying to understand. While its importance in human daily life is conventionally agreed on, its significance in foreign language learning is still a debatable subject. Accordingly, the chapter turns around memory as a human faculty and memorisation as a learning strategy used in language learning in general, and in English as a foreign language (henceforth EFL) learning specifically.

This chapter contains the definition of the concept of memory, its historicity and types. In addition, an explanation of memorisation, its process, and implications is presented. Moreover, it comprises an explanation of language learning strategies with their typology and their necessity to form a good language learner. Furthermore, the chapter exposes some memorisation strategies and their significance in EFL learning. Finally, it is concluded by an overview of English learning in higher education in Algeria.

1.2 Memory

Memory is what enables us to recall from trivial to more important information in our daily life. We make use of our memory when we meet a person and have to remember his name, or when we need to remember the password to access to a laptop, or in more serious situations where we need to recall some answers to pass an exam or some important points to deliver a presentation. Thousands of information is stocked in our memory every day but we only recall what we need; this is where lies the complexity of this mechanism.

1.2.1 Definition of Memory

Memory is a cognitive process that is very important in human life. Persons with memory disorders generally present real difficulties to cope with daily life situations. Many psychologists and specialists contributed to the explanation of such a concept in addition to the definitions found in different dictionaries.

Many dictionaries' related definitions that may be taken into consideration. Memory is mentioned in the Oxford English Dictionary (1989) as being "the faculty by which the mind stores and remembers information" and in the Cambridge Dictionary (2018) as being "the ability to remember information, experiences and people". To sum it up, all definitions agree on the fact that memory is a human faculty that helps recall what has already been stored in the mind.

Memory, thus, is to maintain some information in the brain, thanks to some mental mechanisms, to retrieve it later on and use it (R. Loftus & F. Loftus 1976). Sternberg for example defines memory as being "the means by which we draw on our past experiences in order to use this information in the present" (1999: 226). For him, memory is what allows us to retrieve from the brain an information that happened in the past to use it in a present situation. Accordingly, Matlin (2005) notes that what is kept in the human's brain for a certain period of time is there thanks to memory. These two definitions are on the same line and both consider the importance of this process in peoples' life. This significance is later on raised by Eysenck (2012) who states that memory was exactly what helps shaping a person's identity, developing his language and deciding for what and who surrounds him.

1.2.2 History of Memory

Apart from what is meant by memory it is important to know how many phases it goes through. One would say that there are no real phases, there are people who recall things very well and others show much more difficulties to do that. However, many years ago, psychologists started observing the different types of memory that many people may show raising their curiosity. Consequently, an investigation on the existence of separable aspects of memory started.

Herman Ebbinghaus (1885) is said to be one of the firsts who undertook a scientific study on human memory. He tested his own ability to remember at a long period of time that is 31 days a series of syllables chosen in a random way and have no real meaning. He finally observed that he had a "first fleeting grasp… of the series in moments of special concentration" (p.33) and what he has memorised at the moments was not what he could recall at a long period of time. After this study, James

(1890) presented two types of memory; primary and secondary memory. The former being the information that is retained in the ongoing present, it has the same meaning as what Ebbinghaus called *"first fleeting grasp"*. The latter in contrast, represents the information that is stored in the brain over a long period of time. The invention of many machines as the telegraph and the telephone in the time of the industrial revolution ensured the difference between the primary memory and secondary memory as it necessitated for a large quantity of dots and numbers needed to be memorised. These different uses of primary memory showed the importance that it can have in people's daily life.

However, there are some researchers who see things from a different perspective and believe in the unity of memory. As McGeoch (1932) affirms, cases where memory develops rather than regresses can be observed. Hence, for him, the fact that people forget things after a period of time is not specifically due to a deterioration of memory but is rather caused by an interference that happens in the process of retention of information. This interference carries on its effects on memory but does not completely destroy what has been memorised. Many other supporters of this view have worked on elaborating it.

1.2.3 Types of Memory

An elaboration of the traditional types of memory was done by many successive researchers. In addition to long-term memory that is thought by many people to be the only existing type, there are other types that the process of memorisation goes through. Each of them functions in a particular way but together help in the formation of a lasting memory.

1.2.3.1 The Atkinson-Shiffrin Model

A shift in memory has been noticed in 1968 thanks to Atkinson and Shiffrin's work. Their research boosted other scientists to study this topic more seriously and thus many of its mechanisms started to be understood. The Atkinson-Shiffrin model or also called the multi-store model (henceforth MSM) is illustrated in figure 1.1.
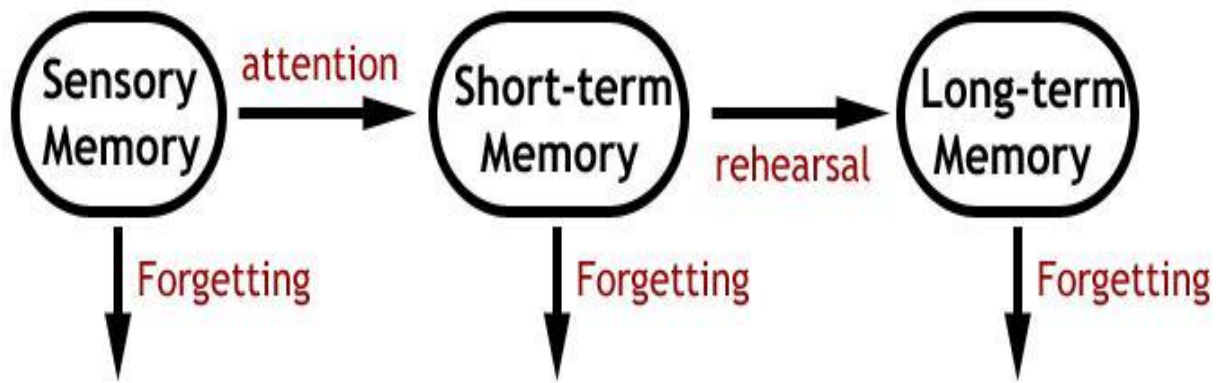
Figure 1.1 Atkinson-Shiffrin Memory Model

Simplified in the figure above, we can read that the model consists of three stores: the sensory memory, the short-term memory (henceforth STM) and the long-term memory (henceforth LTM). These stores are interrelated and missing attention or rehearsal leads to the loss of the information to be memorised. It is true that these two scientists helped in showing the existence of two separate systems in memory that is STM and LTM. Their research was supported by some studies done on amnesiacs like Henry Molaison known as HM. This patient, after a brain surgery, his STM was intact but he has shown deficiencies at the level of his LTM which proved his hypothesis. This model is now considered as the most used one when dealing with memory.

1.2.3.1.1 Sensory Memory

Though the human information processing is very developed, it has limitations in its ability because of which, the process of all information simultaneously is impossible. However, this information not to be lost, is kept briefly in a temporary memory in order to be dealt with later on. This temporary memory is called SM and it immediately deals with the information that comes from body senses (Atkinson and Shiffrin, 1968: 92). It is an unconscious process in which the information can either be ignored and vanishes immediately of be kept and enters the sensory memory automatically.

We have many sensory systems each associated with all of our senses. However, the MSM focuses on the ones related to vision and audition called the

Iconic memory and Echoic memory respectively. According to Atkinson and Shiffrin, the information held in this kind of memory lasts for a very short period of time (1/5 -1/2 second) exception for the echoic memory which is now said to last until 3 or 4 seconds. The experiment done by George Sperling (1960) who showed to his participants some random letters for a period of 50 milliseconds, proposed an approximate limit to the SM which is estimated at 12 items although more items have been seen without the ability to be reported. As figure 1.1 shows, the information in the SM decays very quickly unless it is attended to and passed on to the STM.

1.2.3.1.2 Short-Term Memory

While some information vanish and are not processed, some other are taken into consideration and are passed on to the STM. As is the SM, the STM is very limited in space, only important information is kept and attended to. Atkinson and Shiffrin say that "*Information entering the short-term store is assumed to decay and disappear completely, but the time required for the information to be lost is considerably longer than for the sensory register*" (1968:92). To estimate this time discussed in the quote many studies have been done. The Peterson study (1959) for example, showed that information that is not processed by STM cannot remain there for more than 30 seconds. Moreover, Miller noted in his paper, *The Magical Number Seven, Plus or Minus Two* (1956) that this period of time can handle only about 7 (+ or -2) separate chunks of information. However, according to the Atkinson and Shiffrin (1968:92), this time cannot exactly be measured as methods to maintain information in short-term store can be used such as rehearsal (Loftus, 1976). For them, and as clearly showed in figure 1.1, information needs rehearsal, i.e., needs to be repeated in order to be recalled. This can apply to all forms of information.

In addition, Atkinson and Shiffrin show that these items that are stored in STM can be stored in different ways, i.e., separate items can be grouped and retained as one single item and one item can be divided and retained as many separate items. As an example, when we come to store the date 1995, we can store it as it is, as we can store it in two separate items 19 and 95 or we can even store it as four items 1, 9, 9 and 5. Furthermore, they explain that the information that has been perceived by the

sensory memory can be stored in different modulation from its natural sensory input. For example, a visual information can be stored in memory as an auditory information (Atkinson and Shiffrin,1968). This can be explained as when an image containing words is presented to a person. In order to memorise it, the person will read the words aloud and this is how the information will be stored as auditory rather than a visual one. The information that is attended to will then be maintained in the LTM.

1.2.3.1.3 Long-Term Memory

The last type of memory following the MSM is LTM. It is what is responsible for the storage of information that was previously rehearsed in the STM. In fact, the model explains that the longer the information is retained in STM, the better chances it has to be strongly stored in the LTM. In fact, the two authors showed that rehearsal and repetition improve LTM. Their proofs are based on Hebb's (1961) and Melton's (1963) studies whose main aim was to prove this statement. In addition, another way of enhancing STM these two scientists referred to is the associations of new information with the information that has already been stored and maintained in LTM. This strategy is considered later as being more effective than using repetition. Atkinson and Shiffrin (1968:93) state:

> "All information eventually is completely lost from the sensory register and the short-term store whereas information in the long-term store is relatively permanent (although it may be modified or rendered temporarily irretrievable as the result of other incoming information)"

This would mean that unlike the SM and the STM which have a limited capacity of storage, the LTM has a limitless capacity and the information stored in it can last for a lifetime unless, as it has been mentioned, the information is subject to some interference which can lead to some modifications.

Based on this MSM, Endel Tulving (1972) established types of LTM that should be taken into consideration. This prominent figure in memory research made a distinction between declarative memory and procedural memory. The figure that follows will clarify this classification.
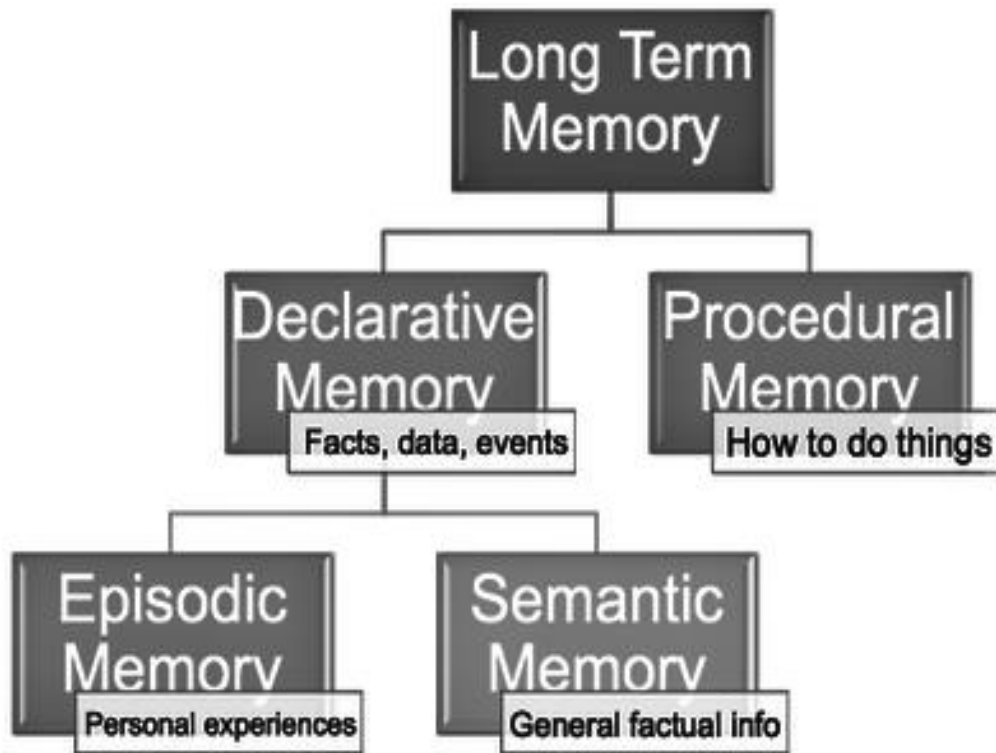
Figure 1.2 Tulving's Long-Term Memory Types

On one hand, there is the procedural memory which helps a person recall how to do things that is the mechanisms and the motor skills like how to drive a car or how to use a pen. On the other hand, is the declarative memory which involves events that have special significance. Tulving then split the declarative memory into two subcategories; the episodic memory and the semantic memory (Samura & Hattori 2004). The former represents information that reflects personal experiences (Tulving and Donaldson, 1972:387) like specific events, names, dates, addresses and phone numbers. This information can come to one's mind through a smell or a picture or a simple touch as it is directly connected to one's senses. The latter concerns general information about the world, how things function and how they are related to each other like for example the knowledge that there are 7 days in a week or that the Eiffel tower is found in Paris. It is the memory that is used when one comes to use language as it contains all the knowledge that has to do with it such as lexis, grammar rules, sentences' construction and semantics (Tulving and Donaldson, 1972)

The declarative memory in contrary to the procedural memory, requires some level of consciousness. The distinction between them was proved by studying amnesic patients who could for example remember how to tie their shoes but could not remember when they learnt to do so. The MSM was not all right and clear, it has several limitations that should be mentioned.

1.2.3.1.4 Limitations

Despite all the beneficial discoveries that can be regarded to the MSM, Atkinson and Shiffrin neglected some important points that were raised some time after the model was exposed. Some of these shortcomings were considered as contradictions that could not be easily accepted.

For example, there are cases where some people have a STM that is damaged but LTM still works (Vallar & Shallice, 1990), this according to the model cannot be possible. In addition, there are some people with high cognitive capacities like autists who can store something in their LTM without rehearsal, yet the model suggests that information should be rehearsed to have chances to be stored in LTM. Moreover, Atkinson and Shiffrin affirm that memories decay after a certain period of time, yet some persons are capable to remember some information over long decades. Finally, the model appears to be systematic, as if it functions on one single way but it is clear that there are lots of exceptions. It thus has then been considered as being too simplistic and in need of some modifications.

1.2.3.2 Working Memory

For a long period of time, the concepts of working memory (henceforth WM) and STM were used synonymously. Miller et al. (1960) for example describe WM as the temporary memory and this definition was applied to STM as well. Atkinson and Shiffrin also, when developing their model, used the terms WM and STM referring to the same type of memory. However, after the criticisms made on their model and after Baddeley and Hitch (1974) proved that memory cannot go through a simple systematic system of storage, the term WM was introduced to refer to a combination of multiple components working together. Sossin et al. (1998:10) declare "the

evidence actually was consistent with a multi-component system that could not be reduced to a unitary short-term store, they used the term working memory to describe that entire system*".* In fact, WM is what helps a person to cook a meal without forgetting any ingredient or do mental calculation. It is the memory that is stimulated and retain instant information when there is an ongoing task.

