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The Obstacles of Memorization: The Case of Fifth-Grade Pupils at Hassnaoui Primary School, Tlemcen

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the degree of Master in Didactics

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Statement of Originality

We hereby declare that the content of this research work has not been previously submitted for any degree or diploma.

We also certify that this thesis is the product of our own research and investigation and contains no plagiarism except where otherwise stated**.**

DEDICATION

THIS DISSERTATION IS DEDICATED TO MY WONDERFUL PARENTS, WHO HAVE RAISED ME TO BE THE PERSON I AM TODAY.

TO MY SISTERS: ASSIA, IMANE, AND KHANSAA AND THEIR CHILDREN MERIEM, RASSIM, BASSMA, AND MARAM

TO MY HUSBAND FOR HIS GUIDANCE, AND SUPPORT

TO MY LITTLE DAUGHTER YOUSRA

TO MY FRIENDS SIHEM, NADA, ZAHIRA AND WAFAA

LAST BUT NOT LEAST, TO MY PARTNER FATIMA WHO WAS A SISTER AND FRIEND AT THE SAME TIME AND I WILL NEVER FORGET WHAT YOU DID FOR ME

KHADIDJA

DEDICATION

This work is dedicated to the dearest people to my heart.

To my beloved parents, that make my life brighter great thanks are gifted to them for their encouragement all the time to achieve this work.

To my sister Wafa, my greatest treasure, for her support and unconditional love and care, thank you for believing in me.

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Lastly, my special thanks are presented to my partner Khadidja. With an amazing friend like you by my side, there is truly nothing that we can't accomplish

To all who encouraged me.

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Fatima Zohra

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Abstract

The importance of education lies in being the key to a bright and successful future. All children deserve a chance to get a education, because it helps them achieve their self. The focus is on providing children with the opportunity to learn and develop, so that they can grow to be an integral part of their communities. Explore the approved method in teaching and memorisation within a primary school as well as investigate how much pupils are mindful of the important role of memorisation in their learning journey. For the present research work, the investigators opted for an exploratory case study research at Hasnauoi primary school at Imama Tlemcen. Data were collected via structured interviews with pupils, teachers' questionnaire, and classroom observation. Data were analyzed both quantitatively and qualitatively. The primary findings obtained from the present investigation were analyzed, interpreted, and discussed in detail. Concerning the research questions and hypotheses, two were confirmed while one was rejected. Thus, it was reached that this study revealed that most students use memorization techniques, especially repetition, as well as categorizing, reading aloud, or even listening to the required information. It was also noted that they lack some instructions from teachers due to lack of time. Memorization can also be considered a skill that the student can develop. By the end of the research, the researchers provided some recommendations and suggestions for the sake of teachers and pupils to enhance the memorization process.

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General Introduction

General Introduction

In today's competitive world, education is regarded as a basic necessity for human beings after food, clothes and safety. Thus, the learning process is instrumental in shaping one's personality and the way they deal with situations of life. The vital shift of thoughts from bookish knowledge to knowledge of life, in schools, has obtained forth a sea of change. Hence, educators have warmed up to the idea of memorization to their learners as an essential component, especially in primary schools. Education in Algeria is one of the most paramount sectors to which the state attaches great importance in all respects, where it consists of higher education, which is supervised by the Ministry of Higher Education and Scientific Research, secondary education, intermediate education, and primary education, which are supervised by the Ministry of National Education.

This research aims to explore the approved method in teaching and memorisation within the primary school as well as investigate how much pupils are mindful of the important role of memorisation in their learning journey. The main objectives of this research is to know the obstacles that pupils faced during memorization. And to know the role of teachers to help their pupils to memorize correctly. Consequently, the researchers strive to answer the following research questions:

1. Why is memorization a challenging task for pupils?
2. How do pupils memorize their lessons?
3. Dothey learnthe correct method of memorizing?

