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**Coping With Memory Shortcomings Before
Exams :The Case of Third Year LMD
Students of English at Abdelhamid Ibn Badis
University (Mostaganem).**

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Dedications

I heartily dedicate this work to my parents who fully supported me with their endless love and encouragement.

I also dedicate this work to all my best friends who gave me moral and psychological assistance that helped me in the completion of this work.

Finally, I would unconditionally like to thank my brothers for the love and boost received from them to carry on in this project.

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Abstract

College students confront an issue known as memory shortcomings which they experience in several minutes before tests. The study is an attempt to peruse many researches by well-known scholars about reasons behind the problem of forgetting information in tests period. The current study prevails the reasons behind memory shortcomings and how learners can deal with it in the EFL context with LMD English degree students of the University of Abdelhamid Ibn Badis_Mostaganem as a case study. We used two research tools, one was observation when we had to make a check list so as to attain the objectives, whereas the second one was the questionnaire that was administered to third year LMD English students to extract information which can assist in answering the research question. It has been found that a high rate of third year LMD learners in the department of English at Abdelhamid Ibn Badis_Mostaganem experience memory shortcomings minutes before they are given the exam sheets. And this is simply due to some factors which caused this phenomenon.

Keywords: Memory shortcomings, reasons, organizing and understanding, pictures.

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List of Abbreviations/Acronyms

LTM : Long term memory

STM : Short term memory

EFL : English as a Foreign Language

TOT: Tip of the tongue

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General Introduction

Memory shortcoming has been a perpetual issue for most of our students in college. Due to some reasons such as stress and confusion which strand learners, particularly in the attempt to retain or retrieve data in the first minutes before a test commences, some of them will not be able to recall the necessary information in spite of the deep cram and the seriousness in their revision period.

Motivation is a psychological feature that arouses an organism to action toward a desired goal and in fact it stimulates curiosity. Personally, experiencing memory shortcomings several times before a test is what incentivized me more to look out deeper for the factors resulting such an impotence and how it can possibly be treated.

Before thinking of this subject as an issue, I unintentionally noticed that in the first moments before the exam sheets are passed on students become more nervous and confused, as if they did not memorize anything. Moreover, I encountered such a disability myself although I studied intensively. In addition, I tried to cease the moment in recalling the information that I learnt by heart but I blanked out then I felt stressed and tension grew more over time and hence bewilderment negatively impaired my memory system's function.

The following research questions and hypotheses would put this study in a lucid route :

- What do students do when they experience a memory shortcoming before tests?
- Why does the psychological side affect their memory in exams?
- Does understanding and organizing information as well as pictures lessen memory shortcomings for students?

In order to attain gratifying results as regards the resolution of memory shortcomings issue, it has been hypothesized:

- They get stressed then they refer to cheating or leaving paper blank.
- They procrastinate what they memorize to another day and they do not fathom the information being memorized.
- Understanding and organizing information may help students generate a clear main rubrics that are willing to mitigate overloaded memory.

This research study comprises several main theories, such as Grossberg's (1988) theory about the importance of organizing the information before students begin the memorization

process. In addition, David (1998), Read & Barnsley (1977) and Schnotz & Bannert (2003) theories of the integration of schemes and figures when learning by heart since they have proven themselves to assist comprehension.

Two research tools were administered, the qualitative one is observation in which a check list was followed so that to collect remarks accordingly, the observation took almost two weeks, it also went through three parts, the first one is about pre-exams period and took place in different students's residences. Secondly, during exams period, the destination was definitely the classrooms. Final part was about the post-exams period, we had to bind for a while till the exam time was finished so that to begin the last part's procedure. The other research tool is questionnaire, 19 questions were allocated into three parts, it was addressed to 40 third year LMD participants in the English department at the University of Abdelhamid Ibn Badis_Mostaganem. The participants were given full privacy so that results will be credible and reliable.

Furthermore, this major work is disunited into three chapters. The first chapter is about literature review and how fundamental memory can be defined. Besides to its theories which will give more information about the reasons behind such a memory impotence that students experience before tests. While the second chapter is about the research methodology followed, a description of the research's population, objectives, piloting stage, context, the procedures and the instrumentation of the given survey that enable us to extract quantitative data of what reasons might lie as the cause of a memory shortcoming before tests and what solutions can be suggested to lessen its effect on learners. The last chapter presents the analysis and interpretation of student's questionnaire .

Chapter One

Literature Review

1.Introduction

Memory shortcoming constitutes a serious problem in front of EFL learners, due to the fact that it influences their abilities to recall information in spite of a serious revision. In an attempt to shed light on the constellation of memory and what may help to minimize memory shortcomings for learners in their educational career, this chapter covers the issue of memory impotence with its negative impact on students and what solutions may be proposed. But before proceeding deeper, we have to have first an idea about memory in order to have a general understanding of the issue.

1.1 The Notion of Memory

Memory is essential to all our lives. Without memory, we as human beings can not reminisce about things in the past, operate in the present or even think about the future. We as students, if we do not have a good quality of memory as many psychologists call it as a tenacious memory, we would not be able to remember what we learnt by heart the other day, or to think about our plans for the next day. We may not even learn anything even if the material is easy. Memory is involved in processing vast amounts of information. This information takes many different forms, e.g. images, sounds or meaning.

According to some scientists at Oxford university as Eichenbaum H (2002), memory is: “the mental capacity of holding evidences, actions, imitations, and so forth or recollecting earlier practices”. Nevertheless, from the contemporary biological and psychological research perspective, the definition of memory, and regions associated with it are not so easily defined. Functionally, memory is defined as the capability to encode, hold, and subsequently remember material in the brain. From a psychological and neurological viewpoint, memory is the collection of encoded neural connections in the brain.

Until recently, memory has been compared to a computer and defined by an information-processing model in which information pass through three stages: encoding, storage, and retrieval. Additionally, Atkinson and Shiffrin (1968) posited that information pass through three stages: sensory, short-term memory, and long-term memory.

1.1.1 Memory Stages

During the “cognitive revolution” in the 1950s and 1960s, psychology researchers began to develop computational models on how mental processes work. Atkinson and Shiffrin

(1968) proposed a detailed computational model of human memory that proposed separate memory stores (sensory memory, (STM) short-term memory, and (LTM) long-term memory) and pointed to rehearsal as an important process for learning. Human memory is an important concept in cognitive psychology and neuroscience. Our brain is actively engaged in functions of learning and memorization.

1.1.1.1 Sensory Memory

Atkinson and Shiffrin define sensory memory as the capability of holding sensory information from stimuli received through the 5 senses (visual, auditory, odor, taste, and tactile). Its time duration is very short and occurs in seconds. It works as a buffer in getting the stimuli via the senses (for example, eyes and ears). This information is then handed over from sensory to short-term memory (STM) through selective attention (ibid.,p. 89).

1.1.1.2 Short-Term Memory

Miller (1956) short-term memory (STM) as discussed by many scholars over time as being more concerned with storage, maintaining minor sums of information. For more explanation, it is responsible for storing small amounts of material over short periods of time. Moreover, a short-term means a short time which is typically up to 15 seconds due to paying attention to sensory memory. Yet, anything remembered longer than the specified time it is likely to be classified into the other kind which is long-term memory and involves different systems and processes.

1.1.1.3 Long-Term Memory

The multistore model of memory was proposed by Atkinson and Shiffrin (1968) and it is a structural model. They proposed that memory consisted of three stores: a sensory register, short-term memory (STM) and long-term memory (LTM). Information passes from store to store in a linear way, and has been described as an model (like a computer) with an input, process and output.

Long-term memories are held indefinitely. What distinguishes these memories is that they tend to be stable and can last a long time, even for years. Long-term memory is, in contrast to the first two stages, it is the repository for more permanent knowledge and involves all things in memory that are not currently being used but which are needed to enable understanding. Short-term memory can become long-term memory through consolidation, in

which we rehearse what we have placed in that memory and make meaningful associations between that information and the information already stored. Long-term memories require learning and repetition to become fixed, and once stored they can last for long time and be retrieved by triggers or cues.