To explain WM process in a clearer way, Baddeley and Hitch (1974) proposed a model called the Woking memory model and this is represented in the following figure:

Visio-Spatial   **Central**   **Phonological**
Sketch pad   **Executive**   **Loop**
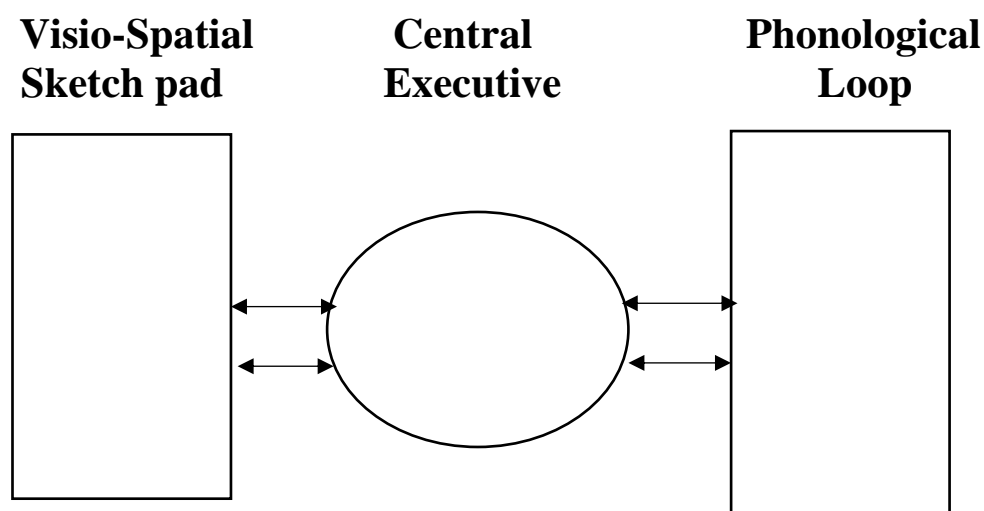
Figure 1.3 A Simplified Representation of the Baddeley and Hitch Working Memory Model (1974)

The figure 1.3 shows that the model is composed of a central executive helped by two secondary slave systems, i.e., the phonological loop and the visiospacial sketch. The former refers to the memory that maintains the information that comes through speech (Baddeley, 1992) and the latter to the memory that maintains visual and spacial imagery (Baddeley, 1992). Although this original working memory model was very successsful in memory research, it had some short-comings such as its lack of consideration of the effects of LTM on WM. Consequently, Baddeley (2000) rearranged the model in adding another component referred to as the "episodic buffer". This latter is considered as a means to link between the WM and the LTM and to store information that is not perceptual.

What has encouraged further research in WM is the discovery of its relationship with intellectual aptitudes and mainly intelligence. These aptitudes were better that what could have been done by STM and perhaps better than all other psychological processes; that raised curiosity among scientists. On one hand, Daneman and carpenter (1980) were interested in how the use of WM in doing some tasks requires the reliance on storage and processing at the same time. On the other hand, for other specialists, the high attention control that showed people with a good functioning WM was the most astonishing fact about this type of memory (Engle et al.,1999 and Kane et al.,2001). It was found later on that people with a developed WM can perform any task without being distracted by other surrounding events, this was not the case of low-span persons. Such research gave rise to another definition to WM referring to it as any process that controls attention; that proves dedicating one clear definition to WM is still a debatable subject.

1.2 Memorisation

To keep information in memory, it is important for individuals to follow a definite process that help reaching such an aim. This process is referred to as memorisation and this goes through different interrelated stages namely; Encoding, storage and retrieval, that make its realisation possible. However, memorisation can result into some errors and several reasons behind such a failure may be identified.

1.2.1 Definition of Memorisation

Definitions of memorisation can be found in various dictionaries. For example, "Memorizing is to learn something carefully so that you can remember it exactly " (Oxford Advanced Learner's Dictionary, 2005). This definition joins the previous idea about this technique given by Richards, Platt and Platt as they both agree on the point that memorisation is a process a person voluntarily engages in. Another definition is found in the Oxford English Dictionary (1989) pointing to memorisation as being "The process of committing something to memory or learning something by heart". To sum up, memorisation is the process related to memory that is used consciously and aims at remembering things for a later-on use.

As the term implies, memorisation is the process that one goes through to store information in his memory. Richards, Platt and Platt say in this respect that "memorizing is the process of establishing information in memory. The term 'memorizing' usually refers to the conscious processes." (1992:226). For them, memorisation represents the cognitive process that one uses consciously reflecting on it while he is going through it. This process is what helps the retention of information in LTM.

1.3.2 Process of Memorisation

In order for individuals to recall what they need to, they generally rely on memorisation. Psychologists identified three important stages that this strategy goes through: encoding, storage and retrieval (Melton, 1963). Encoding occurs when a person first encounters the information he needs to remember, storing is when he actually saves the information in his memory and retrieval is when he gets back this information whenever he feels the necessity to. Further explanations will follow.

1.3.2.1 Encoding

Encoding is the first step for a memory to be created and takes its start from body senses' perception of some information. When the sensory input is triggered and for the information to reach the memory system and be stored in it, it has to be modulated into another form that is appropriate to the system and allows it to cope with it. Three main types of encoding can be distinguished; visual encoding, acoustic encoding, and semantic encoding. If a person sees a written word then he is using the visual encoding to remember it. If he reads it many times then he is using the acoustic encoding. Finally, if the person relies on understanding the meaning of the word to remember it, then he is using semantic encoding and this is said to lead to a better memorisation.

While there are some types of information that a person may encode unconsciously like remembering a place visited one year ago, there are other information like an address that to be recalled, require from a person to be completely attentive. Accordingly, encoding is characterized as being selective, i.e., we encode

some events and we do not pay attention to others. The appearance of emotions in an event thus, has been proved to be a real factor for data to be encoded effectively. Some events are also better remembered because of their distinctiveness from others (Hunt, 2003). An example would be how people remember the details of the September 11 attacks even if they were not involved in the event. In addition, things can be remembered in an easier way when they are associated with others that are already stored in LTM. Mnemonics, rhymes and acronyms can all be used to create these associations. When the information is encoded, the next step for it is to be stored in memory.

1.3.2.2 Storage

Storage is the process of retaining in memory the information previously encoded. As already presented in the MSM, memory storage is said to be divided into three storages; sensory memory storage, STM storage and LTM storage each having its capacity and duration of keeping the information in the brain. These stores help in organizing the numerous and uncountable information we meet in our life, otherwise our brain would be overloaded and would not be able to function effectively.

Thanks to the studies done in the 50s and 60s by Karl Lashley and Wilder Penfield, it has been discovered that instead for information in LTM to be encoded and stored in one single specific place in the brain, it is divided into several separate and distinct places of the cortex. This implies that information cannot disappear forever (apart from the existence of some brain disorders) because whenever one memory trace vanishes, it can be found elsewhere in the brain. Hence, it is important to point out that memory storage does not function like a librarian organizing books on a library's bookshelves. Memories in the brain are not organised but rather need to be reconstructed from various elements found in different parts of the brain in order to be retrieved.

1.3.2.3 Retrieval

Retrieval is the process of getting the information out of its storage. It is the most important stage in memorisation process as Endel Tulving puts it "the key

process in memory is retrieval" (1991: 91). Because memory is encoded and stored in different parts of the brain, we go through the process of reconstruction to retrieve information. Retrieval can be realised through two main methods; recognition and recall. Recognition is an unconscious process that will create associations between an occurring event or a person's face with information that is already existing in memory and compare between them. Recall though, concerns the retrieval of an information that is not triggered by a physical presence.

As previously mentioned, our brain encodes and stores an uncountable number of information every day creating memory traces. However, not all these memories last for long in storages as lots of them will never be needed and thus will never be recalled.

Consequently, Tulving and Pearlston (1966) presented two types of information in memory, the one that is available and the other that is accessible. It is assumed that the information that can be recalled is only a very little part of the information that is present in memory. An example would be when we try to remember something but are unable to, then after a while we recall it without even thinking of it.

In addition, retrieval helps understanding the distinction between STM storage and LTM storage in a clearer way. Memories in STM are retained and then retrieved in sequences like a teacher who has a list of his students' names and need to recall the fifth one, he will need to recall the order of the list as he has heard it and find out the one he is searching for. However, LTM memories are stored and recalled through retrieval cues namely association and context. An example would be when we cannot remember a word until we hear another one related to it or when we remember an event that happened only when we go to a similar context.

1.3.3 Remembering and Forgetting

To remember an information, a person's memorisation needs to go through all the three stages stated above. However, it is noticed that sometimes our memory does not work as it should be, like when we have a total blank when trying to recall

something we have previously memorised or misremember another thing. Besides some serious memory disorders like amnesia, when similar situations occur, it is important to know where the problem exactly lies and which of these stages failed to work effectively. However, such a dilemma cannot be answered in a clear way as encoding, storage and retrieval tend to be interrelated and depend on one another; one cannot be studied alone and be separated from the two others.

Forgetting is natural, but there are different reasons that can explain such a phenomenon on which many psychologists argue. Some theorists claim that we forget because our memories decay over time. It is true that forgetting increases as long as we advance in age, yet there are old people who are still able to remember their childhood events. This is one reason behind McGeoch's rejection of this theory (1932). According to him and to other psychologists like Melton (1963), forgetting is more than a decay of memory but is rather due to an interference in the process of information storage. With different experiences learnt in the same context, a new experience can interfere with one already stored in memory. Consequently, interference can have either a positive or a negative effect. Freud (1896) suggest repression as a reason to forgetting some memories. There are some events that a person does not want to remember, so he puts it unconsciously out of access. However, these memories do not disappear, they are simply kept there yet inaccessible. Finally, there are some theorists like Tulving (1983) who claim that we forget because of the absence or broken retrieval cues that should normally help us recall.

1.4 Language Learning Strategies

Learning a second or a foreign language is becoming a necessity nowadays. This is why more and more people are engaging in such a process. Consequently, and thanks to some studies done in the mid-seventies, importance was given to language learning strategies (henceforth LLS). They are the strategies chosen and used by a person when learning a language. Nyikos and Oxford say that despite all the teachers and the teaching methods that could be provided, learning a language cannot be done without the learner's full engagement (1993). However, providing a clear definition

and categorisation to the concept of LLS remains a difficult matter because of its *"elusive nature"* (Wenden and Rubin, 1987 :7).

1.4.1 Definition of Language Learning Strategies

One of the first and most prominent researchers in learning strategies is Rubin. She defines this concept as being "the techniques or devices which a learner may use to acquire knowledge*"* (1975: 43). Wenden (1987a: 7-8) joins this idea and claims that LLS help learners make sense of their learning. Oxford defines learning strategies as "specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to a new situation*"* (1990: 8). According to this definition, learning strategies are not only concerned with language but also with different other domains as long as learning is concerned. Expressed differently, learning strategies are the tools that learners make use of to achieve a successful and effective learning.

When researchers noticed the important role that played LLS in language learning, focus was turned seriously to this field of study. LLS have then been attributed many definitions by various scholars in terms of what kind of strategies were used and how. Rigney (1978) argues that what the learner consciously uses to acquire information, stock it in the brain, retain it, remember it and use it in a better way, is what is referred to as LLS. Oxford, Lavin and Crookall (1989) agree with Rigney's point of view on the fact that LLS make language acquisition easier. Oxford (1990) and Benson and Voller (1997) add the idea that LLS help learners take responsibility in their learning, as they develop autonomy. In 2003, Ghani contributes in the study of LLS and defines them as being all voluntary acts of implication that learners show when attempting to enhance their abilities in a second language. She proved that LLS differ from one learner to another and the frequency in which they are used as well as each learner choses the strategy that fits the most his way of learning and preferences. In addition to all the definitions that have been given, research in LLS helped, to some extent, in their classification.

1.4.2 Classification of Language Learning Strategies

Classifying LLS was and is still being a very difficult task that some specialists tried to do. Rubin (1987) whose work was very influential in this field of study, identifies types of strategies that contribute directly and indirectly to language learning. According to her, the type that is directly linked to language learning is the learning strategies which is divided into metacognitive strategies and cognitive strategies. While the cognitive strategies serve in tasks like forming good assumptions and deductions and memorising effectively, the metacognitive strategies require higher abilities like thinking about something before doing it, defining priorities, fixing objectives, and knowing how to do these relying on the self (Rubin, 1987). The second type is communication strategies which contribute indirectly to language learning as they are used when the learner interacts with others and he needs some clarifications. Then the last type Rubin set up is the social strategies. They help indirectly in the process of language learning and refer to those opportunities that the learner takes to be exposed to the language he is learning.

Another classification of LLS was done by Oxford (1990) which include direct strategies and indirect strategies in terms of their contribution in language learning. Direct strategies are divided into memory strategies like creating mental linkages and are used to recall information and retrieve it when needing it, cognitive strategies like analysing and reasoning serve to comprehend language and be able to use it, and finally compensation strategies that help the learner produce language even though his knowledge about it is still limited. Metacognitive strategies, unlike Rubin who identified them as direct strategies, are classified by Oxford as being indirect strategies. They are used to organize the learning of a certain language and how it will be done in addition to the affective strategies that serve as a regulation to the feelings of the learner in his process of learning. The last indirect strategies identified by Oxford are the social strategies that are meant to help the learner get involved with other persons as far as the learning of language is concerned (Goethals, 1994: 475).

After all that was considered in the classification of LLS was the strategies linked to language, through time linguists and psychologists added the strategies that

take emotion and interaction considering their importance in language learning and the help it provided the learners with. These classifications are not the only ones that have been proposed throughout LLS researches but they are the most prominent ones and the most cited when dealing with this subject.

1.4.3 Good Language Learner and Strategy Choice

Through the various researches that had been undertaken in LLS, a difference between successful and unsuccessful learners was identified. Rubin (1975) said that learners that engage in conversations and like to communicate, are self-confidents, always ready to practice and pay attention to their productions. Other researchers including Rubin has attempted then, to apply these strategies for unsuccessful learners to develop their abilities. However, these characteristics have not been accepted by many other scientists as they assume Rubin neglected the differences that may exist between learners' personalities and preferences.

Subsequent research has shown that the difference between successful learners and less successful learners mainly lie on their use of LLS. According to Halbach (2000), the level of proficiency of learners is determined by the frequency of LLS use yet she failed to say which factor actually influences the other. In addition, Gan (2011) concluded from his research that unsuccessful learners show less interest in learning language because of their few uses of LLS in contradiction to good language learners who are devoted to their learning and thus show a frequent use of LLS that develop almost all the language skills.

In fact, when considering the differences between learners, researchers discovered that not all learners opt for the same strategies to learn sometimes the same language. Consequently, focus was turned to find out which factors actually affect their strategies' choice.