The Aforementioned research questions led to the formulation of the following hypotheses:

1. Lack of Will power and not paying attention during the class make memorization a hard task for pupils.

2. Pupils expect to complete assignments, memorize for tests and accomplish more in one sitting.

3. Pupils didn't learn the correct method to memorize the given information during the learning process.

To support the aforementioned hypotheses, the researchers opted for an exploratory case study research dealing with the fifth grade of primary school pupils. Mixed-Method Research was embraced to collect qualitative and quantitative data via three research instruments; a classroom observation, a questionnaire for the teachers, and interviews with pupils. The triangulation of data method was used to obtain and ensure more validity and reliability. The recent study is structured into two chapters. The first part accentuates the notion of "Memorization" and supplies an overview concerning the teaching-learning process in primary school education, as well as their most essential strategies; by providing insights about the cognitive aspect as well. The second chapter is dedicated to detailing the research methodology and covers the qualitative and quantitative approaches used to analyse the data collected via classroom observation, semi-structured interviews conducted with pupils, and teachers' questionnaires. Thus, the final chapter discusses the main results obtained; it also offers some suggestions and recommendations for primary teachers.

Chapter One: Literature Review

1.1   Introduction

Education is a cornerstone of any civilization in the world, from which renaissance, development and creativity emerge along with the inception of a global market in the field of education where competition in it is no less fierce than what is happening in other sectors. Algeria has taken upon itself free education in all phases, with responsibility for Financial supervision and pursuance of all research, projects and scientific missions; the two known today as the Ministry of Education and the Ministry of Higher Education and Scientific Research. Thusly, we will try to delve into the experience of education in Algeria and access to the first five years of schooling, incorporating the primary education cycle, that is compulsory for all children of school age (usually age five and above). Wherein learning is the residue and evidence of teaching, memorization is the evidence of learning and what the teacher teaches throughout the learning journey of pupils; what students can show evidence of (memory) is everything. Therefore, cognitive approaches to memorization are learning theories that emphasize the acquisition of knowledge and the growth of mental structure. These cognitive approaches tend to focus on explaining the general learning process, and school learning more specifically, describing how information is received, as well as how information is processed and organized.

In this first chapter, the investigators aim to reach a better understanding of the teaching-learning process in primary school education in more depth by highlighting the notion of "Memorization" and supplying a general overview of this area. Thus, the present chapter represents the strategies of the learning-teaching process and memorization; by providing insights about the cognitive aspect as well. Then, it is followed by elucidating the Memorization's widely known definitions and the main techniques and strategies in teaching at primary schools.

1.2   Learning and Teaching Process

The process 'Learning and Teaching' have been analysed on the basic supposition that learning and teaching should be viewed holistically. Doubtless, this process attempts to promote student teachers to apprehend learning and teaching as a procedure that works for the construction of knowledge.

1.2.1 Learning Process

Learning occupies a very important place in life. It provides a key to the structure of individuals' personalities and behaviour. Moreover, it has been considered that experience, direct or indirect, plays a significant dominating role in moulding the behaviour of the individual from the very start. For illustrative purposes, when a child touches a hot pan or fire and gets burnt, s/he immediately withdraws her/his hand and thus learns to touch such vessels carefully. Accordingly, s/he concludes that if one touches a hot vessel, one gets burnt. These changes in behaviour fetched about by experience are commonly known as "learning" and this process of gaining experiences, changing behaviour, and drawing conclusions go on from womb to tomb.

For John, Dewey's education stifles individual self-sufficiency when learners are taught that knowledge is conveyed in one direction, from the professional to the learner. Hence, Dewey converted not merely how the learning process should be conducted, but also the teacher's role that the teacher should recreate within that process. Nevertheless, Dewey was concerned by many of the "child-centred" excesses of educational school pedagogues, and he asserted that too much reliance on the child could be detrimental to his learning method. As it is stated in the following quotation "...we must take our stand with the child and our departure from him. It is he and not the subject-matter which determines both quality and quantity of learning" (Dewey, 1902)

1.2.1.1 Cognitive Theory

Cognitive theory is one of the theories that have attempted to explain the phenomenon of learning and are based on interest in processes internal cognitive, such as understanding, receiving and processing information, as well as concerned with cognitive mental processes, and cognitive strategies as memorization. Additionally one of the axes of cognitive theory is to explain the phenomenon of learning in the framework of the relationship between stimulus and response. That is on the grounds that cognitive psychologists explain that a person's behaviour is based on what the individual has of knowledge, and in this article, we will know how the learning process of students takes place according to cognitive theory.