As Atkinson and Shiffrin add that information is detected by the sense organs and enters the sensory memory. If attended to this information enters the short term memory. Information from the short-term memory is transferred to the long-term memory only if that information is rehearsed and repeated several times. If maintenance rehearsal (repetition) does not occur, then information is forgotten, and lost from short term memory through the processes of displacement or decay (ibid., p. 89).

1.1.2 Varieties of Memory

Tulving (1983) stated that there are three different kinds of memory, or three memory systems: procedural, semantic, and episodic. They are alike in that they all make possible the utilization of acquired and retained knowledge. But they differ in the kind of knowledge that they handle, and in the ways in which different kinds of knowledge are acquired or used.

1.1.2.1 Procedural

Wayne Podrouzek (1994) appended that this is a part of our long-term memory that is responsible for remembering how to do things. Procedural memory is simply knowing how. Semantic memory is a description of concepts and facts. Moreover, procedural memory is a type of long-term memory involving how to perform different actions and skills. Essentially, it is the memory of how to do certain things such as riding a bike or even how to memorize the information, yet the question that is arisen is how to memorize.

1.1.2.2 Semantic

Tulving (1985) stated that semantic memory is highly important for students because this is the type of memory that allows learners to remember the facts that they are learning and tested on. In semantic memory we acquire knowledge through comprehension. If learners do not understand they have not actually understood it. Acquisition in episodic memory is by accretion, direct perceptual experience. In addition, it is the memory that allows student to learn and remember facts when studying a new subject, college learners use semantic memory in educational courses. It does not count for the most part on episodic memory, which means that

students do not have to have a recollection of how they learn the information, only the facts themselves.

Hintzman laid interpret semantic memory more broadly to refer to general world knowledge and entangled in experience (cited in Main, 1994). It is memory of general knowledge which does not involve any event structure, lower animals, very young children, and the brain damaged may possess only procedural and semantic memory.

1.1.2.3 Episodic

According to M.E. Wheeler, E.J. Ploran (2009), episodic memories are consciously remembered memories related to personal experienced events. For college learners episodic remembering is a dynamic process that draws upon cognitive abilities in order to mentally reconstruct past memorized information from retrieval cues.

Wheeler explains more that episodic memory is currently described as the memory system in charge of the encoding, storage, and retrieval of personally experienced events which students are able to relate to the information they learnt by heart so that retrieval will be easy, associated with a precise spatial and temporal context of encoding. Episodic memory allows the conscious recollection of happenings and events from one's personal past and the mental projection of anticipated events into one's subjective future (ibid).

1.1.3 Memory Impotence

Misra, Crist, & Burant (2003) claim that most researchers argue that memory disability is natural for a student at a university, not that attending university as a student can entail a variety of issues, such as separation from family, new responsibilities, financial concerns, finding a balance between studying, work and private life, and succeeding in academia, college students also experience greater academic memory impotence from frustration due to delays, lack of resources, failure to achieve goals and feeling like social outcasts, or from the pressure due to competition, deadlines, work, responsibilities and overload. This also occurs when too many changes, including rapid changes, disrupt a student's life and path.

We as learners are confronted so directly with our own forgetfulness stated Ponds & Jolles (1997). The functioning of human memory system practically cries out for correction. In other words, our memory is not immune from errors such as forgetting or missing information

when we need to remember or use. Human beings or particularly students can not keep off what many connoisseurs of this field, Shallice & Warrington (1970) call it “Memory Disruption”. It is inevitable.

As matter of fact, even our ability to learn by heart and retain depends on memory, according to Baddley (2000), shortcomings are another issue that are entrenched when both storing and divulging information, because it is a psychological humanistic state which students might or do encounter before and in exams; plus, it is never them to blame, since they were taught what to learn and not how to learn. Most students, and many of their teachers, memorize by rote. Rote memorization is not only inefficient, but it encourages learners not to think, they only learn by heart. There are ways to make memorizing much more effective and merry, with less straining, and worth remembering.

1.1.3.1 Stress and Memory Impotence

Sapolsky (1992) says “Stress is a trait that every being shows when encountering different challenges including tests, yet if it occurs all the time, interferes with memory, stress will release corticosteroid hormones that has the potential to kill memory-forming neurons” (p.417). As matter of fact, even our ability to think and retain depends on memory, according to Baddley (2000), stress is another issue that is entrenched when both storing and divulging information, because, it is a psychological humanistic state which students may or encounter before and in exams; plus, it is never them to blame, since they were taught what to learn and not how to learn.

Students may acquire a given skill or knowledge set on the day taught, but will they remember it for the annual state-mandated tests? On one hand, most teachers may not know about these more fun ways of memorizing. It is more preferable for teachers become of good assistant and support students to better understand the information that will be memorized. On the other hand, negative emotions cause stress, Personal problems, puberty, social conflicts, Depression, grade pressures, test anxiety, are common among learners, generally impairs memory in the sense that it weakens its ability to retain information (ibid).

Jamal (1984) argues that stress can at any degree dilutes the task performance by draining an individual’s exertion, concentration, and time. Stress blocks retrieval of information that is in memory storage. The cure is to relax and avoid self-pressure. Students need to think of all the cues that must be associated with what they want to recall. Often, an

answer comes to mind that students know it is wrong. Wrong answers are more than a distraction, they actively interfere with the recalling of the correct answer and must be removed out of mind. Recall is facilitated by having confidence in one's memory ability and by the belief that the information will definitely be retrieved once self-pressure is all gone. In an exam situation when this problem occurs, test takers should move on to another question and expect the recall of the lost information to show up later (p.409).

1.2 Memorization as a Learning Strategy

According to Wenden & Rubin (1987), memorization refers to a method of learning in which the individual recalls information. From a broader perspective, memorization can be defined as a strategy that focuses on the storage and retrieval of language. Though strategies such as drill and repetition might be considered the same as memorization strategies, the storage and retrieval process are the focus of attention in the case of memorization. Effective memorization occurs when students are focused then they can make an association between the new and what learners already know. As Cowan (1988) puts it, "new information must make contact with the long-term knowledge store in order for it to be categorically coded".

McGaugh (2000) would add that it seems self evident that not only the category is coded but also the content itself. Associations, whether constructed implicitly or explicitly, need to be rehearsed, with a minimum of distractions and interference. This rehearsal leads to consolidation into longer-term memory. Recall is precipitated if there are many association cues used during the initial learning and during the recall attempt.

1.2.1 Understanding of The Memorized Information

Recent research has demonstrated that memories are not immune to being forgotten. Tulving (1983) makes the case that much of our forgetting is due to problems in accessibility or the failure to retrieve memories that still reside in long-term memory.

As he explains that there is a frustrating example of a memory failure due to an accessibility error which occurs when we are failing to retrieve a word from memory (this phenomenon is called tip of the tongue or TOT). In that case, we are aware we know the information that we are searching for, but we simply cannot access it. More generally, there are many situations in which memories are available in long-term memory; but we have

difficulty accessing them until we are given a good cue, according to the encoding principles, it is the cue that gets us to think about the information as we we encoded it (ibid).

Bransford & Johnson (1972) add that it is intended to illustrate the importance of understanding what students are learning. Previewing the material will facilitate comprehension and organization for more effective retrieval. More generally, students should know that it is important to read, reread, and think about the learning material until it makes sense.

They also added that people who study and then are tested on material, retain that information more effectively over long durations relative to people who study much more (even though both groups spend the same amount of time with the material). When students study, they should not simply reread their material or even focus on their highlights, they should quiz themselves on the material regularly, so they have a sense of what they know and do not know and practice and strengthen the connections among associated information in their brain (ibid.,p 11).

1.2.2 Essentialness of Learning Context

Saufley, Otaka, & Bravaresco (1986) demonstrated that the change in physical context needs to be fairly dramatic to affect memory, and the context itself is an issue, since it might as well be a distracting tool for learners. For example, they showed that students' test performance did not change when they were tested in the same classroom they learned in or a different classroom. If students need to recall information (for a test) for instance in a new context that differs greatly from the context in which they learned or studied the information, they should try to imagine the learning context before they start recalling.