It has been noticed that the level of proficiency of the learners had direct relationship with their choice and use of LLS, i.e. learners who are advanced in language learning tend to rely on metacognitive strategies while very beginners opt for translation ones (O'Malley et al. 1985). Added to this, learning style is a

significant factor as well. It refers to the learner's preferred approach and different studies has related it to strategies' choice and use. Ehrman and oxford (1990) for example, claim that while introverts preferr metacognitive strategies, extroverts opt more for the social ones.

Another variable to be discussed is motivation. It is "the effort, want (desire), and affect associated with learning a second language" (Gardner, 1985:147). Oxford (1989) join Gardner's point of view, as they both mention the significance of motivation in strategy choice. According to her, learners opt for a certain strategy according to the reason why they are learning the language; not all learners have the same motivation. In addition, gender and age were greatly taken into consideration as far as LLS's use and choice were concerned. Research has shown that female learners make use of LLS more often (Oxford & Nyikos, 1989 and Oxford, 1994), are more attentive and use planning as a strategy more than males appear to do (Graham, 1997). Other studies demonstrated that some strategies are only used by old learners (Grenfell and Harris 1993, 1994).

Apart from the factors that are directly related to the learners, there are other situations where the strategy choice may depend on the learning requirements. As Hamzaoui (2005: 60) exemplifies, what the learner is going to choose as a strategy when asked to write something will be different from the strategy he is going to use when asked to listen to another. In addition, when a teacher asks his students to perform a task, he is surely expecting them to use a certain strategy. These expectations are considered by some researchers as being a factor among others that affect learners' strategies' choice (Hamzaoui, 2005: 61).

1.4.4 Memorisation Strategies

In addition to all the events and information that language learners encounter in their daily life and need to recall, their procedure of language learning requires from them to remember much more information. To facilitate the process of memorisation, many strategies that can serve beginners as well as advanced learners has been proposed. We can cite the use of mnemonics (acrostics, acronyms, rhymes

and chunking), rehearsal, visualisation and story-telling yet many other strategies exist.

One of the most said effective strategy to enhance the memorisation of vocabulary in language learning is the use of mnemonics. Shmidman and Ehri (2010:160) note the importance if this strategy and claim that mnemonics help accelerating the process of learning, avoiding to be baffled by all the memorised items and facilitating the retrieval of information from long-term memory. They can be really helpful for learners that show some disabilities and need another assistance

However, to explain the use of mnemonics, examples of its most used strategies is required. First, acrostics are the learners' creation of a sentence that will help them remember a set of subsequent letters (*"My Very Educated Mother Just Served Us Nine Pizzas"* to recall the order of the seven planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto (Bakken, 2011: 80)). Second, the acronyms refer to the choice of a word, whose letters will help remember other words (The word HOMES can help remember the Great Lakes: Huron, Ontario, Michigan, Erie, Superior (Bakken, 2011: 81)). Third, rhymes are also good ways to remember events through similar final sounds (*"In fourteen hundred ninety-two, Columbus sailed the ocean blue."* (Blackford, 2015: 25)). Last but not least, there is a mnemonic strategy that may be really beneficial to enhance STM which is called chunking. As Miller (1956) explains, chunking is to separate information that is going to be memorised into groups that may represent the same meaning. These different strategies can also be used by teachers inside a classroom to help their learners in their process of memorisation.

Another strategy that is frequently used by language teachers and learners is rehearsal. It is the use of repetition as a means to enhance memory and retain some facts and information being visual or auditory. However, researchers have proved that some specific rehearsal techniques work better than others. Cepeda et al. (2006) point out that it is better to use spaced repetition that is repeating an information over and over but with an interval of time let between each repetition. This kind of rehearsal will make memory function for a long period of time and as Glenberg (1979) argues,

the retrieval of information that has been stored thanks to spaced repetition will be much more effective compared to the results obtained by other ways of repetition.

Furthermore, it has been proved that people tend to remember images better than statements or facts. Visualisation is considered as a very effective strategy to recall information as it consists of creating mental images (Mastropieri & Scruggs, 1998). To use this strategy, the learner has to take the element he wants to remember and create an image in his brain that represents that fact. This type of memorisation requires concentration which will then help recall things in a better way.

Last but not least, story-telling is another learning strategy that is good to be mentioned. Learners create a lining story to remember sequential facts. This method being personal and funny, can help learners remember vocabulary and recall the structure of sentences in the language learnt. It could be really fruitful especially for learners who are creative and have a good imagination.

1.5 Memorisation as a Language Learning Strategy

For a long period of time, learning was all depending on the capacities and the methods used by the teachers. However, during the last decades, learners are becoming more and more involved and responsible in their learning process. For this reason, and as far as language is concerned, LLS use spread among language learners as their significance became an evidence in language learning. Memorisation is regarded as one of the strategies that these learners rely on.

Defined as a strategy that helps retaining and retrieving information (Nasrollahi-Mouziraji and Nasrollahi-Mouziraji, 2015), memorisation has its definite role to play in language learning. As Cohen and Oxford (2003) put it, this strategy is generally used by language learners to enhance their skills in the language that is being learnt. Its use can help them focus more and develop their capacity to encode the materials they are being exposed to. Ozcan and Kesen (2008: 70) confirm that language learners opt for memorisation strategies to facilitate their language learning process. Maria-Luise (1997) mentions that whenever an input is repeated, the associative memory is triggered and works in an effective way. This explains why

rehearsal as an example of memorisation strategies is so advised for language learners. However, some other researchers like Oxford (2003) raises the point that even-though memorisation strategies help in recalling language items, they do not help in understanding them. This led to a controversy of whether memorisation is actually beneficial in language learning or it is just an image that learners use to pretend they know all about the language.

1.5.1 The Cons Memorisation Views

When second and foreign languages were first taught, there was a belief that languages were a set of rules to follow. Consequently, teachers and learners were all relying on memorisation to teach and to learn these language patterns. However, soon after, this method was subject to lots of criticism as meaning became more important. Grass and Selinker (2008:4) say that teaching materials should be all about understanding language and how it functions, otherwise there will be no real learning. Nasrollahi-Mouziraji & Nasrollahi-Mouziraji (2015:870) confirms that memorisation was then considered as a contradiction to understanding and as a means to destroy all learners' creativity and pleasure to learn. Vassall-Fall (2008) states that this strategy became as if learners were simply learning by heart and payed no more attention to the meaning of what they were memorising. It was explicitly compared to the action of a parrot.

The supporters of this view do not regard memorisation as a good language learning strategy. Accordingly, Baumgart & Halse (1999) claims that because of their use of memorisation, Asian students were no more than passive learners. However, blame was put on their teachers who were assumed to push them to use memorisation more than other ways of learning (Biggs & Watkins, 1996). Other researches showed that even Euro-American psychologists were against the use of memorisation who confirmed that it negatively affected Sudanese learners' capacities (Khaleefa, 1998). Criticism about memorisation went further. Pudewa clearly states: "one of the most damaging doctrines ever to invade teachers' colleges is the concept that memorization was at best unnecessary and at worst downright harmful." (2005: 2). This strategy was very underestimated and was referred to by Knox (2004) as "the drill and kill"

strategy as if there was nothing to retain from it. This researcher even considered memorisation as the most hated strategy by languages teachers and educators.

Another researcher who confirms the ineffectiveness of memorisation is Cohen (1996). After his classification of LLS, he considers memorisation as part of the cover strategies which are according to him all the strategies that the learner uses to pretend he is mastering the language. They are an image of language control created to avoid appearing unprepared or feeling stupid when the production of the language is required. However, memorisation is not just a matter of filling some gaps. It is not all negative as many researchers show its clear importance and significance in language learning.

1.5.2 The Pros Memorisation Views

From a very contrasting point of view, memorisation is seen as a strategy that should be taken into consideration in language learning, Boyle speaks about its significance and states that its aim is "to plant the seeds that would lead to understanding" (2004:125). To some extent, memorisation is considered as the basis of any language learning (Pennycook, 1996:202). This was confirmed through Stevick's study as at the very beginning, all the participants were sceptical about the effectiveness of memorisation but then by the end admitted they were wrong (as cited in Ding, 2007: 8). This method of language learning was also contested by Cook who stated that memory strategies help in both learning and making the learning enjoyable (1994: 133).

Moreover, research showed that memorization was mostly seen at the very beginning of the learning process. The learner at an early stage uses this strategy to remember vocabulary and sentences' structures but as his proficiency level develops, he needs it less (Oxford, 2003:13). Thus, we can say that memorisation is valuable and is frequently used when the learners first start getting familiar with the language.

It is important to raise the point that memorisation tends to be contrasted with the concept of understanding. These two processes are often considered as being separate and very different from each other. However, according to the positive view

of memorisation, these two processes should be seen as being complementary as they both help in the process of the other. While understanding leads to a better memorisation, it also cannot be achieved without memorisation. This belief can be illustrated by the learning of the Qur'an in Islamic education which considers memorisation as the leading point to understanding (Boyle, 2004: 124). One process cannot replace the other, but they either occur at the same time or one after the other. What is important to retain from this perspective is that even though this strategy cannot stand alone in language learning, one needs it to progress effectively in his process of learning.

1.6 Memorisation in EFL Learning

While English is spoken as a native language in various parts of the world, it is also learned as a foreign language in a numerous number of countries. Adamson (1990:76) states that there is a diversity in the use of memorisation by English learners. Relatedly, many other researchers investigated on memorisation specifically in EFL learning. There are many interesting results that should be mentioned.

Oanh and Hien (2006) undertook a study on Vietnamese EFL learners. They investigated on learners' and teachers' beliefs about the use of memorisation and tried to discover its effects on language proficiency. It was discovered that memorisation was frequently used and learners made the difference between what is good and what is bad in memorisation. Oan and Hien suggested that teachers should always remind their students of the significance of memorisation in their learning which can be very effective. They should let them know about its negative effects as learning by heart can turn them into passive learners and stop them from progressing. Ding (2007), in contrary, with his sample of three Chinese who have reached a high level of proficiency in English, proved that this rote memorisation played a major role in their success.

In 2008, Ozkan and Kesen wanted to know what were Turkish EFL learners' beliefs about memorisation, why they used it as a strategy and when. Some of the findings of the research were that memorisation was one of the most used strategy specially to recall vocabulary. In addition, their choice of strategy was not totally

theirs as they say being pushed by the educational system to use memorisation. Ozkan and Kesen, as it has been done before, advised teachers to always speak about memorisation in relation to understanding and let learners use it whenever they want to. Yet, learners should be aware of both positive and negative sides of memorisation to avoid poor memorisation and benefit from its good effects.

Another study has been done about the use of memorisation by EFL learners and was the one of Yusuf (2010). This time, learners from Malaysia were taken as a subject of the study. The aim was to know how much and for which reasons in addition to how is memorisation used. Thanks to the results obtained, Yusuf set up some principles that EFL learners have before memorising something. Some of them are "*A general understanding of the intended data to be memorized, determination and recognition of memory capacity*" (2010: 56). By the end of the research, Yusuf was able to clearly state that memorisation is strongly linked with the results of the students and can be very effective if it is joined with the understanding of the elements wanted to be memorised.

Last but not least, the study of Khamees (2016) on Iraqi learners of English is important to be mentioned. As the other researchers, his goal was to investigate on the extent of memorisation use, the reasons behind it in addition to the barriers they face and how they resolve them. The results showed that these EFL learners do not use memorisation in all aspects of language as it was for them mainly a means to enhance self-confidence when they come to produce oral or written works. Moreover, the researcher discovered that understanding was more important for Iraqi students as they tend to forget rapidly what they have memorised. He concluded his study by affirming that memorisation can have negative effects on the learners since it can make of them simple *"slaves"* but turning these effects into a force can be possible (2016: 255).

2.7 EFL Studies in Higher Education in Algeria

In Algeria, English is officially regarded as a second foreign language. It is a language that is not found outside the educational settings, yet Algerian people are highly exposed to it in areas of entertainment like movies and music or on the internet.

Concerning the educational system, English is taught starting from the first year of middle school, i.e. the 6th year of studies. It is then achieved in the third and last year of secondary school. However, despite learning English for seven successive years, pupils' level is far from being sufficient because of some factors like bad organization of the programmes and teaching hours, lack of practice and inadequate teaching methods (Hamzaoui, 2005). After sitting for the Baccalaureate exam, successful students choose their field of future higher studies. English as a branch in university is mostly chosen by those pupils following letters and foreign languages stream in secondary-school but pupils from other streams can have access to it as well.

Algerian students opt for studying English because of the importance it gained at various levels. It is seen as a key for various job opportunities. Consequently, they are offered a full speciality devoted to English studies at the level of the English department. Moreover, this language is also incorporated in other departments as an obligatory module especially in scientific fields such as biology, mathematics and physics as it is considered as the language of science. The very aim of teaching foreign languages and specifically English is, for the Algerian Ministry of Education, to facilitate and encourage communication at an international level. Changes are still frequently done trying to improve ELT and by the way enhancing EFL language learners' achievements.

1.8 Conclusion

After so many years of intensive research in memory, scientists are still amazed by this human faculty. It is such an intricate phenomenon that many questions regarding its mechanisms remain unanswered. This chapter presented some definitions of memory, its types and process. It included an explanation of language learning strategies, their classification and the factors that affect strategy choice and define the good language learner. Moving further in the chapter, some memorisation strategies were presented in addition to views about their effectiveness as a language learning strategy and as an EFL learning strategy specifically. A description of the EFL learning situation in Algeria at the level of university was presented as a final point.

The following chapter will include a description and analysis of the case study undertaken to investigate the use of memorisation by EFL learners in Algeria and its effectiveness as a language learning strategy. An interpretation and discussion of the results will follow and a set of suggestions and recommendation will conclude this second chapter.

Chapter Two: Research Design, Data Analysis and Future Directions

2.1 Introduction

The central focus of this chapter is field investigation. It aims at investigating the importance that is given to memorisation by EFL learners, and for which reasons they use it and where. But more importantly, this practical part will help us shed light on its effectiveness as language learning strategy used in the process of EFL learning. In this chapter, the description of the sample, the research's method and instruments are found. In addition, it includes the analysis and interpretation of the data collected. Finally, a discussion of the results and some suggestions conclude the chapter.

2.2 Research Methodology

According to Bromley (1990:302) a case study is regarded as being a *"systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest"*. In other words, it is a method of conducting a research about a complex issue in order to extend the knowledge about it and find relevant solutions to any problem related to it.

There are various types of case studies: the first one is based on the purposes of research and includes three components: descriptive, explanatory and exploratory. The descriptive case study's main aim is to describe the issue and its characteristics. The explanatory case study puts emphasis on the reasons behind a problem. Finally, the exploratory case study focuses on understanding a phenomenon and trying to find suggestions and solutions to the existing problem.

The second type of case study is built on the number of cases which includes two categories: the single and the multiple case study. First, the single case study which in its turn is divided into two sub-categories; the intrinsic case study that does not consider the generalisation of the results after gaining a full understanding of the studied phenomenon, and the instrumental case study which in contrary aims at providing a generalisation of the results. Then there is the multiple case study whose main objective is to compare between many cases in one single research.

Finally, the third type of case study is based on the unit of analysis and is characterised in two ways; the embedded case study in which many units about the

same case are found and are analysed separately to provide general results, and the holistic case study which includes only one unit of analysis.