1.2.1.2 The learning Process According to Cognitive Theory

Education in this theory is the interaction and interpretation of developmental experiences, which allows the individual to achieve developing expertise in the field of understanding, awareness, and behaviour by developing and arranging its ideas. Thus, the theoretical knowledge is based on learning the relationship between ideas, experiences, and mental capacities for behaviour, such as the methods of reasoning in how to remember is through inference rather than a hypothesis, as epistemological theory permits. That is on the grounds that by participating in defining educational goals, the student can evaluate himself, and understand the points of strengths and weaknesses that help him strengthen himself, in addition to his capability to extend the confidence and build the future. It should be noted that the learning process based on this theory is far from indoctrination, and relies on defining patterns of images and installing new forms of skills and experience to benefit the individual and society.

1.2.1.3 Psychology of learning

This scope is concerned with such concerns as: How do children acquire skills? What are the most effective factors that help the learning? When is learning could be more effective? How do learners measure the amount of learning? Are there any helpful methods of memorizing? Why do learners usually forget? can memory be improved?

Psychology helps the teacher to get answers to these questions. It suggests that learning becomes more adequate if factors in particular; motivation and interest are taken into consideration by every teacher. Consequently, the knowledge of psychology has helped the teacher in modifying his approach to the teaching-learning process.   As Woodworth (1945) sets it: "any activity can be called learning so far as it develops the individual (in any respect, good or bad) and makes him alter behaviour and experiences different from what they would otherwise have been"

1.2.1.4 Characteristics of learning process

Psychologists generally agree on many common characteristics of learning regardless of multiple theories and contrasting perspectives. One of them is John B Watson who has ascertained that behavioural transitions emerge as a result of learning. Watson is

considered to be the originator of the Behavioural school of thought, which obtained its stature around the first half of the 20th century.

- Learning is a fundamental process by which the individual acquires various habits, knowledge, skills and attitudes that are paramount to meet the demands of life.

- Learning is transferable: Data or skills connected to one topic can sometimes either help or restrict the acquisition of information or skills related to another topic.

- Learning is the growth in behaviour or response which could be favourable or unfavourable. Yet, it involves all those experiences and training of an individual (from birth) which help him to produce changes in his behaviour.

1.2.1.5 Learning strategies

Learning strategies are viewed as a reflection of ideas; which is advocated by the constructivist theory, which highlights the significance of learners constructing their knowledge through their interaction with their environment. Over and above that, a second explanation for the point of learning strategies notes Witt rock's generative theory. Through assembling a mental image of some information, the learner must remember essential ideas and relate those ideas. Namely, the image encloses both the concepts to be learned and the affinities between those concepts. There are two primary strategies for learning due to mental imagery:

- Reading the information to be remembered.
- Produce a picture of that information in head.

Among other different learning strategies:

- All students participate in choosing the work system as well as its rules.
- Students participate in setting educational goals.
- Diversity of learning resources.
- The teacher applies student-centred instructional strategies.
- Students assess themselves and their peers.
- Providing all means of communication between the teacher and the student.
- The student supervises himself.
- Providing an atmosphere of delight and tranquillity between the teacher and students.

- Each student learns according to his own capabilities.

- The teacher enables to reveal the strengths and weaknesses of each student.

1.2.2 Teaching process

Teaching is a significant term given to the process that makes an individual learn a specific science or a particular skill, as well as it is a design that assists the receiver to obtain the desirable change through his knowledge. Accordingly, it is the process at the expense of which the teacher attempts to direct the student to achieve his goals, his task and responsibilities. That is to say, teaching is a process during which immense effort is assembled by the teacher to interact with his students and provide productive and effective knowledge through direct interaction between him and the learners. Moreover, it is important to note that teaching is a combined commitment between teachers and students that aspires to qualify them to educate themselves throughout their lives. Besides, building the ability in them to accomplish new achievements and not simply repeat what previous generations accomplished. All the same, it is potential that the ability to think critically and instruction does not depend on the individual's memory merely or the amount of his knowledge, but rather depends on the individual's ability to distinguish between what he knows and what he does not know. Thus, it will enable individuals to change the world for the better.