1.3 Arrangement of Thoughts

Grossberg (1988) explains the impact of the intense memorization on memory by inducing stress level, he writes: "Why memorize what you can figure out and organize, when it comes to memory, less can be more, someone should not strain itself with retaining without taking into account categorizing, otherwise, stress is all what awaits" (p. 77).

Organizing information also facilitates memory. If students have a list of the information they are learning by heart all mixed together, organizing those items by category will improve recall. The category heading can be used to prompt recall, and relating the items

to a category to each other will allow them to serve as cues for each other. Students could work to impose an organization on course material, and that structure will help guide retrieval during tests.

Grossberg appended that For material that does not have an obvious structure, imposing some personal organizational strategy or structure on the material can enhance retention. Subjective organization involves developing a personal way to categorize and recall information (ibid).

1.3.1 Hierarchical Retrieval Structure

Recent work by Nairne (2010) demonstrates that one effective way to process information is to relate it to our survival. In preparing for a test, relating course material to information our already know or to something personal in our own life (self-referent) will enhance its retrieval. When students are studying, they should be sure to space study sessions over time. If a student plans to study 10 hours for a test, devoting 1 hour each day for 10 days to studying or 2 hours a day for 5 days would be effective. Studying 5 hours each day for the 2 days before the test would not effective, then students will risk having memory shortcomings along the test.

1.3.2 Encoding,Storage and Retrieving

Atkinson & Shiffrin (1968) stated that it is often useful to separate out three aspects of any memory system: encoding, the processes whereby information is registered; storage, the maintenance of information over time; and retrieval, which refers to the accessing of the information by recognition, recall or implicitly by demonstrating that a relevant task is performed more efficiently as a result of prior experience. There is perhaps only one law or principle in memory research, known as the encoding specificity principle. This principle is often characterized as the idea that memory performance is better when encoding and retrieval conditions match.

Atkinson & Shiffrin, also stated that a cue is only effective when it is a part of the original encoding event and therefore the effectiveness of any retrieval cue depends on the conditions of the original encoding experience. More scientists provide an inception to this memory impotence as how remembering information depends on interactions among these four factors: properties of the learner, aspects of the materials, activities during encoding, and

conditions at retrieval. Considering the information that has been stored is intended to be used later, so it must immediately be retrieved.

The figure below explains that the individual is able to use his/her five senses: sight, hearing, smell, taste and the haptic one in order to collect different information and this process is referred to the sensory memory in which its duration is not long, then with the help of some intense attention taken by the student, it will be transferred from the first stage to the next short-term memory for another couple seconds. Supposedly that the learner is going to exert efforts in the attempt of encoding the information that is being memorized, so retrieving it is called a rehearsing period preface to shift to the long-term memory.

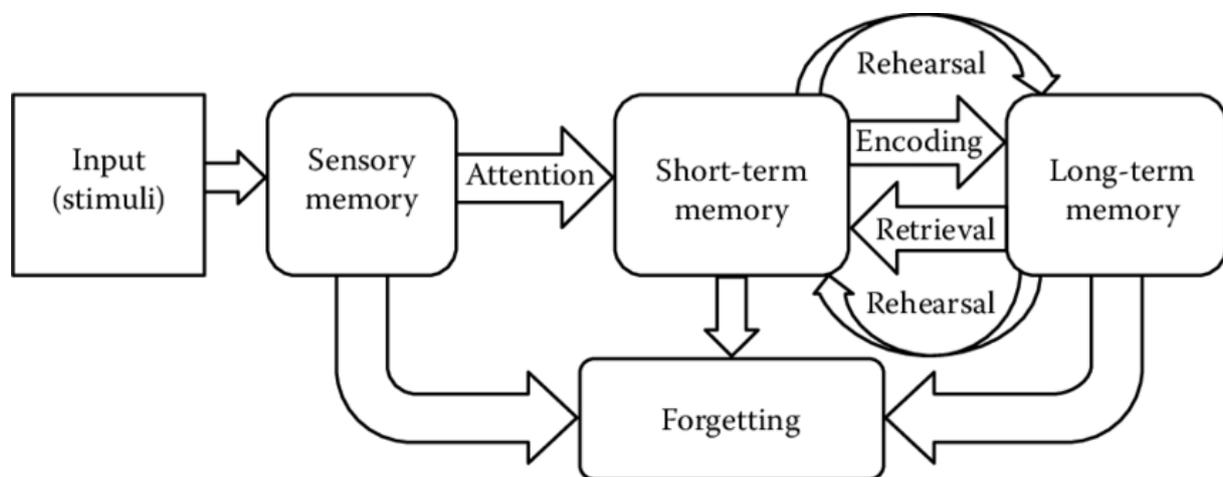


Figure 1.1 Atkinson & Shiffrin Memory Model.

1.4 Attention

Brown & Craik (2000) claimed that no school teacher needs to be reminded that paying attention is important for learning. It is the students who do not appreciate how important attentiveness is. Attentiveness is central to the process of encoding, which entails acquiring information and placing it into working memory storage (P. 93).

They added that Paying attention also augments the encoding by enabling rehearsal by the same time the information is being memorized, more likely it will be put into longer-term memory storage. These are the reasons why good teachers strive to make learning interesting and salient enough to engage students attention. In our own experience, students with the best grades are generally more visibly attentive during class periods, showing clear signs that they are aware of what is being said and seen and that they are working with (and rehearsing) the information by their comments and questions (ibid).

As Brown & Craik also claimed that Teachers may all be interested in having students remember their lessons long after the time they are first presented. Yet most students study from test to test. Occasional rehearsal of old-test material is needed for longer-term memory. That is why exams are so appallingly stressing for students. That is why a seasonal vacation erases much of the educational progress that was made during the scholar year. What is really important to educational effectiveness is the consolidation process by which short-term memory is converted to long-term memory (ibid).

1.5 Schemes and Cognition

Plass & Jones (2005) stated that one of the problems with looking at schemes and text in EFL classes, is that there are many approaches to teaching languages (cognitive, constructivist and sociocognitive/sociocultural) and many ways that images and texts are used in the long process of the learning process. The brain can learn to associate symbols, shapes and with particular features or functions, provided sufficient support is available by explanatory text and visual layout. Over the years, there have been a lot of assumptions about schemes and learning based on research in a wide variety of disciplines. In considering the research on memory, theories have been divulged underlying how retaining maybe efficaciously happening with schemes to forfend memory impairment in tests (p. 469).

David (1998) declared that a figure is worth a thousand words. This scientists' wisdom suggests that schemes contain more information than text and that this information can be more easily processed and understood for students. More than ever before, written forms are likely to be accompanied with schemes. As David, suggesting that the effectiveness of schemes in communicating or at least getting attention is widely accepted. Teachers in college make extensive use of schemes to alleviate learning. And new multimedia materials for use in classrooms, on Laptops, , integrating text with both motionless and moving images, this combination is often visually stunning and incredibly helps in the process of storing information (P. 180).

Potter and Faulconer's (1975) studies revealed that human memory (recall and recognition) and images are correlated. The human visual processing system is staggeringly impressive. Pictures can be semantically categorized quicker than words.

Read & Barnsley (1977) say "...a learner's memory of the materials includes both verbal and pictorial content in an interactive sense. Indeed, the recognition of the verbal passage would appear to depend in a large part upon the availability of the picture" (p. 368). Images can help with the recall of a text content. As Schnotz & Bannert (2003) stated:

Text comprehension and picture comprehension are goal-oriented processes of the human cognitive system, in which the student actively selects and processes verbal as well as pictorial information in order to construct representations that seem to be suited to cope with the present or anticipated task (p. 153).

For more explanation, this gives learners more options for comprehension, and more than one route for encoding, and retrieval, not only that it also grants them the chance to easily integrate information/linguistic features with existing knowledge. Displaying the image before the written presentation has been found to increase retention. Moreover, the availability of text and schemes allows learners to build both verbal and visual mental models of the input and hence build connections between them (ibid).