This research is an exploratory case study. It investigates the use of memorisation among EFL learners to discover for which aspects of the English language and in which situations of their learning, they use it. Last but not least, it aims at finding out whether this language learning strategy is beneficial or in contrast destructive for the learning of English as a foreign language, and whether it is to be avoided or not.

2.3 The Setting of the Study

The present study was carried out in the English department of Tlemcen university. In fact, the department of Foreign languages was established in 1988 and was soon divided into two sections, French and English. In 2010, a Spanish section was added. Recently, The English department is considered as a separate department with a separate administration. It basically comprises 63 English teachers and 1232 students.

The students follow the LMD (Licence Master Doctorate) system. It was implemented in Algeria since the academic year of 2003-2004. The Licence degree lasts three years and the Master degree lasts two years where students are specialized in a specific area of English studies. The three years of Licence include 21hours of classes per week and the two Master years 13hours and 30minutes. All the modules are taught in English except French, and translation which includes the Arabic language. Once students graduate, they are able to teach either in the lower levels of education (middle or secondary schools) or to carry on their research after passing a doctorate examination done at the national level and lasting up to four or five years.

2.4 The Sample Population

To undertake any scientific research the choice of a definite sample is important. A sample is a part of a whole population (Frey et al, 2000) that should show the same characteristics as the whole population that is taken from and thus should be representative in order to allow the generalisation of the study's findings.

In this research, 110 first year English students from the English department of the university of Tlemcen are chosen as the sample population. They have been chosen randomly with both genders and different ages included and their experience with English learning varies between 7 to 12 years. These students were chosen because they have just started their EFL studies at a higher level but are mature enough to be aware of the strategies they use and to answer the questions seriously. The answers would allow the research to have interesting and reliable findings from students who have just shifted from the secondary school's educational system to a very new one and are still trying to adjust their ways of learning according to it and choosing the most fitting one for them.

2.5 Research Instruments

To reach the aim of this study, the researcher uses two research instruments, namely a questionnaire administrated to first year English Language students of Tlemcen university, in addition to an interview directed to students of the same level.

2.5.1 Questionnaire

A questionnaire is regarded as being the data collection instrument most used among researchers. It consists of a set of written questions that will be answered by the study's sample selected whose answers will help to confirm or reject the research hypotheses. There are two types of questionnaires; the factual and the inventory questionnaire. The former refers to the kind of questionnaires that ask the informants about facts and the latter seeks to know the informants' attitudes and preferences. Both types include close-ended, open-ended or/and multiples choice questions.

The research chose to deliver the questionnaire to these EFL learners in order to know more about their English learning process. The aim was to discover whether the learners gave importance to memorisation and whether it was part of their English learning. In addition, the questionnaire was designed attempting to know why such a strategy is chosen while many others can be preferred. It was also meant to show how and when do these students benefit from their memorisation. Finally, this simple but very effective research tool was selected to discover the consequences of

memorisation use, whether this language learning strategy was effective in EFL learning or not and enable the researcher to think about some suggestions and solutions that may be directed to better the use of such strategy and its effectiveness.

The students' questionnaire included 15 questions divided into four rubrics, one for personal information and the three others each directed to one of the research questions. The questions were a mixture between closed-ended, open-ended and multiple-choice questions. One hundred (100) copies were then delivered to the participants during class sessions and were collected around 15 minutes after. The researcher first explained the aim of the questionnaire to the participants and ensured them of the complete anonymity of their answers, then asked for their willingness to participate. She interfered from time to time when the informants asked for some clarifications.

2.5.2 Interview

The interview is a conversation between the researcher and the informant that help answer the research questions. It is composed of three types; the unstructured, the semi structured and the structured interview. The first one is a kind of general discussion with no specific questions and no rules to follow. It just asks from the informant to give his or her point of view about a definite topic. The semi-structured interview requires from the researcher to prepare questions in advance, but along the interview has the right to make changes in the wording and the order of the questions.

In this research, the structured interview was opted for by the researcher. This third type of interview has a well-defined structure, already prepared and fixed questions following a definite set of order. Used to complement the questionnaire, the face-to-face interview was also directed to 1st year English students of Tlemcen university in order to have clearer answers. The researcher presented herself and the subject matter then ensured each of the 10 informants that their personal information would be kept confidential and that their answers and opinions would be solely used for the purpose of this research.

This research tool turned around the three research questions. The use of the interview allowed the researcher to have an opinion about the learners' knowledge about memorisation as a language learning strategy and to what extent they use it in their EFL learning. In addition, it was used to clarify some answers that were sometimes unclear in the questionnaire distributed before. The interview helped having reliable answers to the research's questions.

2.6 Data Analysis

As said above, too different research instruments were used in this study to investigate the effectiveness of memorisation in EFL learning. The use of both the questionnaire and interview was meant to gather both qualitative and quantitative data and thus to ensure the reliability and exactness of the research results.

It is good to know that quantitative data guides in understanding the magnitude and scale of a humanitarian crisis by providing a numeric picture of its impact upon affected communities. It addresses the questions: how many and how much. Qualitative data, on the other hand, focuses on determining the nature of the impact of a disaster upon affected populations. Qualitative data answers questions of how and why coping strategies have adapted, or failed to adapt, to the changed circumstance.

The researcher pursued the work by analysing these data both quantitatively relying on statistics and statistical techniques and presenting them in tables charts and graphs, and qualitatively textually summarizing the content of each of the answers. The analysis of each research instrument was done separately.

2.6.1 Questionnaire Analysis

As mentioned before, the questionnaire was delivered randomly to 100 first year EFL students of Tlemcen University. It is divided into four rubrics. The first rubric is meant to collect personal information about the informants. The second rubric is designed to know how much students use memorisation. The third one deals

with how memorisation is used and when. Finally, the last rubric is about the consequences that can result from the use of this language learning strategy.

Rubric one: Personal Information

Question One: How long have you been learning English?
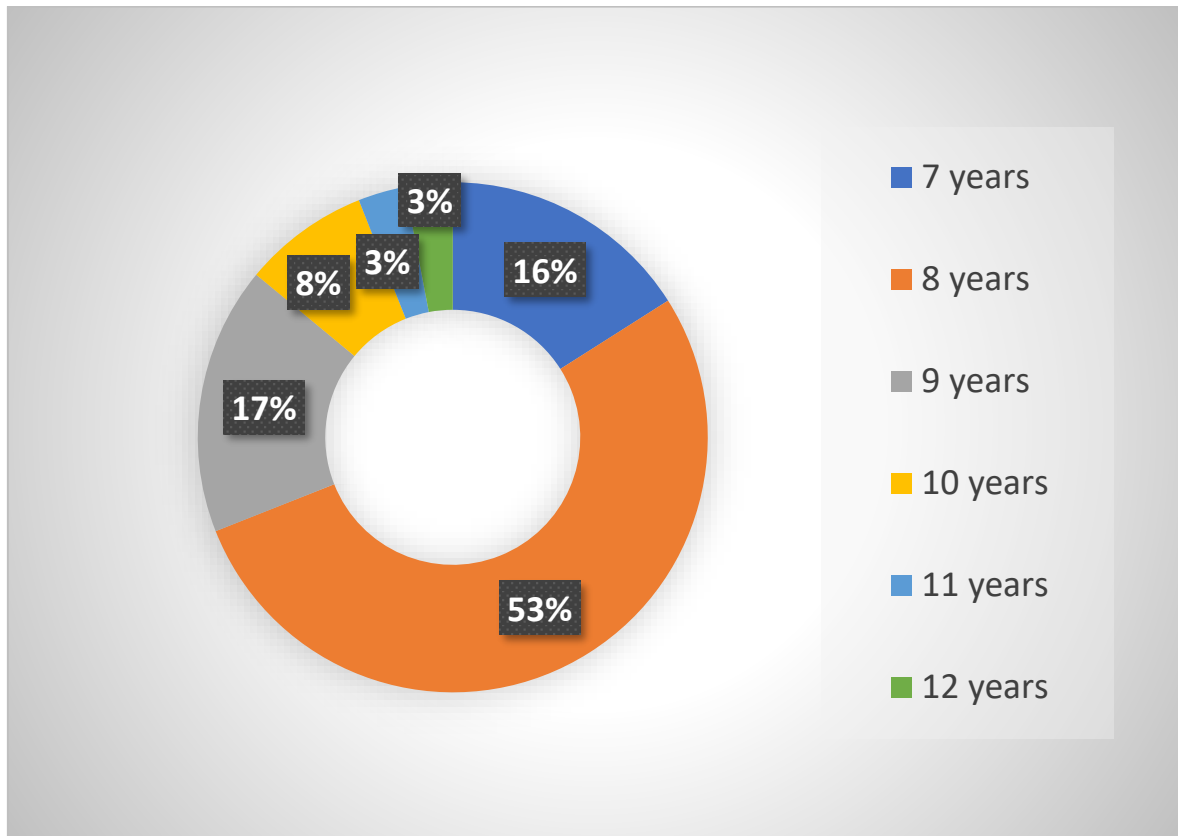
Figure 2.1 Students' Experience with English

The results recorded in this graph show that these students have been learning English for at least 7 years. There are 16% of them that were introduced to English for 7 years, 18% for 9 years, 8% started learning English 10 years ago while only 3% started 11 years ago and 12 years ago. Finally, 53% representing the majority of the students reported that they have been learning English for 8years. This shows that most of the sample has only known English starting from the first year of middle school and has not repeated any of the years of the normal curriculum. The aim of

the question was to know how familiar the students were with this language and thus to know the extent of the experience they have with it.

Question Two: How would you evaluate your level in English?
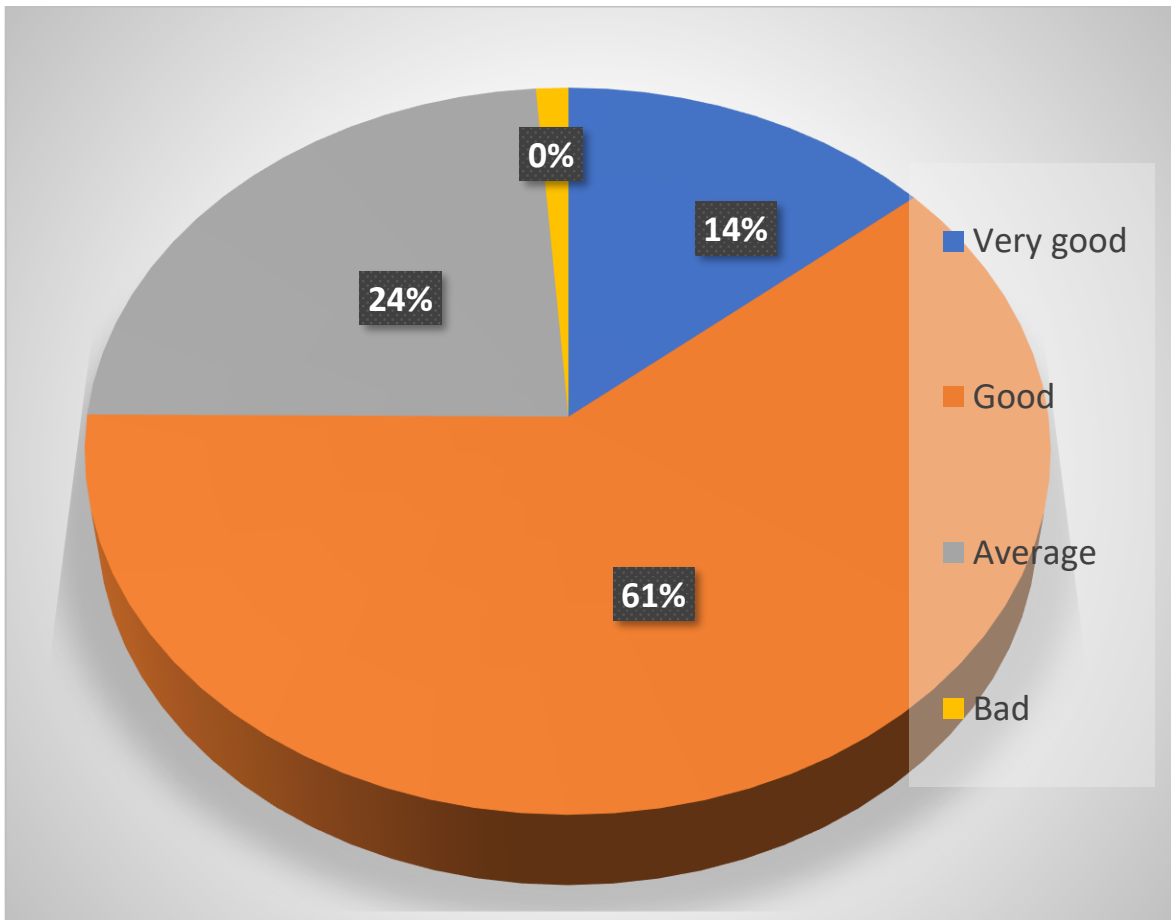
Figure 2.2 Students' Opinion About Their English Level

The students were asked about how they thought their level in English was in order to know how much their experience with the English language has served them. The graph illustrates that only 4% of the students feel that they are very good in this language. 61% of the sample said they are good and 24% noted that their level is average. No student chose the option "bad". The results show that most students are confident and consider their level in English good enough.

Rubric Two: The Use of Memorisation

Question Three: What are the strategies you use when learning English?
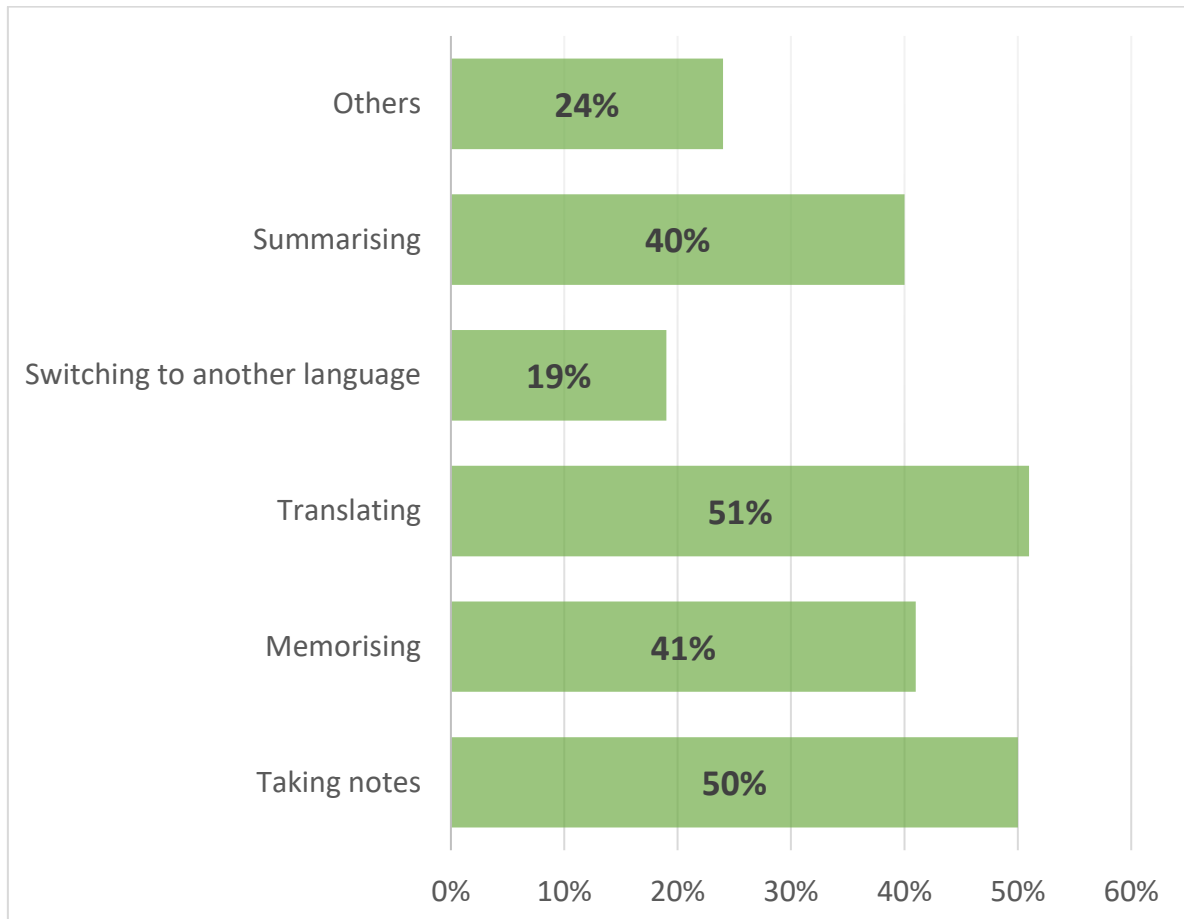
Figure 2.3 Students' Strategies Used to Learn English

The graph shows that 50% of the students use taking notes as a strategy to learn English. 51% opt for the translation strategy while 40 % prefer to make summaries and 19% to switch from one language to another. We also notice that the memorisation strategy is used by 41% of the sample and another 24% added other options which are watching movies, listening to songs and reading books in English. From the results we understand that translating is the strategy that is most used by English students.