Researchers such as Louden discussed the role of teachers and what the teachers did bring to the teaching-learning process? Louden also discussed the struggle of the teacher when he tried to establish professional competence. Louden summarized his point of view in these sentences:

From a practitioner's perspective…teaching is a struggle to discover and maintain a settled practice, a set of routines and patterns of action which resolve the problems posed by particular subjects and groups of children. These patterns, content and resolutions to familiar classroom problems are shaped by each teacher's biography and professional experience. The meaning of these patterns of action only becomes clear when they are set in the context of a teacher's personal and professional history, her hopes and dreams for teaching, and the school in which she works. (Williams and Burden.1997)

1.2.2.1 Teaching strategies

Teaching methods and strategies are the ways that are used by the teachers in teaching, in other words; they are the procedures, processes, and tools used to assist the teacher to teach. Those methods and strategies are used for a particular lesson. They depend on many factors such as the students' characteristics, what they need to know to succeed with the lesson, the learning tasks, the subject-matter content, the objectives of the lesson, the physical setting, and the knowledge and skills of the teacher (Salkind.2008). There are a lot of methods and strategies, but the most important are Instruction-centred and Student-centred teaching strategies. Miller believes that in instructed-centered teaching strategies, the teacher plays an active role and he has the authority to control the learning process, while in student-centered teaching strategies the teacher plays several roles as a guide, observer, facilitator, or even mediator in the learning process. Student-centered teaching strategies have similar planning and instructions to instruction-centered teaching strategies, but less control and dominance in the learning process. (Salkind.2008)

A set of procedures that are planned to be used in implementing teaching a particular subject in order to achieve the desired educational goals in light of the available capabilities. Also known as plans that the teacher determines which are performed regularly and sequentially. Alternatively or additionally, it could be gathered likewise in the teacher's behaviour in the classroom and the actions he takes, the means he uses to achieve the goals. Yet it's substantial to have loads of teaching strategies in the teacher's toolbox. Here are some of the top ideas to use:

- That the teacher arouses curiosity among his students, and gives the students an idea about the elements of the studied topic
- Adapting the speed of the presentation or the lecture according to the
- students' ability to follow up and record remarks or notes.
- Asking students questions from time to time to ensure their understanding and follow-up of the lesson.
- The teacher's voice should be natural and normal, and he should try to look at all the students during the delivery.
- Attention to the use of the means to clarify and break boredom among students.

- Restrict the basic elements of the lesson on the board so that the students can follow what is being said.

- Not to shift too far from the topic because that distracts the students' attention.

- Not to be affected and emotional in case the students leave and get distracted because that appears normal sometimes.

- Attempt to make short tests for students at the end of the lecture or the beginning of the second lesson, in such a way to motivate the students to seriously follow what has been explained to them

1.2.2.2 Designing Teaching Strategies

Conducting a teaching activity is basically a network or set of findings that the teacher endures to correlate the priority factors of his work and to construct the most suitable solution with regard to the educational situation similarly. Moreover, the one who instructs must find a reasonable and appropriate formula on behalf of combining methods, procedures, techniques, means and forms of organization that direct to optimal use of the possibility of the trained subjects   (Neacşu, 1990). Hence, selecting the plans for training in relation to the trained subject is the teaching strategy. Apart from this, it is well known that the teaching strategy is the key tool in instructional design (Ştefan, 2003; Reiser& Dempsey, 2011; &Regeluth, 2013).

1.2.3 Primary Algerian school in education

According to Gaston Miliaret, the democracy of education is: "An unrestricted opportunity to all children to obtain an equal education, adapted to their own mental aptitudes, independent of the influence of external social conditions: such as the economic and social status of their families" (G. Miliaret, 1979)

In Algeria, education is obligatory and free for Algerian children; primary education (écoleprimaire, التعليم الابتدائي) endures for 5 years and is planned for children aged between 6-11. The majority of pupils are taught in public schools, pursued by middle education school for four years and secondary education school for three years, and then the tertiary (university) level. Teaching in Algerian education is almost exclusively in the lecture and memorization mode(Ministry of National Education).

Classical Arabic is the mandatory language of instruction in Algerian schools. The French language is taught from the third-year forward, as well as it is the language of instruction for advanced mathematics and science courses. Then, the English language is taught from the first year of middle school. Students may as well learn Spanish, German or Italian at the secondary level.