Schnotz & Bannert said that Schemes have proven themselves to have distinct advantages in assisting comprehension, encoding, and recall, particularly in the long term. They can be used to support text content effectively and draw attention to target features, including target language. They can also be used to efficiently activate or build schema, get attention, elicit emotional reactions, and reduce anxiety mostly for struggling learners (p.141).

1.6 Conclusion

This chapter is an overview, which clarified much the unclear side about memory impotence that can not stop haunting learners every time the exams are impending. Not only that, this chapter provides a possible solution for all learners who might take into account and seriously attempt to work with them in their educational period.

Chapter Two

Methodology and Data Collection

2 Introduction

This chapter discusses the methodology used, trying to depict the data collection tools chosen to describe and analyse in intent to come up with disparate strategies for the issue. Moreover, shifting the light into the population of our study with the scheme that we have used to select the sample. To make this study more denotative and easily approached, this chapter will describe and discuss methodological aspects relating to this study such as explaining how our survey has been handled, and the methods used, the research tools, as well as pointing out at the reasons behind our choices.

2.1 Purpose of the Study

The study focuses on why students lose control of their memory before tests thereby they face issues recalling information inspite of the serious retention that they exert and strategies to treat the issue. The objective is to see student's responses in questionnaire concerning experiencing memory shortcomings. The results obtained from the collected data may determine whether the strategies may help students overcoming the problem of memory shortcomings in the future.

2.2 Methodology tools

In order to have accurate answers for our survey we have used methodology section. This research is an attempt to know in this section, the need of methods is compulsory to uncover trends and dive deeper into the problem. The choice of the method depends for the most part on the topic discussed, its aims and the sample which are under our investigation, also demonstrating both population and gathering data tools which are observation and questionnaire. Qualitative and quantitative data collection methods will be analysed in the third chapter. Both quantitative and qualitative research methods, or in other words a mixed method was used. We used this method to get as much data as possible to either validate or not our suggested hypotheses.

2.3 Objectives of The Study and Context

The present study surveys the reason why students experience a memory shortcoming right before starting the exam and how to handle such an impotence. This procedure has been conducted at the University of Abdelhamid Ibn Badis. We find it an intriguing issue to undertake and investigate not to mention students' congregation over it. It is ordinarily

estimated that English learners are not immune to be experiencing memory shortcoming just minutes before being tested and what factors maybe the reason for a memory shortcoming ,in addition to bring forth possible solutions to the issue.

For the purpose of investigating University English learners possible reasons over their memory impairment and how to handle such an impotency.We have chosen third year LMD students at the University of Abdelhamid Ibn Badis_Mostaganem from the English department to be the case of our study.

2.4 Description of The Research Methodology tools

In this study, we adopted a descriptive research methodology. This study aims to cast more light on students' effort before and after the exams,in other words,when they begin learning by heart the material ,then while being tested and after finishing the exam. Due to limited resources and the sensitivity of the issue being discussed, the study is primarily qualitative in nature, which includes quantitative research relying on information gained from one questionnaire given to third year EFL English learners at Abdelhamid Ibn Badis University – Mostaganem.

According to Borg & Gall, (1989) most quantitative research falls into two areas: studies that describe events and others that aim at discovering inferences or casual relationships.So observational and survey methods are frequently used to collect descriptive data.

Gay (1987) states that survey methods are often conducted for a self-research report. It provides an opportunity for the researcher to collect data from a group of people named as the population. It has been used in many fields and one of them is education. The survey method is a constructive research methodology which is considered as a systematic data collection tool used in probing (Borg and Gall, 1989; Smith et al., 1994). Survey instruments include questionnaires,interviews and observation. Information collected by such methods are quantifiable (Borg and Gall, 1989).The most common tools used in survey research are the emailed questionnaire, a face-to-face interview, or the observation (Gay, 1987). Whatever tools are used, the main purpose of this whole survey research is to obtain standard information from all the participants in the sample for the sake of generalising the findings (Gall et al., 1996).

The characteristics of quantitative research are: data collected and analyzed in terms of numbers, the use of charts and graphs to help the reader understand even better data formation. The use of statistics like: frequencies, average, and percentages to measure data. To go through these steps, a questionnaire survey is designed to gather statistics. “The term survey is commonly applied to a research methodology designed to collect data from a particular population, or sample from that population, and typically applies a questionnaire as the survey instrument.

There are two main methods of collecting data used in this particular research, which are both questionnaire and observation. Questionnaires have several advantages; mainly because they are less expensive and easier to manage and organize than observations. Besides, they ensure full privacy to the participants, as well as it helps them answer the given questions on their own pace so that they manage to set their thought. For these motives, we have selected to work on our research using a descriptive research methodology, then orchestrate a questionnaire survey tool to collect data and analyze the perceptions of our selected sample.

2.5 The Sample

The sample used in this material was selected from the population of the third year LMD students, department of English, at the University of Abdelhamid Ibn Badis_Mostaganem. This sample was chosen from about (200) learners, they are Third year LMD students who were haphazardly selected. Our students participants were both sexes (males and females), the questionnaire was administered to all of them. The whole number of our participants is (40) which already makes the fifth of the whole population so that the findings are more reliable.

2.6 Context

Abdelhamid Ibn Badis University_Mostaganem, English department was a beneficial setting that we have opted for for our investigation to be processed. This location befits our study because it could provide us with substantial information that would contribute to answer the study issue, as it copes with the target criteria of our survey.

2.7 The Procedures

In the first stage, (40) participants were haphazardly selected amongst third year LMD students at Abdelhamid Ibn Badis University. Then, we distributed the questionnaire which

about learners' memory shortcomings before test in which they were asked multifarious questions; open-ended, close-ended and multiple choices questions. Also, they were asked to state the possible reasons behind forgetting all that amount of information before the exam in spite of an intensive memorization.

In the next stage, we inquisitively had to head to learners' different residences and deeply observe what they might be doing concerning learning by heart the material. Moreover, we also had to keep our eyes wide opened while they are having exams and also watch what their behavior is when abruptly experiencing memory shortcomings. Not only that, but we also had to stay active till the exam time is officially up so that we could watch their reactions afterwards towards their exertion.

2.8 The Research Instruments

2.8.1 Observation

Another effective research tool tackled in this study is observation that helped in filling the research's gaps as regards learners' memory impotence, as we first needed to head for the context where they learn by heart information using different strategies, then, following them into the contest place where they get tested for their memory ability where we have noticed some interesting actions from learners when statly getting blank, and to finish the method, we had to stay till the end of the contest, so we are able to analyse the student's different reactions about their work inside whether or not it was sufficient.

Parts	Check List
Pre-Exams	<ul style="list-style-type: none"> ✓ Observing if they devote the whole time for memorization. ✓ Observing if they have any kind of strategy for memorization. ✓ Observing how their learning environment's conditions are where they revise and learn by heart material.
During Exams	<ul style="list-style-type: none"> ✓ Observing students' mental and physical state before given the exam sheets and till the time is over. ✓ Observing what they do when immediately given exam sheets. ✓ Observing if they experience a memory shortcoming. ✓ Observing what they do when they forget pieces of information.
Post-Exams	<ul style="list-style-type: none"> ✓ Observing their reaction towards the exam answers. ✓ Observing or rather ask them in person if the unremembered information during the test is back in memory. ✓ Observing if the information can still be remembered by the end of the day.

Table 2.1 The Observation Check List.

2.8.2 Piloting Stage

In order to check the clarity and comprehensibility of the questionnaire's questions, the questionnaire was handed first to 4 students who are not included in the sample; these students are a third year LMD system on average between 20 and 24 years old. Their answers revealed that the questionnaire was clear to be handed to the students of the sample.

2.8.3 Questionnaire

The questionnaire is an effective method to ask necessary questions and eventually get answers from participants without indulging into talking with them and eventually waste more time. The reason behind selecting the questionnaire as a data collection tool is that, it is time saving and a lot of information can be collected due to learners's profusion. Not to mention that the questionnaire allows our participants to answer in privacy and at ease.

In this research study, a questionnaire is addressed to 40 EFL students as it contains closed questions and opened ones in case they feel the need to express their ideas in their own style which would be of an assistance for our research.