Question Four: Do you use memorisation as a way of learning English?
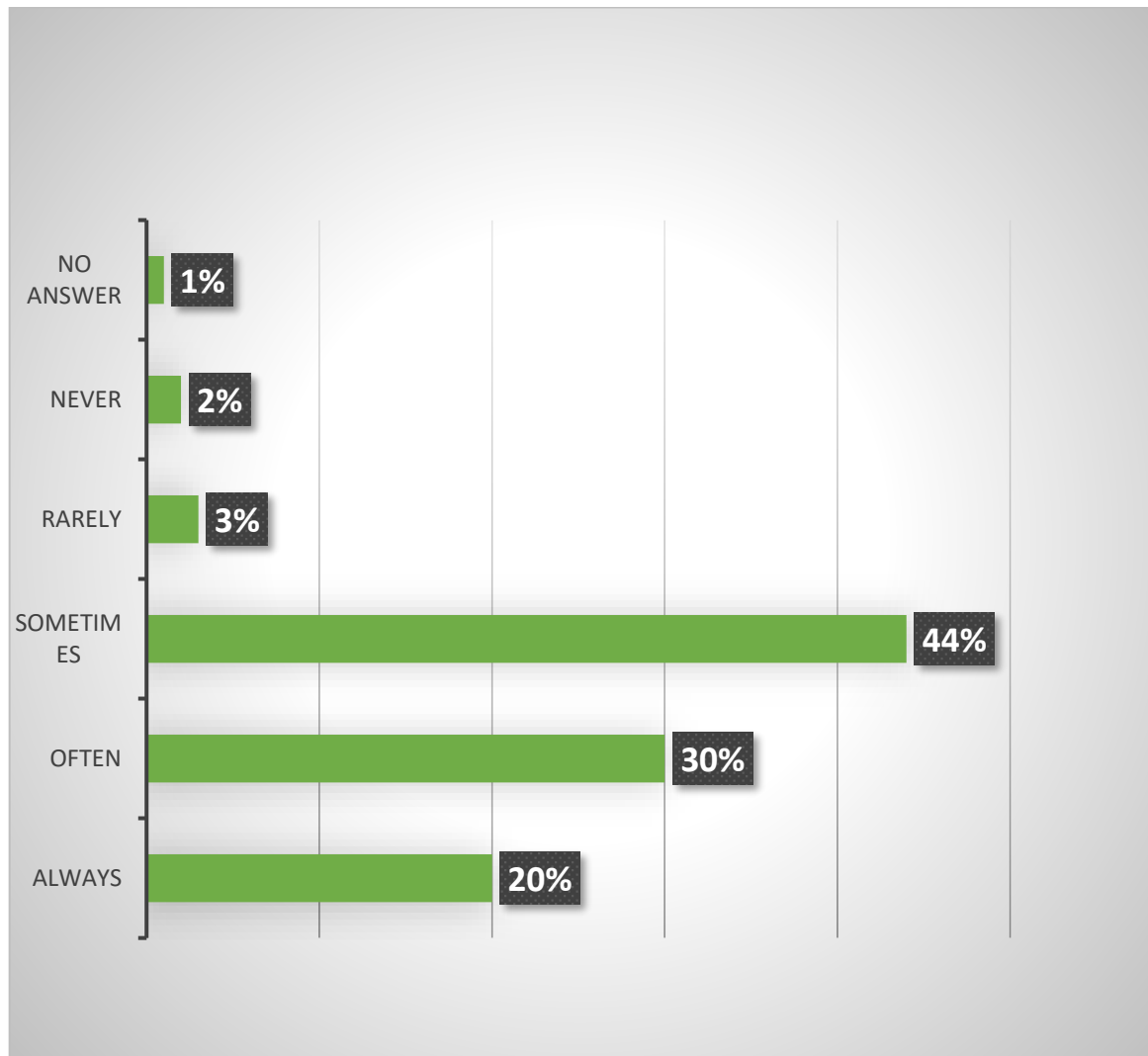
Figure 2.4 Frequency of Memorisation Use

In the graph above, we can read that 20% of the students always use the memorisation strategy, 30% often use it, 44% use it sometimes and 3% of them rarely use it. Only 2% of the sample noted that they never use it and 1% did not answer the question. The results mean that even though memorisation is used by most students, they all do not use it in a frequent way.

Question Five: When did you start using this strategy?
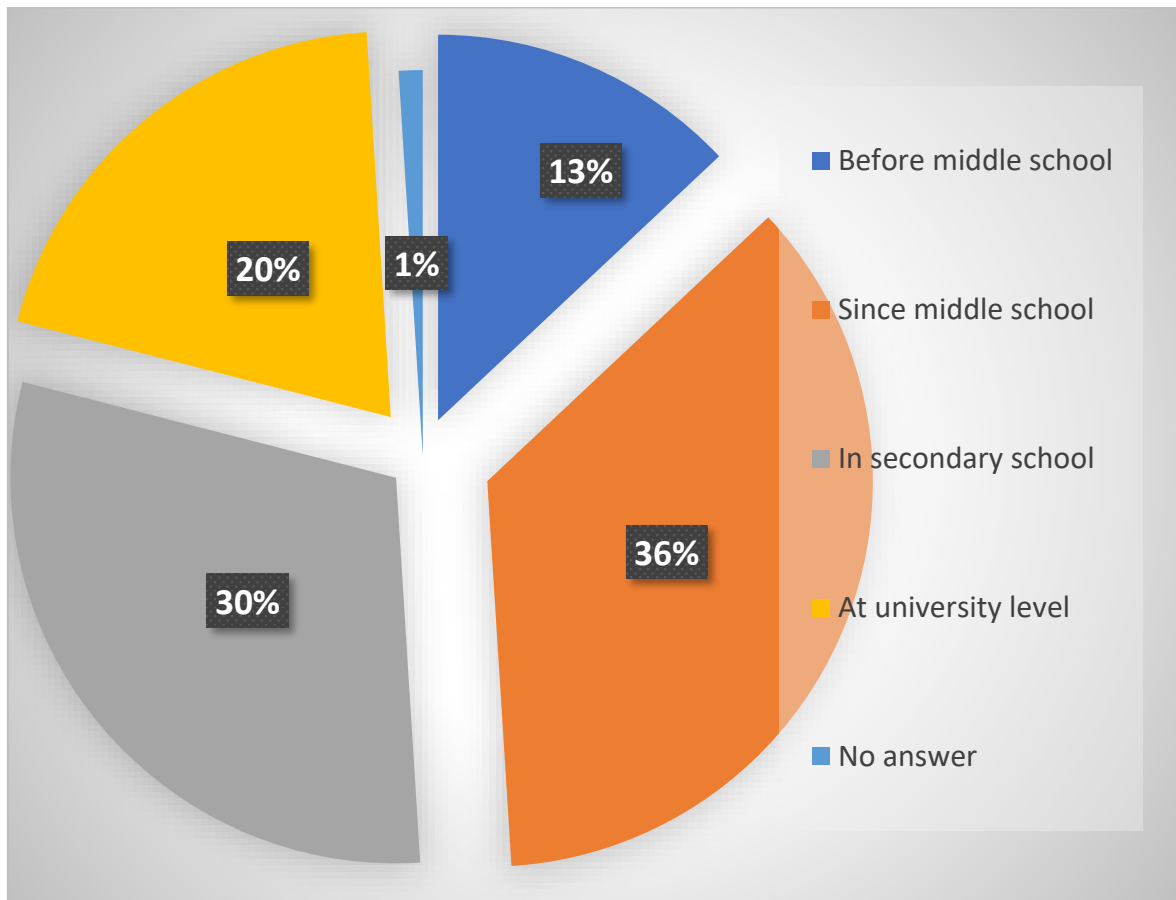
Figure 2.5 Students' First Time Using Memorisation

The pie-chart illustrates when was the first time the students started making use of memorisation strategy in their English learning. We notice that 13% started before their first year of English in middle school, 36% used memorisation since middle school, 30% started in secondary school and 20% of the sample have not used memorisation until at university level. We note that 1 student did not answer this question. These results show that most students were introduced to this strategy since the first time they started learning English in school.

Question Six: What are the memorisation strategies that you use most? Why?
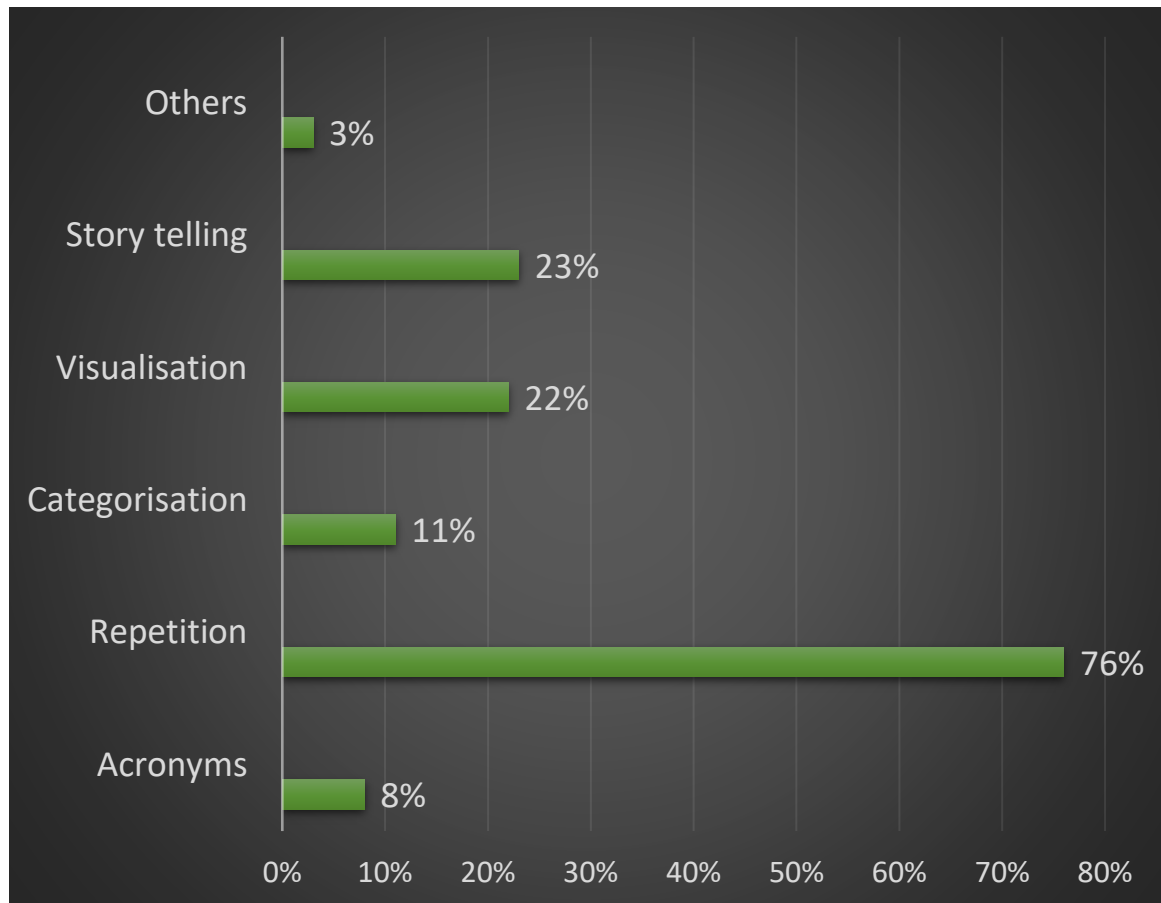
Figure 2.6 Memorisation Strategies Most Used by Students

The students were asked to tick the memorisation strategies that they usually make use of. We can read from the bar graph that 8% of the sample answered that they use acronyms, 76% opted for repetition while 11% said they preferred the use of the categorisation strategy and 22% the visualisation one. The "Story telling" option was chosen by 23% of the students and 3% answered with other propositions saying that the methods they use are better than these ones proposed without giving much details. We notice that repetition is the strategy that is most used by the students and the reasons behind using such a strategy were varied and different. The majority of them said that repetition is easy to use and helped them understand the information

that is thus going to be memorised in a permanent way. Those who preferred the story telling and visualisation strategies were almost the same persons citing that they were audio visual learners so these two strategies work better for them.