Primary education is extended for a period of five years. The age of entry to primary school is fixed at the age of six. Mastering the basics of reading, writing and numeracy are classified among the major purposes of primary school to help children. Furthermore, its aim is to foster the development of pupils' personalities and to create good morals by drilling them into community life. The end of primary school education is concluded by a final examination leading to the assignment of a certificate of achievement called 'Certificate of Primary Education'.

Since school has become an important political issue, in recent years, the education system in Algeria is implemented the reform gradually since 2003. This reform was a result of many criticisms of national education against the lack of quality and efficiency. Accordingly, the reform has been formed with the intention of raising the system efficiency and responding to the challenges of modern society. Two major projects were launched: reformed school curricula in the form of skills and textbooks, which was the cornerstone of the generalization of the reform and adapting the competency-based approach that focuses on a pupil (learner-centred) rather than on the teacher during the teaching and learning process. In this approach, the pupil is trained to act and build knowledge by himself (to seek information, to organize, to analyse situations, to develop hypotheses, to respond to problem situations and evaluate solutions based on acquired knowledge). It aims at making learning more concrete and operational, geared towards integration into society and into everyday life.

1.2.4 Teaching at Primary Schools

Since the evolution of the Algerian system from the pedagogy of teaching by objectives to the pedagogy of teaching with competencies, the educational sphere knows a number of opinions and discussions about the nature of this pedagogy and its applicability to teachers. For the most part, the interest of educational researchers in communicating its idea to those concerned with its application (teachers and professors), in the same way,

explain its basic principles that come In the forefront of which is the consideration of the learner at the centre of the educational process. In a more correct sense, making the learning approach an active one that has gone beyond passive reception and individual work leads to self-learning, and encourages dialogue and participation in the learning activities.

This makes this pedagogy dependent on a lot of active and effective teaching methods that enable the learner to extract all his hidden energy, and this study is concerned with one of these active methods, and it is an attempt to highlight it, and to know to which extent teachers (the primary stage) control it, through the study and investigation of its classroom reality.

The primary stage is known as the first opportunity a child has for a regular education, which is led by educators specialized in the field of education their educational art. (Ministry of National Education, Directorate of Training,1973). It is also known as a compulsory and free stage for all children in many countries of the world, given that education besides that It is a national and basic right of every citizen. It is also, and before this, one of the first human rights as a human being. Primary education starts from the age of six to twelve. (Ibid)

"It is the basic foundation on which the building of the neighbouring system is based, as it is a public educational institution." It embraces children for the first time in their lives, providing them with science and knowledge According to their psychological, social, moral and linguistic development, this is only achieved thanks to qualified and competent teachers Scientific to the school's role in raising and educating him, as it works on teaching him according to a specific curriculum by educators who are trained in that" (Morsi, 1998) By and large, the primary stage can be described as a compulsory stage that begins at the age of five, during which students receive a set of knowledge, values and patterns of behaviour. Therefore, It is the right of all children and the duty of all parents.

1.3 Memorization Process

Nowadays, people talk about many things like creativity, creative education, creative learning, creative evaluation, etc. While these skills are important, memorization still plays

a crucial role in learning and brain development. There are a number of knowledgeable teachers who are quick to write off rote memorization as an unnecessary exercise, preferring instead to teach creativity and problem-solving. While many agreed that the most wonderful way to learn is creative analytical lessons, it is worth noting that memorization can play an important role in learning, regardless of age where memorization should not be ignored at all as it is an exercise that is as important to the brain as physical activity is to training the body.

1.3.1 Definition of Memorization

The issue of memory is one of the processes that has been the subject of many studies for a long time, as it has brought to it a large number of thinkers and researchers since ancient times, and this growing interest is due to the extreme importance of memory as the backbone around which other cognitive processes revolve in the structure of the mind. (Ayad.2015 -2016)

The subject of human memory has raised questions since ancient times, and it is manifested in the human endeavour to learn and teach, in addition to its clear manifestation in the skill of indoctrination and its mechanisms such as repetition and memorization. Memory is a mental and cognitive activity that reflects the ability to encode, store, process or process the input or derived information, and retrieve it. (Ibid)

Memorization is defined as entering information into the mind that a person can retrieve at any time. As the student takes the exam, they must memorize the syllabus well and through memorization, the information that was saved in the exam can be retrieved, and to save scores where a person can memorize information in a record time about the memory of another person for the same information but for a longer time. (Aqleeat.2021)

According to Merriam-Webster (2022) 'memorization is the act or process of memorizing something: commitment   of   something   to   memory'. According   to Cambridge Dictionary (2022) 'memorization is the act or process of learning something so that you will remember it exactly'.