One questionnaire was administered to reach our objective. It is designed to third year LMD students. Students' questionnaire is divided into three sections, the first part is about inquiries which go around the pre-exam period, whereas the second part is to derive detailed information from students during exam, and the last one is to question their reaction in the post-exam period. The different questions are open-ended, close-ended and multiple choices questions.

The questionnaire involves (19) questions to describe all the different sides of the research study. Learners's questionnaire aims at investigating what reasons can possibly be behind experiencing memory shortcomings before test and how to handle the issue. It is of much grandness that we give our learners the opportunity to show their opinions. It is to explore what strategy third year LMD students follow to deal with memory shortcomings before test. The questionnaire is divided into three main parts, part one is concerned with the way students learn by heart information and the contextual learning conditions, whereas part two is specified for the period during exams, the probability of students experiencing memory shortcomings and how they deal with it. The last part is the final part which investigates their reactions after finishing the exam.

✓ Part One : Pre-Exams

Our first section of the students's questionnaire is compilation of items whose purpose is an attempt to investigate learners's context and the way they deal with their memorization's process before the exams's period.

Question (1): tackles the amount of time learners spend when learning by heart the material for the exam. The intention behind this particular question is to know whether the reason that lies in experiencing memory shortcomings in tests is related to the amount of time students spend revising and learning by heart.

Question (2): investigates the different strategies for memorization, as we provided our participants with three options (paraphrasing, summarizing or drawing), and we also gave them a chance for some probable answers for the question. The reason behind this question is to know if students follow strategies when memorizing or they are not even familiar with none of the proposed strategies.

Question (3): identifies the reason why students forget information in the pre-exams period. Students have to state different reasons behind this disability.

Question (4): informs about whether the context is stressful or not while learning because the reason behind experiencing this memory shortcoming may be on the context of being stressful.

Question (5): questions The ability to retain the memorized information because students can go to pass the exam without them knowing if they already could hold the information while memorizing.

Question (6): it is about students's preferable kind of information. The students are given two options to pick from the appropriate one which suits their taste (simple or easy).

✓ Part Two: During Exams

The second section of the student's questionnaire investigation is also a combination of items whose purpose is concerned with the period during exams.

Question(1): Informs about whether or not students feel stressed before they are given the exam papers. We were drawn by our curiosity to investigate this question, because we

know that some students strive and learn by heart and yet they may get stressed even before they see the exam questions.

Question (2): knowing what students do when they are given the exam papers. The participants are given the choice of reading or answering without eventually reading. As they are given the chance to freely state other things to act in such situation.

Question (3): aims to question if they are still able to retain the information they memorized before, because students forget information in spite of the efforts they exert for long time while learning by heart.

Question (4): identifies what strategy students make when forgetting the necessary information during exam. The students are given two choices whether they recall titles or there is no strategy at all. The reason is to know if our students have a contingency plan for such a confusing situations like this.

Question (5): aims at knowing whether they experience memory shortcoming while in exam or not. The reason behind this inquiry is to prove that blanking out in tests maybe inevitable.

Question (6): informs about the learner's reaction when coming across memory shortcoming while in exam. The students are given two different choices to whether look around or think unmindfully. As they are given the opportunity to state some other possible answers for the question.

Question (7): investigates whether or not stress lasts for the whole time assigned. The true reason that lies behind this inquiry is to know if our students can control stress and eventually they will dispose of or it controls them instead and then lasts for the whole time.

Question (8): underlines whether students are still able to remember the information during exam or not. Question (3) and (8) may have the same objective, yet this question is to know if students are able to even remember some pieces of information not all.

Question (9): aims to study whether or not students forget all the necessary information during exam. The reason is, we know that our students memorize all the information assigned yet are they may forget all of it or only miss some pieces.

Question (10): aims to reveal what students prefer to do when getting blanked out while in exam. The students are given three options to pick the appropriate one they are much in favour of; trying to remember, cheating or leaving paper blank. The reason behind this question is to know whether our students attempt to reminisce the information forgotten or they prefer to take the two effortless ways.

✓ **Part Three: Post-Exams**

In our third and last section of the questionnaire's phase, it deals with our participants' reaction after leaving the examination room.

Question (1): examines whether or not our participants are contrite about exam after finishing it. The reason is to investigate our students' feelings if the exams are important to them.

Question (2): investigates whether our students remember the information they forgot during the exam or not, because when students forgot the information in class it might all come back after all.

Question (3): informs about how students react after leaving the examination room. The reason is to know which feelings our participants may feel after finishing exam and if it truly reflects their efforts for the exam whether it was much or less.

Question (4): identifies whether they still do not remember the information they forgot or not. The reason behind this question is to recognize if the unremembered information inside the class, is it temporarily remembered back or it will be remembered hours later in the day.

2.9 Conclusion

venturing through this chapter, we have presented the methodology followed in order to reach authentic, reliable and credible results that grant us chance to dig into our research objectives as regards students' memory impotence as they experience shortcomings before test and how to deal with is not behind the realms of possibility.

Chapter Three

Data Analysis and Results

3. Introduction

After having presented the methods and the research methodologies we used throughout this research study, this chapter is devoted to the analysis and discussion of the data we collected from the participants. First of all we intend to discuss the study results and findings specific to LMD English students from the University of Abdelhamid Ibn Badis_Mostaganem as regards learners' experience of memory shortcoming right before exams. Moreover, a discussion comes after the findings sections where interpretations of the study results would be concluded.

3.1 Questionnaire

One questionnaire is administered to reach certain objectives. It is designed to third year LMD students. Students' questionnaire is divided into two sections, the first part is about general information whereas the second part is to derive detailed information from students. The different questions are open-ended, close-ended and multiple choices questions.

3.2 The Analysis of The Questionnaire

This questionnaire addressed to students in order to know how students deal with memory shortcomings before tests and what strategies may possibly be suggested. This research is quantitative since it yields statistics gathered from the questionnaire.

Part one: Pre-exam

This very first part is dedicated to the students' preparation for exams.

Question 01: How much time do you take to revise for an exam? Why ?

The first open-ended question helps in knowing the time students spend in revising for an exam. In this given open-ended question, we asked students to identify the amount of time they spend in revising for their exam. The answers were the following:

- There is not only time for memorization but lots of things to do.
- The faster memorization is almost over the more time we have to do other things.
- Boredom is another agent that hastily ends revision.

In other words, some of them mentioned that memorization is not the only activity on their daily schedule yet they have a great deal of activities to do. However some of them did

not give much importance to memorization because all they cared about is the end of the learning by heart process in order to practise whatever is they desire. Unlike the ones before, others felt bored when learning by heart for no apparent reason.

The answer to this very first question was that our participants' time spent for their revision is between two and four hours. Apparently, question number one's answers have revealed much about student's amount of time they spend when memorizing because they did not give importance to the nature of subject, no matter how complicated, hard or pleasurable the information being memorized is, all they cared about is the personal activities. According to Brown & Craik (2000), learners' attention is drawn away by whatever things they desired to accomplish, since they do not appreciate the effectiveness of attention while learning by heart because when students have to pay attention, they enter a prolonged process of retained information which will help in the coming days when recalling them in tests. Bransford & Johnson (1972) said that It is imperatively that students should first come to understand information before memorizing. However, that duration does not tell much about organizing the material too, because Grossberg pointed out the importance of organizing information which takes time.

Question 02: What is your strategy for memorizing?

This question aims to see which strategy students are more attracted to during their memorizing.

Options	Number	Percentage
Paraphrasing	09	22,5%
Summarizing	26	65%
Drawing	05	12,5%
Others	0	00,00 %
Total	40	100%

Table 3.1 : Student's Strategy for Memorization.

The data in the table above reveals that 65% of the participants are more interested in summarizing as their favourite strategy is learning by heart. However 22,5% of them opted for paraphrasing, yet only 12,5% went for the drawing strategy. According to Grossberg's theory of thoughts' arrangement is exactly what brought us to say that summarizing is their desirable strategy because they get to simplify and organize the ideas into their own words and understand according to each ones' level of knowledge because if students summarize in

a way that the information is structurally organized and understood that may help in calling back of the information during test.