Rubric Three: Memorisation Incorporation in EFL Learning

Question Seven: Why do you use memorisation?
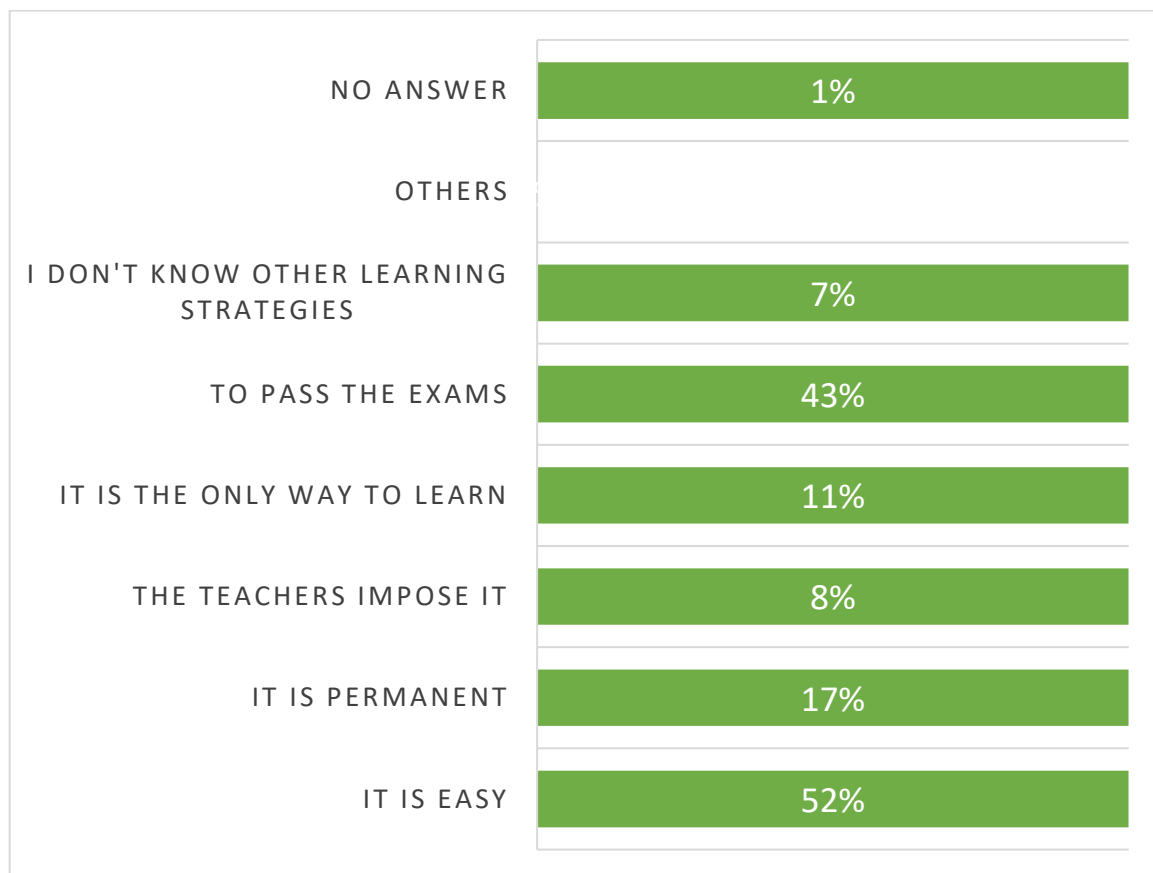
Figure 2.7 Reasons Behind Using Memorisation

The results show that 52% of the students declared they use memorisation because it is easy, 17% because it is permanent and 11% feel that it is the only way to learn. Other 8% affirmed that memorisation is a strategy imposed by their teachers while 43% of the students use it only to pass their exams and 7% said simply that

they do not know other learnings strategies so that is the only strategy they had known during all their curriculum. 1% of the students did not answer the question. We understand that memorisation is mostly a personal choice because its numerous advantages but the percentage of the students that use it during their exams remains quite high.

Question Eight: What do you use memorisation mainly for?
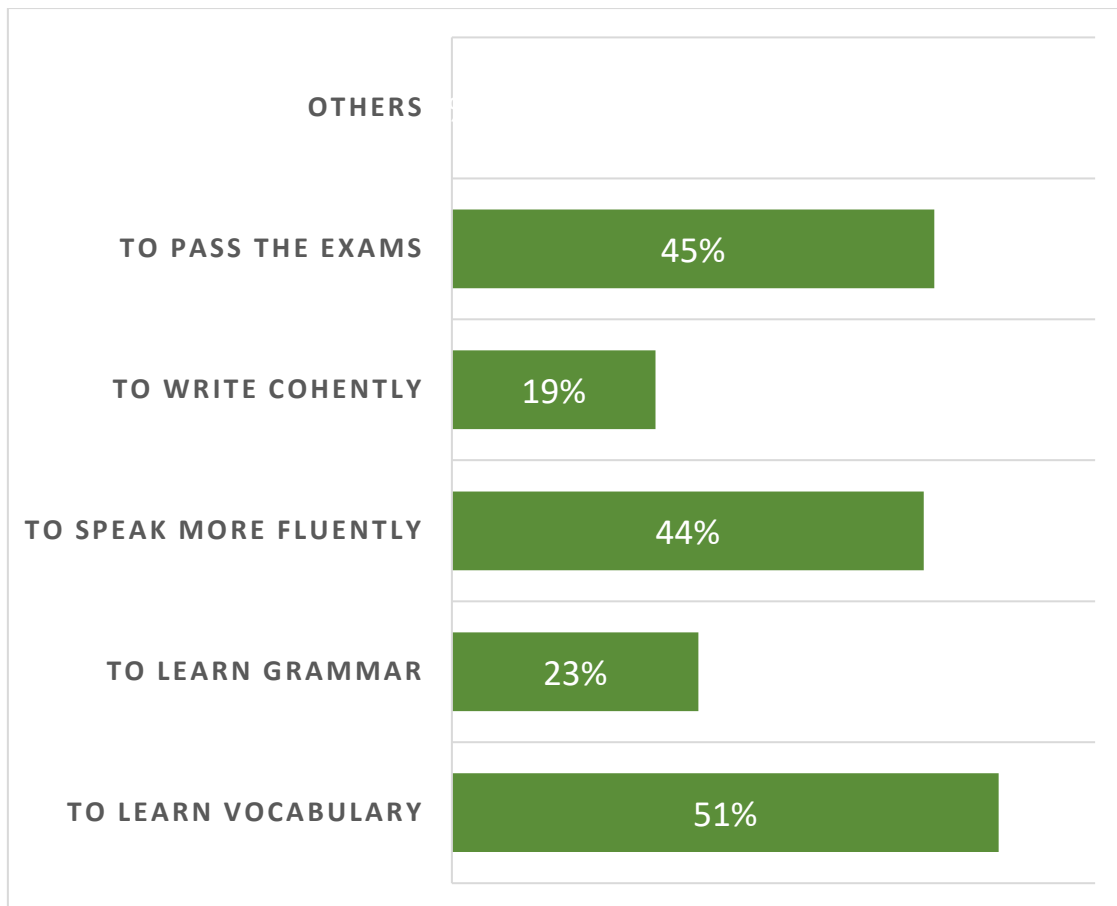
Figure 2.8 Students' Use of Memorisation

The purpose of this question was to know in which part of the language students use memorisation strategy. What the results show is that 51% of the students see memorisation most useful for learning vocabulary. 23% use it more for learning

grammar and 44% need it when learning to speak fluently in English. We can also read that 19% of the sample find memorisation helpful in their writings and finally 45% of them affirmed they rely on memorisation to pass their exams. We may conclude that the majority of the students use memorisation to learn vocabulary.

Question Nine: Where do you use your English memorised items?
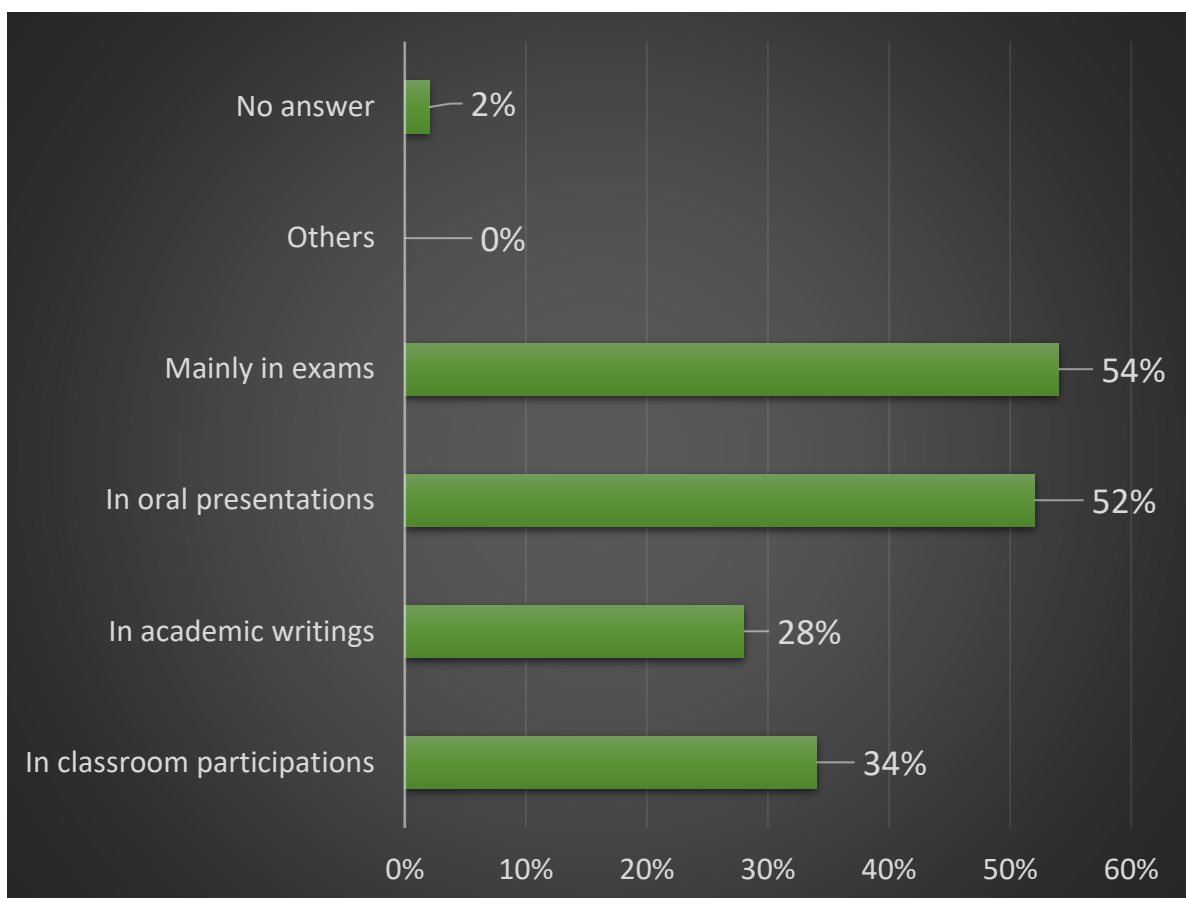
Figure 2.9 English Memorised Items Benefits

The students from this question were meant to enlighten the researcher about how they benefit from the use of the memorisation strategy. We can report from the graph that 34% of the sample benefit from their memorised items in classroom participations and 28% in academic writings. The higher rates go to oral presentations

and the use of memorisation in exams which were chosen by 52% and 54% of the students respectively. Again 2% of the sample did not give their opinion in this question. The deduction that we can make is that memorisation use is most useful for students when they have to sit for their exams.

Rubric Four: The Consequences of Memorisation Use

Question Ten: Do you get better marks when using memorisation? Explain.

Table 2.1 Results of Exams Preparation with Memorisation Use

Options	Yes	No	No Answer	Total
Number of Students	89	5	6	100
Percentages	89%	5%	6%	100%

The table illustrates the students' answers about whether memorisation helped them get better marks during their examinations or not. It shows that 89% of the students affirmed they do have good marks thanks to memorisation. Some of them said that it is because most questions rely on the use of memorisation and some of them claimed that their teachers impose its use but almost all students agreed to say that memorisation is useful because it helps avoiding mistakes and maintaining information in their brain. They said that even though most of the time they forget what they have memorised, they can at least remember the meaning behind it. The other results that can be read from the table are the 5% of the students who answered no to this question. They declared that they either do not know how to memorise

correctly or that their teachers do not accept memorising lectures giving no place to creativity. The other 6% of the sample gave no answer to the question.

Question Eleven: Do you understand what you memorise?
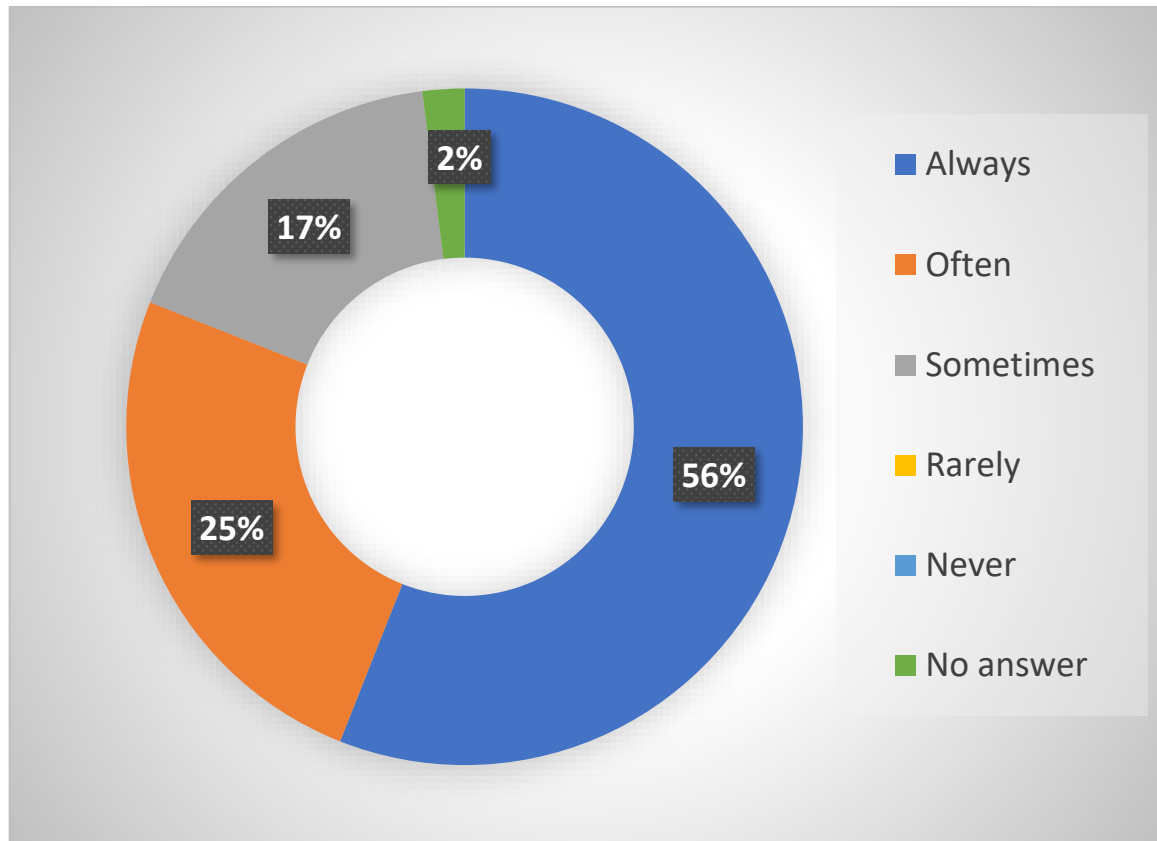
Figure 2.10 Students' Memorisation and Understanding

The aim of this question was to know how often students use memorisation paying attention to the meanings behind what they have to memorise. We see that 56% of them noted that they always give priority to understanding things before memorising them, 25% answered that they often do while 17% said they pay attention to meanings when they have to memorise something only sometimes. The rest of the students gave no opinion.