1.3.2 Why is memorization necessary?

People who read a chapter book usually forget 46% after 1 day, 79% after 14 days, and 81% after 28 days. Occasionally, what should be "remembered" is invented memories. Thus, events that never happened have been reported; Informal notes are embellished, and key points are ignored or belittled. This is the reason why it is important to take time to improve long-term memory. (Schmidt.2020)

1.3.3 Memorization Basics

Our memories are closely linked to our identities, from the memory of a childhood home or a pet to the address of a favourite restaurant. There are many different types of memories, some are fleeting and some are lifelong. We are referring to explicit memory, usually, when we talk about memory or remembering things, which are consciously remembered. Explicit memories can be episodic, that is, they relate to experiences in one's life, or it is indicative, i.e. related to facts or general knowledge.

Putting information into long-term memory takes time and organization. This helps us consolidate information which in turn stays connected in our brains. It is best to learn information when it is meaningful, original, engaging and humorous. Rehearsing the information is the key to retaining it in the long term. (Schmidt.2020)

1.3.4 Types of Memory

There are three types of memory:

- **Long-term memory**: It is a permanent store of information and can keep information indefinitely

- **Short-term memory:** known as working memory, it can hold information for 20 to 30 seconds

- **Immediate memory:** It is the "internal and external memory" that does not retain information

  That is why if you want to achieve good results in the tests, you should focus on putting the information into long-term memory. Because it is unlimited and informantion will mentain for long time. (Schmidt,2020)

1.3.5 Memorization Tips

The main tips of memorization are :

- Improving memorization techniques by putting effort and time.

- Attention and continued focus on the material.

- To facilitate the control of information, divide it into smaller parts. Read a few pages at a time; take notes on the main ideas and review the information. This will improve the ability to remember information later.

- The magic number is 7. The capacity of the short-term memory is about 7 items at a time. That is why it is best to keep complex information divided into 7 or fewer elements, by defining the information to be learned and organizing it in a meaningful way.

- Classifying the information to facilitate its memorization.

- Use of mnemonic devices. These are powerful memory strategies, so search for common mnemonic devices or create your own!

- Make connections with what you already know. And trying to find some way to connect to the new knowledge because it will strengthen the memory.

- Use the Loci method. This enables better remembering of familiar places, so if something that needs to be remembered can be linked to a well-known place, the location would be a clue to help remember.

- Create a story and incorporate the information to be remembered in it. It requires imagination and creativity to be used critically in information, which increases the likelihood that it will be remembered.

- Use pictures to help recall information. By searching for an image; Drawing a picture or creating a mental picture.

- Reading and practising the things to be remembered. It is best to read the information or read it out loud. The more the individual repeat and review the information, the more likely he is capable to remember it.

- Take breaks from studying. Brains need periods of rest to function properly to retain information. Work no more than 30 to 60 minutes at a time and take a quick 5-minute break to recover. (Schmidt,2020)

1.4   Cognitive Aspect of Memorization

The cognitive aspect is defined as the time during which the student acquires knowledge of the educational lesson, its foundations, and thinking about how to apply it in practical life. That is, obtaining a sufficient amount of information that enables the student to comprehend all aspects of the lesson and apply its foundations and rules. The knowledge aspect also includes the higher assessment processes that the student can obtain or go through. The cognitive aspect includes six levels, and we will show you each one separately.

1.4.1   Remember

It is the time of thinking in which the student can remember certain rules or retrieve certain information from his memory. When the student faces a question that he thinks of solving, and this is the case that we are going to talk about, which is the retrieval of information, and the search in memory, such as for the student to mention what are the rules necessary to perform the process of photosynthesis, for example.

1.4.2   Understanding

It is the second stage in which the learner operates every part of his brain so that he can understand the meaning of the question. Or that the student tries to add some things until he reaches the goal, the true meaning, and the basic requirement in the question put to him or presented to him, for example, asking a question about iron rusting, so the student can transform the question in any form from which he can get the solution.