Question 03: Why do you forget the information according to you?

This question aims to identify the reasons behind forgetting information when memorizing. The participants gave various answers to this open-ended question, they include the following answers :

Categories			
Lack of focus	The material's pleasurability	Distraction	Inevitability
32,5 %	22,5 %	27,5 %	17,5 %

Table 3.2 : The Reasons of Forgetting Information.

According to the table above, it showcases that all of the 40 participants have stated the different reasons of forgetting information while memorizing the material as regards their own experience, and we have come out with the following :

The first reason is the non-focus memorization, 32,5 % of students related the reason of forgetting information to the lack of focus. Secondly, the material's pleasurability is another cause in which 22,5 % of them are not gratified and interested with the information being memorized. Third, 27,5 % of participants view that distraction is another acute reason which gets control of the mind for the whole entire period of learning by heart. Finally, 17,5 % of them were neutral in their answers because they considered no apparent reason because it is eventually inevitable that students experience this forgetting during revision.

As a further analysis, these were the four reasons that our entire participants have stated with much certainty, knowing that they were not helped or given a clue of any kind to facilitate response. First, focusing when memorizing is not easy but it is highly important, given that focus needs more of a helping and calm atmosphere. Unfortunately, distraction does not allow both understanding and liking the material at hand as mentioned by Wenden & Rubin (1987), when trying to retrieve information with being focused and attending is itself the focus of the process, otherwise, the focus will be demising over slight degrees.

Question 04: Do you find the place you revise in stressful ?

This question aims at knowing whether the place of revising is stressful or not.

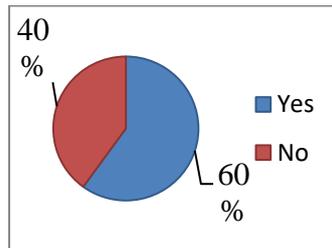


Figure 3.1: Students' Opinion towards their revising places.

The figure above shows that 60% of participants find the place where they revise stressful, yet the other 40% of them view that it is not. According to Saufley, Otaka, & Bravaresco (1986), the learning context is just another problem for our learners which can highly be one of the reasons of forgetting information, the contextual learning should be well neat and of a helping atmosphere that allows learners to create space for an effective memorization.

Question 05: Are you able to retain the information you memorized? If Yes/No Please justify?

This question aims at knowing whether students are able to retain the memorized information or not.

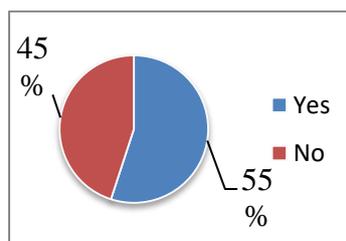


Figure 3.2: Students' Impression towards Information Retention while Memorizing.

The figure above demonstrates that 55% of participants can retain the information after learning it by heart, yet for the other 45% of them are not capable of retaining it. For more analysis, most of our learners are able to hold the information after a serious memorization in which learners organize information. As Grossberg (1988) demonstrates the importance of arranging the pieces of information before starting the process of learning by heart, because that will eventually help in the recalling procedure.

We should mention here that we asked our participants for justification, most of them noted as follows :

- A drastic revision and memorization tend to last quite for long.
- Both seriousness and sincerity in memorizing are efficient for retentivity.
- The material at hand is to the students' liking and interests.

Question 06: What kind of information are you able to retain ?

This question is to identify which kind of information students find much easier to retain.

Options	Number	Percentage
Simple	24	60%
Easy	16	40%
Total	40	100%

Table 3.3: Types of Information.

The table above shows that 60% of our participants favor simple information over the easy one as light to retain. However 40% of them prefer the easy one over the simple.

Part two: During exam

The second part is dedicated to students in exams's period.

Question 01: Do you feel stressed before you are given the exam paper?

This question aims to know if students feel stressed right before they are handed the exam sheet ?

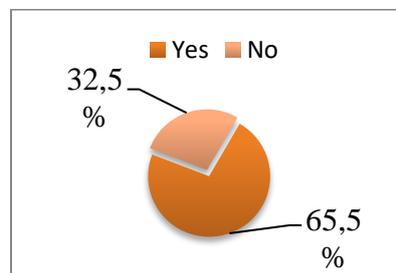


Figure 3.3: Stress before starting exam.

The figure above shows that 65,5% of students feel anxious before they are about to begin answering the exam questions, yet only 32,5% of them claim that they do feel at ease

before start answering. Sapolsky (1992) shows that stress is a distinguishing feature of our personal nature, so no matter how serious the memorization is, it is still a psychological humanistic state and Baddley (2000) adds that once learners feel slightly stressed, it will eventually increase unless students control it and then it releases corticosteroid hormones that will eventually deteriorate memory neurons and to the loss of information.

Question 02: What do you do when the teacher gives you the exam sheet?

In this question, the participants are given the choice of picking whether they read or directly begin to answer the exam questions.

Options	Number	Percentage
Read	11	27,5 %
Directly answer	29	72,5 %
Others	0	00,00 %

Table 3.4: what to do before answering.

Table 4 reveals that 72,5% of the participants begin immediately to answer the exam questions, but for the other 27,5% of them read the questions after that they start answering the question. Most of those who answer directly are either familiar with the answers that they do not waste more time in reading or they are in such a hurry. But, either way, reading and rereading is just as important as understanding the questions so that to give time for an easy and clear retrieving process of information.

Question 03: What strategy do you use if you forget the necessary information during the exam?

This question consists of statement that aims to know the strategy students use when forgetting information throughout exam.

Options	Number	Percentage
Recall titles	13	32,5 %
No strategy	27	67,5 %

Table 3.5: Students' Strategies of Recalling.

Students' responses reveal that 67,5% of participants have no strategy to use when missing information during examination, yet 32,5% of them do have a strategy that is to recall

titles. Obviously, the participants are not aware of any kind of strategy that they might know about. Maybe because they were not taught about any strategy.

Question 04: Do you experience memory shortcoming in tests?

This question investigates the possibility of experiencing shortcomings in exams.

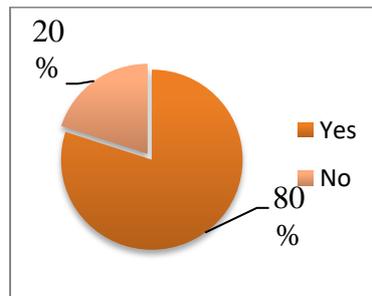


Figure3.4: Experiencing memory shortcomings.

Figure 04 shows that 80% of participants do experience memory deficiency during exam, however the other 20% of them claimed to have a tenacious memory. Commissaris, & Jolles (1997) make it clear that memory is not safe from forgetting. Shallice & Warrington (1970) eventually stated that it is inevitable to have at least misremembered pieces of information as called memory shortcoming even after a serious strain.

Question 05: How do you react if you come across memory shortcoming?

The aim of this question is to know the reaction of students when encountering a memory shortcoming.

Options	Number	Percentage
Look around	14	35 %
Think about other things	26	65 %
Others	0	00,00 %

Table3.6: Students' Reaction towards Memory Shortcoming.

As it is shown in table 06, 65,5% of participants tend to think of things when coming upon memory shortcoming and 35,5% look around them. As we notice in the question before this one, 80% of participants experience memory shortcomings while in test, in addition to the following question in which 60% confirmed that stress last till the end of the exam, which brings us to add that experiencing memory shortcomings and the stress duration might be a

reason which enforce students into looking around and by that wasting more of the exam time.

Question 06: Does stress last for the whole exam time allotted?

This question aims at knowing whether stress lasts all along the exam time assigned.

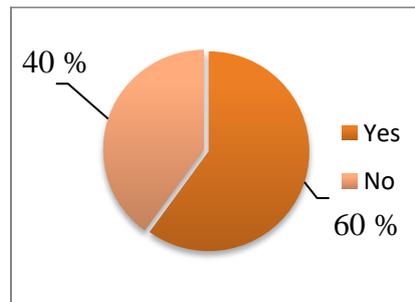


Figure3.5: Stress in Exam.