Question Twelve: Do you forget what you memorise?
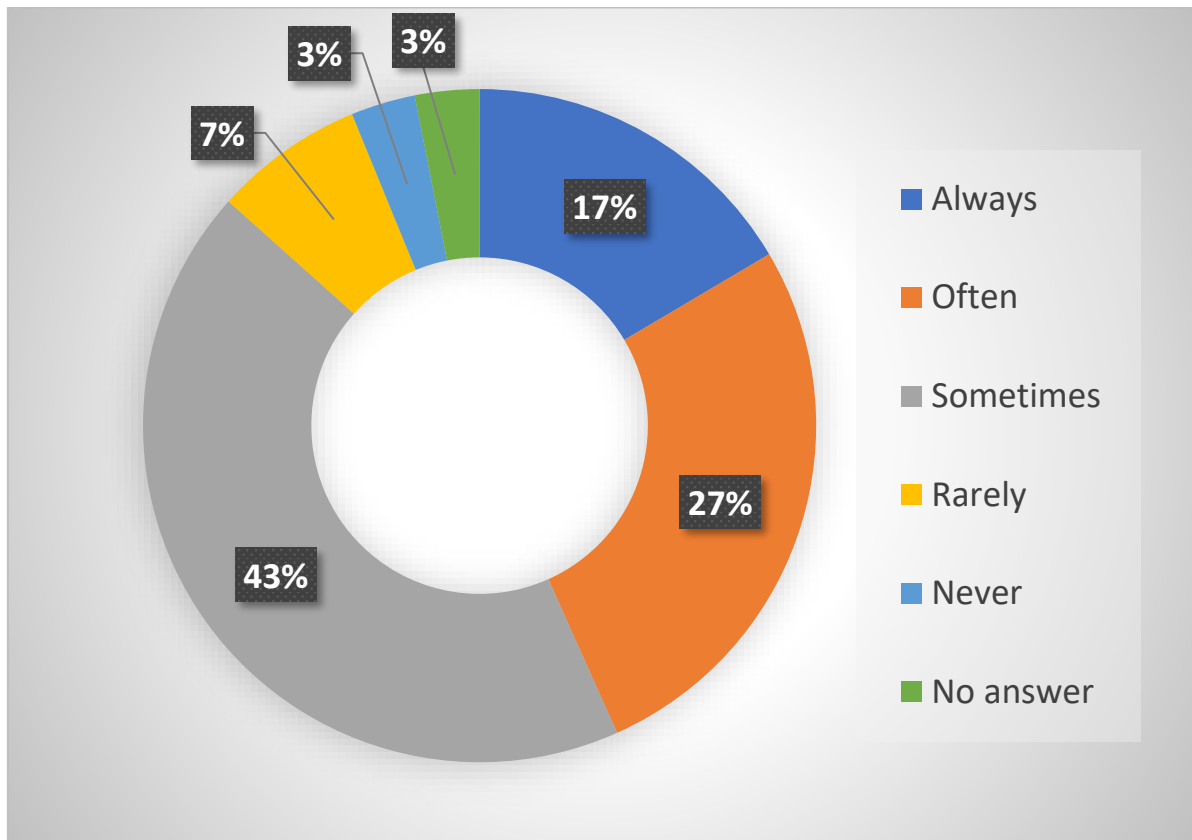
Figure 2.11 Students Remembering and Forgetting

The purpose behind this question was to know whether students use memorisation successfully or they are used to forget what they have memorised after some period of time. The answers show that only 17% of the students succeed in maintaining information in their LTM. 27% of them answered they often remember what they have memorised before and 43% affirmed they can remember only sometimes. We also see that 7% of the sample claimed they can rarely retrieve the information they need from their brain and other 3% said they can never do. The rest 3% of the students did not answer this question. We conclude that the majority of the students cannot remember what they have memorised very often.

Question Thirteen: What would you do if you forget what you have memorised in an English examination? Explain
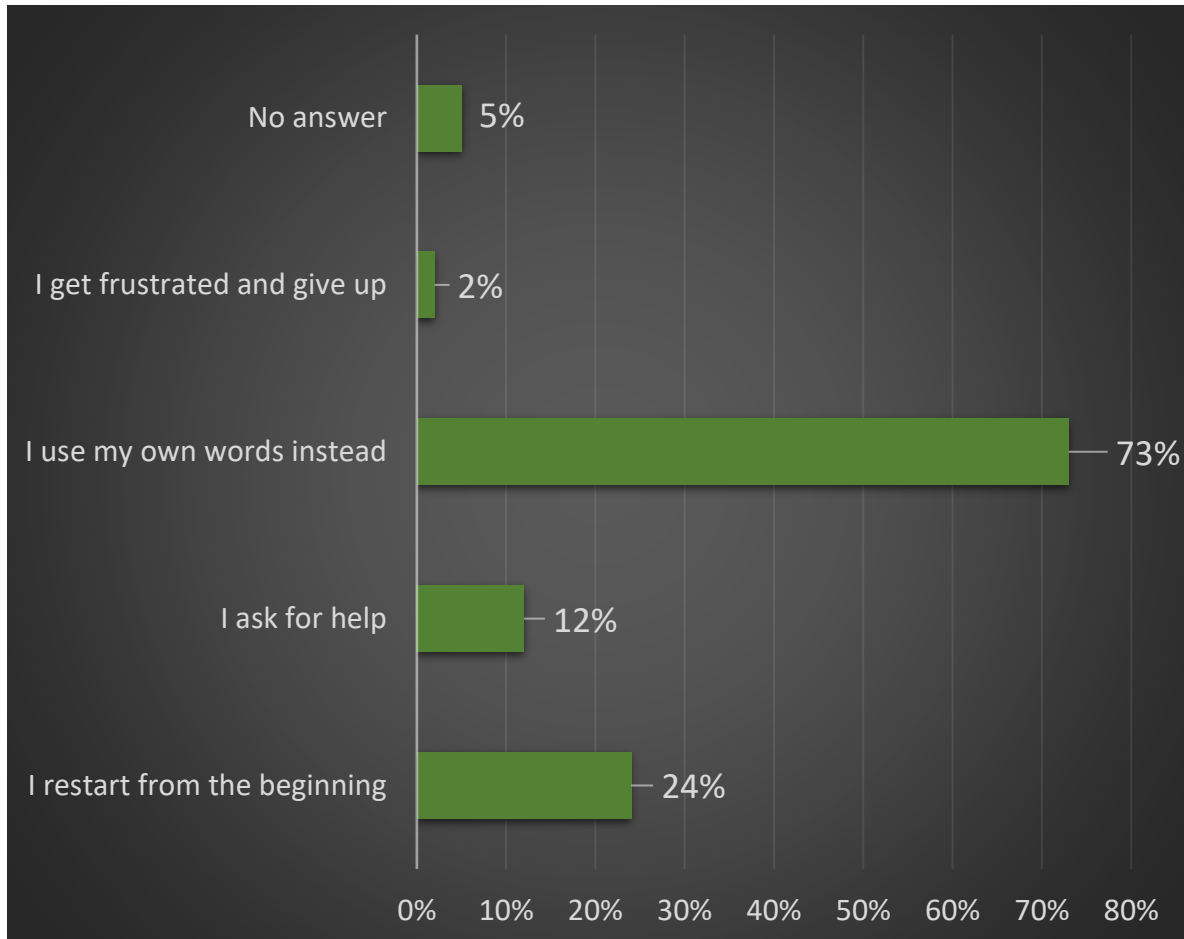
Figure 2.12 Students' Behaviour When Forgetting

We can read from the bar graph that when students forget what they have memorised during an English examination 24% of them would try to restart from the beginning and try to focus more to refresh their memory. Also 12% of the students who answered claimed that they would ask for help instead of trying to remember on their own. 73% of the sample though said they would rather use their own words to answer the questions and some of them justified this saying that when they memorise something, they usually understand it so when they happen to forget it they can simply express it another way. While some said this method was better than not

answering at all, 2% of them declared that they would get frustrated if ever they forget

the answers in their examinations and thus would give up. We notice that 5% of the

participants did not give any answer to this question.

**Question Fourteen: If you were a teacher, would you advise your students
to use this strategy? Why?**

Table 2.2 Students' Point of View About Memorisation

Options	Yes	No	No Answer	Total
Number of students	69	26	5	100
Percentages	69%	26%	5%	100%

The table above shows that 69% of the participants would definitely advise the

use of memorisation to their students if they were teachers. Most of their reasons were

because they think memorisation is the easiest way of learning. For them, it is helpful

to learn vocabulary, to speak fluently and to keep information in their LTM not just

for a brief moment. Others said it is an effective strategy that help them in exams to

get better marks so they would advise it too to their students. Finally, a minority said

when a student does not understand something, memorisation is better than not

learning at all. The percentage of the students who would not advise this strategy is

of 26%. They think that memorisation has lots of negative aspects, for them it is the

opposite of learning and they would rather push their students to understand instead

of just memorising things. Some said memorisation leads to forgetting information

later on and thus it is not useful, it takes time and effort, it is hard and boring and it is

a bad habit that they would not want their students to get used to. For them, those

who use memorisation only do it to have good grades in exams and grades are not important, they would rather advise and teach their students to learn.

Question Fifteen: What suggestions can you propose to make memorisation easier and more effective?

The students answered this question with various interesting suggestions so as memorisation becomes an effective strategy with less drawbacks and appropriate to all the students learning English. Some of the propositions were to understand first what is about to be memorised because otherwise the information would be quickly lost, to repeat the information as much as possible after memorising it not to forget it. For them taking notes, translating and summarising are the best ways to ease the memorisation process and then after to write what has been memorised in one's own easy words to be sure it is stored in the brain. They advise to memorise very early in the morning or to sit in a calm place with no distraction to be completely focused on the activity. Some of the students suggested to draw diagrams with different colours, to watch videos and pictures about the subject wanted to be memorised or even to use songs because our brain is more sensible to audio visual information. Others affirmed that reading books, articles and newspapers help developing memory and thus any memorisation attempt would be easier.

2.6.2 Interview Analysis

The structured interview was directed to 10 other first year EFL students. It was used to complement the questionnaire and to clarify the answers collected thanks to it. The collaboration of the students helped the researcher understand their opinion about the use of memorisation in EFL learning and how one can benefit from it. In addition, it was helpful to give the researcher an idea about the extent of its effectiveness as far as learning English as a foreign language is concerned.

Question One: What do you think of the use of memorisation in EFL learning?

The aim of this question was to know the status that memorisation has among EFL students. The answers showed that 9 students out of 10 think that memorisation is a good strategy to use when learning English because it helps remembering new words and thus helps speaking the language fluently. Only one of the students said that for him, memorisation is not a good strategy to use when trying to learn anything because memorising does not rhyme with understanding but with forgetting.

Question Two: Is it a strategy that you usually prefer to use?

The question's purpose was to know whether students tend to use this strategy or not. All the students answered that they definitely use memorisation strategy at one point or another in their English learning. One said that although he does not believe in its effectiveness, he finds himself sometimes obliged to rely on it in order to have good marks in exams.

Question Three: In which aspect of the language do you use memorisation?

The question aimed at understanding how students incorporate the use of memorisation in their EFL learning. All the students answered they mostly use it to learn vocabulary, nine of them also said it helps them to express themselves in English and two students said it is useful to write academic essays especially in exams.

Question Four: Do you think that memorisation and understanding go hand in hand?

This question was set to know if students usually understand what they memorise or simply learn things by heart without paying attention to the meaning. Seven students confirmed and said that they have never memorised something without understanding it first because it is easier that way. However, the three other students said that memorisation and understanding must go hand in hand but they personally, rarely search for the meaning of what they are about to memorise because they are lazy to do it. They gave examples of the memorisation of some quotations

that they have to mention in their exams or the memorisation of some lectures they are given in classes. They claim that, most of the time, it is difficult to understand what the text means. So, the students simply memorise it and use it as it is because that is what the teachers ask for.

Question Five: When you memorise something in English, is it generally momentary or permanent?

The students by this question were meant to clarify how permanent memorisation is for them as far as EFL Learning is concerned. When the researcher asked this question to the students, six of them confessed that they have difficulties remembering things they have memorised after some period of time if they do not repeat them constantly in their classes. However, if an information comes back many times during their lectures, they are able to remember it permanently. The rest of the students said that when they memorise something, it will generally be permanent in their brain and they can use it many years after.

Question Six: In which way do you think that memorisation makes you progress in your English learning process?

The students were asked this question in order to know how they benefit from the use of memorisation. The answers they gave are various and different. One student said it helps him remember some powerful proverbs and quotations that made his writings and oral presentations interesting and impressive. Another one spoke about his love for civilization and affirmed that thanks to memorisation he can remember all the important dates of the events that happened in the English and American civilisations. One of them said that memorisation helps him gain his American accent thanks to English songs and movies. There are some students who said that it helps them to have a large number of words and synonyms stored in mind to express themselves correctly about different subjects in different domains. Finally, most students mentioned that memorisation helps them obtaining good marks in exams. Only one student from the ten that have been interviewed claimed that there is no benefit to gain from the use of memorisation because after some period of time,

everything that has been memorised would be forgotten. He said that teachers should better explain lectures and use other strategies to make them grasp some ideas and words so as they should not feel obliged to memorise things they would not remember by the end of the year.

2.7 Data Interpretation and Discussion of the Results

Memorisation strategy is undeniably used by many students learning a foreign language. The researcher is interested in the extent of its use, how it is used and whether its effectiveness is as obvious as some may think as far as EFL learning is concerned. The questionnaire and the interview used with first year EFL students of Tlemcen university revealed many interesting results that allowed the researcher to confirm or reject the research hypotheses.

Regarding the first hypothesis which denotes that memorisation is the language learning strategy that is mostly used by EFL learners, the results reject the researcher's first hypothesis. The analysis of the questionnaire and the interview shows that the strategies that most students learning English as a foreign language use are translating and taking notes. Memorisation comes only third. This means that there are more students who rely on their previous knowledge acquired in other languages to learn English than those who prefer making use of their memory to learn new knowledge about English.

The results reveal also that most students have known this strategy since the first year they started learning English. It means that they were introduced to memorisation since middle school and that their experience with this strategy is quite enough for them to judge whether it is effective or not in their English learning process. Despite it all, and although most students use memorisation at one point or another when learning English, it is a strategy that is still not used very often. Such findings are different from what Oanh and Hien (2006) concluded in their own research as the students do not seem to be pushed by the educational system to use memorisation, it is rather a personal choice.

Concerning the second hypothesis which stipulates that EFL students only use memorisation for the sake of passing exams, interesting findings were obtained. The answers of the questionnaire and the interview show first that the memorisation strategy that is preferred by most students is repetition because they judge it very easy and because of its long-term effectiveness. Visualisation and story-telling were chosen by most of the rest of the students who qualified themselves by audio-visual learning. This would mean that the memorisation strategy that each student chooses fits his learning style as Ehrman and oxford tried to prove in 1990. Then, the researcher came to the conclusion that memorisation is chosen by most students because it is easy to be used and mostly to learn vocabulary which will lead them to speak fluently in English. We understand that students see memorisation as a means to express themselves correctly. Thanks to it, they can have enough words in their English repertoire and thus can form coherent sentences and express their opinions freely. Most of them would advise it because of such reasons.

In addition, according to the results obtained, once EFL learners memorise something in English, they mostly make use of it in their examinations and oral presentations. These results reject the second hypothesis because although the students did not deny their use of memorisation to pass their exams, it is not the only reason for which it is used. It is also used to learn vocabulary and in different situations like the oral presentations.