1.4.3   Installation

Synthesis is the stage in which the learner reaches his ability to synthesise some parts of a text or a specific question with each other so that he can interpret and think about them, and then arrive at a specific and correct solution to it. An example of the stage in which the learner is in the synthesis stage is to think, for example, informing a nominal sentence, parse any sentence of the sentences, and think about grammatical particles. And the grammar helps him to solve other things, in which he must combine certain parts.

1.4.4   Application

The application is the most important stage of the cognitive stages in which the student catches up on everything he has learned, harnesses it, and applies it to the question before him so that he can deduce the final solution to the arithmetic processor to

the question he has. An example of the application, for example, is that the student uses his mathematical skills so that he can find the area of the square or do any arithmetic operation in which he needs to use the mathematical rules that he must think about. To reach the solution, it is also an example for the student to determine what is the diameter of the circle, for example, or anything else like that.

1.4.5 Analysis

The analysis is also one of the most important particles in cognitive skills. The analysis is the stage in which the learner can interpret a specific text or divide the question or information he has so that he can solve it and reach an ideal and correct result.

1.4.6 Calendar

The evaluation stage is one of the most important stages of cognitive abilities. At that stage, the learner can form a certain idea or know the criteria that came up with the idea of solving the question or elicit the necessary answers to solve it, for example, the student would say his opinion about a particular thing in his style. (Djebrile.2022)

1.5 Memorization-Techniques

Memorization techniques have a double effect on the mind. First, it helps you learn the information at hand, and second, it becomes better at remembering over time (think of it as a "use it or lose it" rule). When you participate in an activity that makes it easier to remember information, the mind becomes better at it. This means that nature is unforgettable. One of the important things to understand when choosing memorization techniques is how the brain processes and stores memory. Brains prefer lively, active and engaging information. This means that a person needs to make the information he wants to remember pleasant to his brain. Finding a particularly appropriate technique and setting training goals is key to improving any memory technique. Here are some of the most used techniques that can to improving any memory.

1.5.1 Loci.technology

This technique is known as Memory Palace and has been featured in many shows and movies (eg think the modern adaptation of Sherlock Holmes) as a memory exercise intended only for gifted people. But Loci's technology is more accessible to the

average person than they think. An American Physiological Society study showed that 92.9% of study participants experienced an improvement in information recall after just three 60-minute sessions of training. The premise of this method is simple in that the person has to try to associate each item he tries to remember with a specific image and place. He can use the rooms in the house and imagine items in the rooms that feel most natural to him, or he can choose a coffee shop he visits often. The place doesn't matter, as long as it has a personal meaning for him. This is important for his brain to classify the items he is trying to remember as "interesting." This technique is very useful for remembering information that does not need to be processed and is best suited for remembering things like lists, names, faces, etc.

1.5.2 Mnemonics

Everyone has encountered mnemonics as children whether it is knowing the order of the planets or the number of days in each month, they have been provided with abbreviations, music or rhyme to remember and retrieve information. Another way to memorize is memorable sentences which are created from words that start with the same letter as the items you are trying to memorize. While most mnemonics are a bit difficult to remember, once you do, they will be kept in your mind for a long time. A study conducted at the University of Florida in 2017 evaluating the effectiveness of mnemonics showed that 71.2% of students found such techniques useful for better remembering and understanding material.

1.5.3 Storytelling Style

The human brain loves stories so much that a good character-driven narrative can trigger the release of the hormone oxytocin, which increases people's empathy. Stories include all the qualities of information that our brain likes and remembers: vivid, colourful pictures and attractive plotlines about other living creatures. This enables the individual to make use of this aspect of his mind to remember the things he needs. This memory strategy is very easy by creating different images that include items that need to be memorized and linked in sequence, enabling one to create a story that the mind can follow. Accurate narration is of little importance as with the loci method where it is helpful to create a story with the important elements.

1.5.4 Partition

The basis of the segmentation technique is to group items to remember them easily. Most people use these techniques when they are trying to learn how to memorize phone numbers or bank account numbers, but this technique can also be used for other types of information as well. The main aspect of this technology that makes it work is the grouping of things based on semantic coding, that is to say, putting things into groups according to context or pattern.