Figure 05 uncovers that only 40 % of our participants proved a negative answer in which stress may not last the entire exam's time, but 60 % agreed that stress can be effective for the entire confined time. Clearly, students feel nervous in the first couple minutes before and after they are given questions to answer due to the difficulty they have in making the memory system work strainingly on retrieving information that match the answers. Stress always makes it hard to recall the necessary information. Sapolsky (1992) added that stress is a personal quality that interferes and disrupts learners memory system particularly in tests, yet he appended that it is likely to occur and intervene for a long time in tests, but if it does it will release corticosteroid that will devastate memory neurons which are responsible for the retrieving of information.

Question 07: Are you able to recall information during exam? If Yes/No please justify.

This question is to unveil the students' ability to remember information throughout exam.

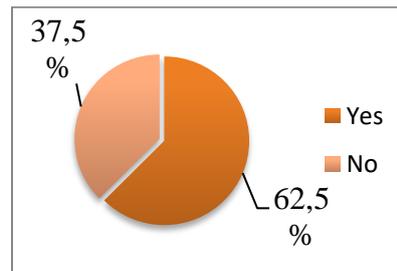


Figure3.6: Students' Ability to Recall Information During Exam.

From the figure above, we point out that 62,5% of participants recall the information during exam, whereas for the other 37,5% ,they are not able to recall. Organising information as confirmed by Grossberg (1988) is important and makes both learning by heart and recalling information easy for the learners, even when students have a list of the information they are memorizing all mingled together, arranging those items by category will improve recall in tests. Also, as mentioned by the participants, collective revision is as useful as arranging thoughts because learners will be able to share information and make sure the information is being successfully retained without straining memory system.

We asked the students to justify their answers. The most important and repeated ones are the following:

Students recall information during exam due to some procedures. First, in the pre-exam period, students ensured the retention of information by repeating it several times. Moreover, students memorized information with one another which guaranteed the retention. Third, students organized information and used several strategies to make the memorization process easy.

- Ensuring the retentiveness of information when learning it by heart by repetition.
- Corporate revision guarantees the retention of information in the coming days for exams.
- Organizing information and use of effective strategies.

Question 08: Do you forget all the necessary information during exam? If Yes/No please justify?

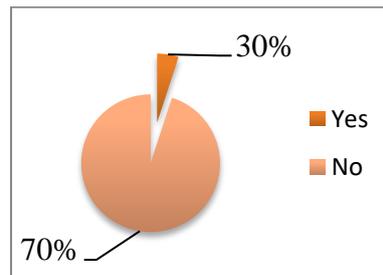


Figure3.7:Forgetting all the Necessary Information.

From figure above,it is noted that 70% of the participants claim that they do not forget all the essential information during the examination period,but for 30% of them they forget all the important information.Question number 06 offers support to this question's analysis,because stress only stikes at the very beginning of the exam which means forgetting also occur at an early time afterwards stress will decrease,learners will have much time to restart their memory system in order to retrieve the lost information and control stress hence blank out will not continue to happen.

Question 09: What do you do if you forget the answers during the test?

The purpose behind this question is to see what students can do when they forget answers of the exam.

Options	Number	Percentage
Try to remember	6	15 %
Cheat	21	52,5 %
Leave paper blank	13	32,5 %

Table3.7: Strategies when Forgetting Information.

The largest number of participants 52,5 % indicated that the only solution they have when coming upon such a situation is to cheat,and 32,5 % of them have their personal way of leaving the exam sheet blank,whereas a small percentage of participants 15 % were being honest whereby they try to remember the information which proves that only the 6 advanced participants who are willing to try and think of the discarded information when blanking out,and for both the struggling and average students,their choices are to either cheat or leaving the exam sheet blank which sounds quite honorable.

Part three: Post-exam

This part is dedicated to students' reactions after the exam.

Question 01: Do you remorse after you finish the exam?

This first question of the last part is to know if our participants do have feeling so as to be contrite about the exam.

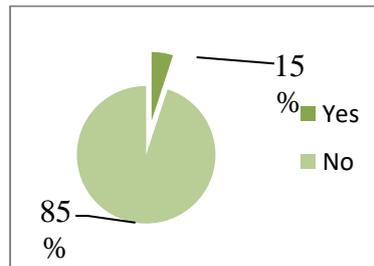


Figure3.8: Student's Contriteness.

The figure above shows that almost all the participants 85 % do not feel upset or even remorseful after finishing the exam however only 15 % of them who tend to feel penitent about it. In this particular answer, 85 % of participants are average and struggling who do not regret after the exam, because they did not study intensively as before the exam period. Yet, only 15 % of the advanced participants who in spite of their intensive revision, they remorse because they are not satisfied enough with their work.

Question 02: After you immediately leave the examination classroom, do you remember the information you forgot during the exam?

The second question in the last part aims at knowing whether the participants are able to recall the information that has not been remembered during exam.

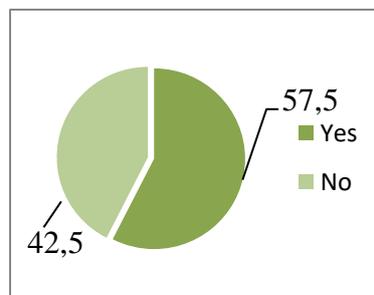


Figure3.9: Remembering Information After Exams.

From the figure above, it is clear that 57,5% of our participants do recall the information they forgot in exam, yet the rest of 42,5% still do not remember it. First of all, this question was meant for those who forget information inside the class, so it is lucid that students who blanked out in a test remember the information back after leaving the exam context, which according to question 6 in the second part about stress duration during an exam, and it is noticed that 40 % of students' stress do last all along the compelled time and 42,5 of them remember the answers outside class, given that the two percentages are almost the same, which means that stress could be a highly anticipated reason for the blank out in the exam, and after leaving class, stress starts to decrease which allows students to remember back the information.

Question 03: How would you react after leaving the examination classroom?

This item investigates the reaction of students after they leave the examination schoolroom.

Categories	
Upset	Happy
15 %	85 %

Table 3.8: Students' Reaction After Leaving Classroom.

Students responses show a diversity as to how they react after leaving examination room, the majority of the participants 85% feel happy after finishing the exam, 15 % of the population felt really upset. Similarly to first question, the ones who felt happy are struggling and average participants who did not exert much effort in exam. Yet the other 6 students who felt upset after the exam is finished are the advanced, because they hoped for a more adequate work although they revised and memorized intensively before the exams.

Question 04: Are you still unable to recall the information you forgot after leaving the classroom ?

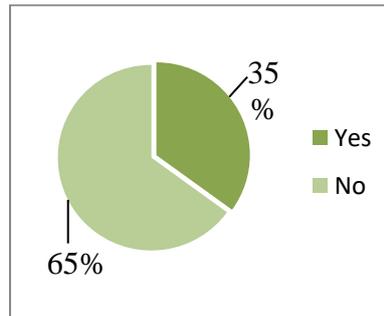


Figure3.10: Possibility of Recalling Information.

More than half of the participants 65% do not recall the information even after a long time passed after the exam, yet 35% of them keep remembering it till the end of the day. As mentioned in question 2 that the information they forgot during the test is only back after exam which means that the information can not be retained till the end of the day and also the information will temporarily be retained after the exam afterwards it is a matter of time until students blank out again. Which highly means that the information forgotten will surely be back but only temporarily not permanently.

3.3 Questionnaire And Observation Results

From all that above, both questionnaire and observation did match in many aspects, that is to say, both questionnaire findings and that is of the observation converge in many points as they connote the same results.

Concerning part one of the qualitative research (Observation), it was demonstrated that most of students do not take enough time to revise, because they get distracted by having fun and playing miscellaneous games of any kind, watching movies and mostly logging into their facebook accounts to talk with garrulous friends, which by time the material would become unpleasurable, not to mention that there was no such thing as a suitable calm learning atmosphere, quite the contrary, it was distraction taking over the entourage and that exactly what the questionnaire's part one's results are about, in which it revealed the same outcomes of what the observation just unearthed before even the questionnaire was passed on the sample.