The third hypothesis states that memorisation discourages the learners from understanding the information which makes them quickly forget it. Related results reveal that memorisation helps students get better marks in examinations. This is a good consequence of memorisation use because in parallel, most students affirmed that they always understand what they have to memorise before doing it which means that EFL learners do not separate between memorisation and understanding.

Besides, both the questionnaire and the interview show that most students have a problem of remembering what they have memorised. They declared that they sometimes forget all what they had tried to memorise after some period of time which makes in doubt the effectiveness of such strategy. If memorisation is rarely

permanent, we wonder if it is really useful to progress in the English language learning process.

However, some other results of the questionnaire show some of the benefits of memorisation having most of the students answering that whenever they forget something in their English examinations they simply rely on their own words. If the students do not understand what they memorise, they would not be able to use their own words to express the same ideas. Thus, we can see the effectiveness of memorisation when it is combined with understanding. When it is, students benefit fully from its numerous advantages. We can then say that the third hypothesis is rejected because most EFL learners show their awareness about the appropriate use of memorisation as they usually understand the information they memorise which prevents them from forgetting it. This goes hand in hand with what Yusuf said in 2010 meaning that although memorisation has many negative effects, if joined with understanding, it can be very effective.

2.8 Suggestions and Recommendations

The findings of this study show that the use of memorisation can be really helpful for EFL learners but it has some conditions that should be respected no to fall on its numerous drawbacks. First, learners should use memorisation to progress in their English learning, and not only to get good marks in examinations. Second, they need to choose the memorisation strategy that fits them the most in order to benefit fully from it. A bad choice of the strategy would surely lead to forgetting the information. Last, they need to be aware that memorisation without understanding is not beneficial for them as the memorisation of the information would only be temporary and there would be no benefit to gain from it.

Learning English as a foreign language is not an easy task to do but using the right tools can make the process enjoyable. Memorisation in EFL learning can be used to develop the four skills. In Speaking, the learner can memorise words or full sentences in addition to some proverbs or quotes that can make his speech more powerful or even to speak with a definite accent he wants to sound like. In writing as

well, the learner can memorise different expressions or quotations that can make his paragraph or essay stronger than using easy words. He can also memorise the way some words are written even when they contain for example a silent letter. Moreover, memorisation can be really helpful in learning grammar and syntax which in English can sometimes be quite changing. In reading, memorisation serves him to remember the different pronunciation of words and finally in listening, it can be used as a means to differentiate between how different words sound or how sentences are constructed in English in order to understand what the speaker means with his utterance despite his different accent.

Memorisation in our research is mostly used to learn vocabulary. In order to make this learning easier and funnier, the researcher proposes the following suggestions to EFL learners:

1. Learners should learn to play charades which can be really helpful to remember words and their pronunciation.
2. Learners can use papers of different colours in which they note different words and stick them in their classroom or even in their rooms at home. The more they see them around, the easier they will be stuck in their memory.
3. The use of acronyms is the easiest way to remember words and also one of the most effective ones. All that the learner has to do is to write a word in vertical and use each letter of the word separately to form other words. This strategy helps the learner memorise the first word and remember that from it he could form other different words that he will remember later on.
4. There are some students who do not like learning in groups, yet having numerous persons gathering for the same sake of learning vocabulary can be really fruitful.
5. When in groups, one person can choose a word and gesture it to the others who have to figure out what it is. This kind of games help the learner remember the meaning behind the word so as he can gesture it and the others to remember the word through its meaning.

6. Another funny game that can be useful consists of a person choosing a word and the other having to derive the verb, the noun the adjective or the adverb from it. Or one can even try to give another word in the same theme.

7. The learners can also train their memory having someone write for them a list of different words and then make them read it. They have 2 minutes to remember as much as possible then they have to write them on a piece of paper.

These suggestions are only few from the very large number of the techniques and strategies that can be used to train the learners' memory and make their vocabulary memorisation easier.

However, before engaging in the process of memorisation, it is important to know that each student has a specific learning style that is proper to him. EFL learners should thus be aware of their most preferable way of learning and how their memory is better stimulated. Here are the three types of learners with some of their characteristics and some tools to help them memorise in a better way.

First, there are the auditory learners. According to Maike Looß (2001), these are the type of persons who talk too much and they can even talk to themselves. They prefer listening to something rather than reading it and when reading they move their lips or they even have to whisper. They would remember names rather than faces and understand oral directions rather than written ones. They definitely like music and like to sing. For this type of learners, any attempt of memorisation would be easier when it is being heard. So, to memorise a lecture a text, a sentence or a word, it is advised to either record it and listen to it many times, or to say it aloud and repeat it. It is also suggested for this type of learners to sing what they have to memorise or discuss it with another person or use story telling. Their memory will be stimulated whenever the subject is talked about.

The second type of learners is the visual ones. Maike Looß (2001) described them as being too much observant and do not pay much attention to what is being said. A little change in a place or a picture can distract them but they can be totally

unaware of the surrounding sounds. They prefer reading than listening to something and can be really concentrated when they do. They would, in contrast with auditory learners, remember faces rather than names and understand written directions rather than oral ones. For these learners, memorisation would be easier with written materials. It is preferable for them to draw diagrams or tables of what they have to memorise. Acronyms and mnemonics are more appropriate for this type of learners. In addition, taking notes and the use of flashcard are recommended for them. Their memorisation process can only be stimulated when they are being exposed visually to the material they want to memorise.

The last type of learners that exists is the kinesthetic learners. Maike Looß (2001) see them as the persons who learn much with gestures and movements. They do not like to stand still and prefer to move around. They would rather practice something than reading about it. They are very tactile persons as they like to touch things to learn. What would be advisable for these learners as far as memorisation is concerned is to associate feelings with words or sentences or any information. It is preferable to write down what they have to memorise because the act of writing can help them memorise it easily. They can even simulate the act of writing a word as the simple movement can be enough for them to remember it. It is also recommended for them to use the computer to type their lectures or any information they want to remember, as the act of typing make them memorise better. Finally, they are advised not to try to memorise things for a long period of time, they should rather make pauses and move around in between, they can even dance or move while memorising which can help very much.

EFL learners should know to which group of learners they belong in order to choose the strategy that works better for them. This would make their memorisation easier and more permanent. Following such tools can change their whole perspective about the use of memorisation and its effectiveness.

Memorisation has been, also, found to be only be effective if the learners pay attention to the meaning behind the item they want to memorise. Understanding is very important for the long lasting of the information in the brain. Neglecting

it, would turn memorisation into a destructive strategy that should be avoided. The following suggestions may help EFL learners rely on understanding before moving to memorising:

1. The learners should go back to the dictionary whenever they come across a new word because a misunderstanding that is not taken into account can remain so forever.

2. Concerning words, to memorise them with their right meanings, it is highly recommended to put them in a meaningful simple sentence and to memorise the whole sentence rather than the word alone. This could help the learner to never be confused with different words that may look alike.

3. Reading a sentence or a text many times can push the learner to be more concentrated and make him understand the meaning behind it that he sometimes could not figure out at the very first reading.

4. The learners should read more about a topic in different sources or even watch videos where things are explained so as to make it clearer before memorising something about it.

5. It is advisable for learners to memorise their own version of a text or a paper rather than memorise other persons' words. It would oblige them to understand the whole meaning behind it and use their own words to express it differently which will help them progress in their English learning.

2.9 Conclusion

The current chapter attempted to clarify the data collection methods and procedures that the researcher used during this research. It was devoted to the quantitative and qualitative data analyses which were gathered thanks to two different research instruments being the questionnaire and the interview. These two tools were designed purposefully to examine the use of memorisation as a language learning strategy among EFL learners and its effectiveness. The chapter provided an interpretation of the data and a discussion of the findings. A conclusion was then drawn from the results obtained which were analysed carefully to confirm or nullify

the hypotheses put forward in this investigation. Finally, based on the findings, the research came up with some suggestions and recommendations to these EFL learners that can be adopted to cope with the difficulties and obstacles they face when choosing to rely on the use of the memorisation strategy.

General Conclusion

General Conclusion

The interest in learning English as a foreign language has increased considerably since English has become the global language. Consequently, many controversies between researchers and scholars have emerged about the best way of learning this language. One of the phenomena on which there is no total agreement, is the effectiveness of memorisation as a language learning strategy in the process of learning English as a foreign language. One group of scholars defend the use of this strategy because of its numerous advantages that the learners can benefit from. The other, in contrast, considers memorisation as a destructive strategy that has more drawbacks than benefits. This second group of scholars believes that memorisation is the direct opposite of learning as learners gain no real understanding when they choose to memorise something.

This study aimed at examining the status of memorisation use among EFL learners. The researcher tried to know what these learners think of such language learning strategy, whether they rely on it in their process of EFL learning and in which situations they usually do. In addition, the research attempted at identifying the major consequences that can derive from the use of memorisation and whether the learners use it carefully while being aware of its numerous drawbacks. From such findings, the researcher wanted to come up with an answer to whether this strategy is effective in EFL learning or it is to be avoided. For this purpose, three research questions were put forward:

1. To what extent is memorisation used as a language learning strategy by EFL learners?
2. How is memorisation used in EFL learning?
3. What are the consequences of using memorisation for EFL learners?

The above cited questions led to the formulation of the following hypotheses:

1. Memorisation is the language learning strategy that is mostly used by EFL learners.
2. EFL students only use memorisation for the sake of passing exams.

3- Memorisation discourages the learners from understanding the information which makes them quickly forget it.

This work was divided into two chapters. In the first chapter, the researcher included a definition of memory and a brief summary of the most important studies done on it. She proceeded by mentioning its types and the differences between them. Then, a definition of memorisation was provided with its process and different strategies. Another part was dedicated to language learning strategies and their classification as seen by many researchers. The last part was about previous research done on the effectiveness of memorisation in EFL learning by different scholars with different points of view. Finally, a description of EFL learning in High education in Algeria was presented.

The second chapter was more practical. First it contained a description of the methodology of this research, the sample population and the research instruments. Further in the chapter, a data analysis of both the questionnaire and the interview could be found followed by an interpretation of this data and a discussion of the results. By the end, the researcher provided a set of suggestions and recommendations to ease the process of memorisation and make it more effective.

This study came up with interesting results. First, it was discovered that most students have a positive view about memorisation use yet it is not the strategy that they generally opt for. This rejected the view of the researcher who hypothesised that memorisation might be the strategy that is most used by EFL learners. Another finding was that most EFL students use memorisation for learning vocabulary because that is what helps them speak English fluently. Although, most students answered that they do use memorisation to pass their exams, it is not the only reason why they use it and it is not the only situation in which they rely on it. This goes in contrast with the researcher's second hypothesis. Finally, concerning the consequences of using memorisation, it was recorded that most student manage to understand what they are trying to memorise before doing it. Thus, although there are many of them who stated that they tend to forget what they have memorised, they affirmed that this pushes them use their own words instead because they can at least

remember the meaning behind it. This again nullifies the expectation of the researcher who thought memorisation would turn the learners into passive learners who would not bother to understand what they can simply memorise word by word.

Such results can help EFL learners be aware of the drawbacks that memorisation can have and correct and avoid the mistakes they can make while using it. It will push them to come up with better memorisation strategies and more effective ones depending on their different competences. Learning English is a very challenging process so the findings of this research can also be beneficial at a larger scale. They can help learners choose from the various language learning strategies the strategy they see most appropriate and useful for them. In addition, they can play an important role in EFL teaching as it will help teachers be aware of what are the strategies that their learners prefer using while learning English and to know which strategy to advise to them. It can also push the same teachers to innovate in their classroom including some new techniques to ease their learners' learning

Eventually the present work suffered from a set of limitations. First, the researcher encountered a problem of a lack of students' cooperation. Many answers in the questionnaires remained empty and the number of participants in the interview was relatively small. Besides the interview being really time consuming, some participants might not have given honest answers as most of them were being distracted during the whole interview session. This surely may impede the credibility of the investigation which could have been avoided if the researcher had done the practical part at the beginning of the year when students were more available and less in a hurry.

Finally, it is worth noting that this research opens the door for further studies that can be tackled in different ways. For example, it could be interesting to test how permanent is EFL learners' memorisation. It can, also, be about investigating the attitudes of EFL teachers towards their students' use of memorisation, provided any novel suggestion can be helpful in developing EFL teaching and learning.

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Appendices

Appendix A:
Students' Questionnaire

Student's Questionnaire

Dear students,

This questionnaire is designed to investigate the effectiveness of memorization as a language learning strategy in the process of learning English as a foreign language. If you could provide us with your answers, these would be really appreciated and helpful for the good achievement of this research. Please put (X) where appropriate.

Rubric One: Personal Information

1) How long have you been learning English? …… years

2) How would you evaluate your level in English?

Very good ☐ Good ☐ Average ☐ Bad ☐

Rubric Two: The Use of Memorisation

3) What are the strategies you use when learning English?

Taking notes	
Memorizing	
Translating	
Switching to another language	
Summarizing	

Others………………………………………………………………………

4) Do you use memorisation as a way of learning English?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never ☐

5) When did you start using this strategy?

Before my first year of English in middle school	
Since middle school	
In secondary school	
At university level	

6) What are the memorisation strategies that you use most?

Acronyms	
Repetition	
Categorisation (Group words into categories)	

Visualisation (creating a visual image of the element to be memorised)	
Story telling	
Others	

Why?..
....
....

Rubric Three: Memorisation Incorporation in EFL Learning

7) Why do you use memorisation?

It is easy	
It is permanent	
The teachers impose it	
It is the only way to learn	
To pass the exams	
I don't know other learning strategies	

Others……………………………………………………………………………

8) What do you use memorisation mainly for?

To learn vocabulary	
To learn grammar	
To speak more fluently	
To write coherently	
To pass the exams	

Others……………………………………………………………………………

9) Where do you use your English memorised items?

In classroom participations	
In academic writing	
In oral presentations	
Mainly in exams	

Others……………………………………………………………………………

Rubric Four: The Consequences of Memorisation Use

10) Do you get better marks when using memorisation?

Yes [ ]   No [ ]

Explain:……………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

11) Do you understand what you memorise?

Always ☐   Often ☐   Sometimes ☐   Rarely ☐   Never ☐

12) Do you remember what you memorise after some period of time?

Always ☐   Often ☐   Sometimes ☐   Rarely ☐   Never ☐

13) What would you do if you forget what you have memorised in an English examination?

I restart from the beginning	
I ask for help	
I use my own words instead	
I get frustrated and give up	

Explain:……………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

14) If you were a teacher, would you advise your students to use this strategy?

Yes ☐   No ☐

Why?………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………………………………………………..

15) What suggestions can you propose to make memorisation easier and more effective?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Thanks for your cooperation.

Appendix B:
Students' Interview

Students' Interview

I am a master two student of English and I am undertaking an investigation on the effectiveness of memorization in EFL learning. Your cooperation would be very helpful for the well running of my research and your efforts would be greatly appreciated. I commit to keep your personal information confidential and to use your opinion solely for the purpose of this research.

1) What do you think of the use of memorisation in EFL learning?

2) Is it a strategy that you usually prefer to use?

3) In which aspect of the language do you use memorisation?

4) Do you think that memorisation and understanding go hand in hand?

5) When you memorise something in English, is it generally momentary or permanent?

6) In which way do you think that memorisation makes you evaluate in your English learning process?