As regards part two of the qualitative research, most of students start to feel nervous the moment they sit, yet when the teacher starts allocating exam papers they get more anxious, and they immediately start answering questions before contemplating and fathoming them, as, they

are not able to remember all the information they memorized only for the big titles without the rest of the entropy. Moreover, whenever they come across memory shortcoming, they constantly begin to ask about time, crossing hands, looking around and some others are holding their phones out for cheating. Similarly, the questionnaire's part two's results have revealed the same, they match, in terms of when students sensing stress before they are handed the exam sheets, and in a very stat manner they happen to read without first understanding the questions, also they forget questions due to the stress taking over the full exam time which leads to looking around or eventually cheating.

Regarding the third and last part of the qualitative research's process, apropos the third and last part of the qualitative research results, it showed us that struggling and average students are the most ones to not feel contrite about the exam, although they did not satisfyingly work harder, yet they kept on being happy, as they hardly remember the information they forgot, unlike the advanced ones which was strange to find valedictorian students feel upset inspite of the strain they put inside class because eventually it was not what they hoped for. Yet, for the questionnaire's last part, it was that the 85 % of the the first question which included both struggling and average students, demonstrated that they remorse about the exam.

3.4 Results' Discussion

Based on the two sections of the questionnaire and observation, our survey aims at diagnosing third year LMD English learners' way of to handling memory shortcoming before test well as agents that engender it.

Almost similarly to what we first hypothesized, our study shows that experiencing a memory shortcoming before a test largely prevail among third year LMD English learners, and that is for the fact that the contextual learning environment is not helping which also makes the learning by heart process harder for learners to undertake seriously. Contrary to what we supposed as regards what could the reason be for this memory impotence to happen, it is clearly not the procrastination of the material, statistics show that the reason behind experiencing memory shortcoming lies in that, on one hand, learners do not take seriously memorizing because of the entourage that surrounds the context and negatively influence learning process, on the other hand, the agent of distraction takes over the ambience which increasingly leads to not understanding what the material denote for which then learners are

definitely going to fall over this humongous brink of memory shortcoming. As we hypothesized that organizing thoughts as well as setting them into schemes might be the solution, surely they are because according to the statistics learners are not even familiar with such ways, as these strategies will ease the memorization procedure, provide them with much more understanding of the material and also buy learners precious time rather than wasting it.

3.5 Conclusion

Across this chapter we have introduced the research methodology that has been undertaken so as to collect adequate, authentic and credible data that will eventually allow us to continue digging into our research intentions apropos the memory shortcoming and how to cope with it. What we can gather from all the above is that experiencing memory shortcoming is a salient phenomenon and it is frequent and common in L3 English learners in college. There are reasons for that memory impotence to occur before an exam. Throughout the process of findings and according to the statistics we have collected from students' questionnaire and the observation, we come to realize that reasonable number of third year LMD English learners in our sample experience memory shortcomings before exams and they are not able to strategize.

General Conclusion

The main purpose of the investigation and analysis significantly highlights the causes of a memory shortcoming before a test and how they can possibly be handled. The main focus is to assure that students experience a memory shortcoming in the first moments before a test begins. At first we theorized that our students experience a memory shortcoming for many reasons which debilitate their memory function as time goes by in the test.

The structure of this dissertation begins with the theoretical background in which many obstructions and difficulties are faced in terms of finding reliable sources that review the historical emergence and background of this research project. Resourcefully, this investigation is based on a variety of articles, multiple journals, bookstores and websites. All these key concepts provided us with a consistent review of literature.

This dissertation is composed of three chapters. The first chapter is the descriptive part which talks about the memory's historical background. Then, the second one which is more practical, a questionnaire is administered as a research tool for LMD English students as well as observation method. And the third chapter focuses on the research results and findings related to our participants' responses.

Throughout this academic research study, both Quantitative and Qualitative methods are followed and applied. These approaches provide the researcher with further understandings and palpable tools concerning the issue with LMD students at the level of English department of Abdelhamid Ibn Badis University_Mostaganem. During this probe, a questionnaire is delivered to 40 EFL students as our participants in order to gather their feedback and perceptual experiences concerning the issue of losing memory control before indulging in answering the exam's questions.

The research concludes that according to the deep and long observation alongside with the questionnaire statistics, it is brought to close that EFL third year LMD English students do experience memory shortcomings before tests in a very high proportion as shown in the analysis. They have provided us with an information about our research questions in order to get familiar with the possible reasons which engender their memory's impairment.

Furthermore, given the consequences of memory shortcomings on learners, students need to be aware of many strategies in the future, especially what concerns their learning process during the pre-exams period because learners' success in tests is highly related to the

pre-exam's period and how much they focus on how to memorize information in a way which makes it easy to recall in exams.

Future research, following these recommendations, hence can strengthen understanding of the reasons that engender memory shortcomings for LMD third year EFL learners and what strategies they make so that to decrease experiencing them in exams. The interpretation is that, many factors such as the contextual learning and distraction along with the lack of attention are the most determinant causes of third year LMD students memory shortcomings before an exam. Understanding the material and involving whatever types of information within schemes is one of the most important and influential solutions to help students memorize effectively the information in a short amount of time to forend experiencing a memory shortcoming in an exam. These strategies assume to make learners more aware of the issue's seriousness.

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Appendices

Appendix 1

Observation Check List

Parts	Check List
Pre-Exams	<ul style="list-style-type: none">✓ Observing if they devote the whole time for memorization.✓ Observing if they have any kind of strategy for memorization.✓ Observing how their learning environment's conditions are where they revise and learn by heart material.
During Exams	<ul style="list-style-type: none">✓ Observing students' mental and physical state before given the exam sheets and till the time is over.✓ Observing what they do when immediately given exam sheets.✓ Observing if they experience a memory shortcoming.✓ Observing what they do when they forget pieces of information.
Post-Exams	<ul style="list-style-type: none">✓ Observing their reaction towards the exam answers.✓ Observing or rather ask them in person if the unremembered information during the test is back in memory.✓ Observing if the information can still be remembered by the end of the day.

Appendix 2

Learner's questionnaire.

Dear students,

This questionnaire aims to find out why do experience memory shortcomings before and throughout the tests and perhaps come up with strategies to cope with the issue. I would be grateful if you answer these questions in a matter of honesty. Tick the most suitable choice close to you. I appreciate your answers.

Part one: Pre-Exam.

1-How much time do you take to revise for an exam? Why ?

.....
.....

2-What is your strategy for memorizing?

Paraphrasing Summarizing Drawing

Others like.....
.....

3-Why do you forget the information according to you?

.....
.....

4-Do you find the place you revise in stressful ?

Yes No

5-Are you able to retain the information you memorized? If Yes/No Please justify?

Yes No

Because.....
.....

6- What kind of information are you able to retain ?

Easy Simple

Other information like.....

Part two: During Exam.

1-Do you feel stressed before you are given the exam paper?

Yes No

2-What do you do when the teacher gives you the exam sheet?

Read Directly answer

Others like

.....

3-Are you able to retain the information that you memorized?

Yes No

4-What strategy do you use if you forget the necessary information during the exam?

Recall titles No strategy

Others like.....

.....

5-Do you experience memory shortcoming in tests?

Yes No

6- How do you react if you come across memory shortcoming?

Look around Think about other things

Others like.....

.....

7-Does stress last for the whole exam time allotted?

Yes No

8-Are you able to recall information during exam? If Yes/No please justify.

Yes No

Because.....
.....

9- Do you forget all the necessary information during exam? If Yes/No please justify?

Yes No

Because.....
.....

10-What do you do if you forget the answers during the test?

Try to remember Cheat Leave the paper blank

Or other things like.....
.....

Part three: Post-Exam.

1-Do you remorse after you finish the exam?

Yes No

2-After you leave the examination classroom,do you remember the information you forgot during the exam?

Yes No

3-How would you react after leaving the examination classroom?

.....
.....

4-Are you still unable to recall the information you forgot after leaving the classroom?

Yes

No

Any further comments or suggestions:

.....
.....
.....