1.5.5 The Building Technique

This technology can be built on top of the above technologies, and it can nd beyond just calling out facts, names and phone numbers. In a professional environment, recalling the facts can be beneficial, as nothing beats a deep knowledge and understanding of a field of work. However, this can only be achieved by remembering things. Once a sense of understanding and meaning is provided to the things a person is trying to remember, the things can be better remembered as well as applied in different contexts. The construction technique is often useful when a person needs to remember larger and more complex concepts or facts. The main and essential element of this method is to link facts and concepts together to person understand them better.

1.5.6 Repetitions

Although most people know that "repetition is a key" few use it. Memory champion and co-founder of language app Memrise Ed Cooke has launched an online experiment that several memory experts have spoken to come up with the best ways to memorize things more correctly. Faster and iteration came second on the list. To memorize simple concepts and words, a person may have to repeat them up to 30 times before they last forever. Longer things like speeches may require more repetition. If a person tries to memorize specific facts or words, he must try to understand the essence of what he is trying to memorize to avoid errors.

1.5.7 Mind Maps

Mind maps are often useful for increasing creative thinking, but they can also be used to learn new information. A mind map contains elements of site technology and construction technology or the tangible way to organize a large and complex topic into

distinct visual categories, allowing for better segmentation of long texts or multiple documents. On the Internet, there are many programs where a person can create his mind map but complex tools are not necessary for this method as all he needs is a piece of paper and a pen. He begins by putting the central topic or idea that he is trying to remember on paper and it is better to express it with one or two words, and then begins to link it to the sub-topics with simple lines as they relate to each other, as the further away from the main topic, the more details about the topic that you get.

1.5.8 Lifestyle Improvements

Improving a person's lifestyle may not give an overnight memory boost, but it will certainly have positive long-term effects that can make all of the above techniques more effective. Lifestyle improvements that may have a positive effect on a person's memory can be divided into three areas: sleep, diet and exercise. (Heisig.2008)

1.6 Memorization Strategies

You may be one of those who are accustomed to understanding and were not among those with a memory that depends on memorizing information, and you will be surprised that you stumble in front of the study subjects that require memorization and think that it is against the nature of your mind that does not memorize but only understands, the good news is that memorization is one of the skills that you can acquire easily, There are many tricks that students practice to make information memorable, remember and retrieve when needed, and these mnemonic tricks enhance the mind's abilities to understand and thus link, memorize and then remember, here are effective strategies that fit your mind that help you memorize information easily.

1.6.1 Try to Understand the Information First

Be well aware that information that is organized and makes sense to you is easier to memorize, if you find that you do not understand the material, spend some time understanding it before trying to memorize it.

1.6.2 Link the Information

Mentally associate the information you are trying to memorize with something you already know. It is difficult to remember information that is separate from that associated

with other information in a sequential manner that allows the mind to list it just by remembering the first thread of it.

1.6.3 Go to Sleep After Memorizing

Studies show that the brain processes and stocks information while sleeping. Try reviewing the information right before you go to sleep — even if it's only for a few minutes — and make sure this helps embed the information into your memory.

1.6.4 Test Yourself

Surprise yourself while studying by remembering information that you have memorized, that may be related to what you remember, so make a sequence with it that ensures the stability of the story in your mind. Information to it in a properly organized manner. Another way to test yourself is to ask questions. Ask questions to yourself and force yourself to remember them without looking at the answer. This will enable you to identify areas where you find difficulty. Then you can use one of the memory tricks to help you memorize them. Also, avoid testing yourself as soon as you try to memorize something, wait a few hours, or even a day or two, to see if it's stuck in your memory.

1.6.5 Create Meaningful Collections of Information

This strategy is concerned with associating a group of information with its initials, for example, as an abbreviation of complex meaning, for example, linking with initials, a close image, or colour, and so on.

1.6.6 Talk to Yourself

It may seem strange at first, but talking to yourself about the material you're trying to memorize can be an effective memory tool. Try speaking out loud rather than just focusing on or re-reading the information.

1.6.7 Exercise

Studies show that exercise can improve memory abilities and effective learning because it helps create neurons in areas that relate to memory. Both cardio and weight training have powerful effects on memory. Make them part of your routine.

1.6.8 Vary the Materials

Variety is the idea of combining skills or concepts that you want to memorize or switch, for example, you could spend some time memorizing vocabulary words for a science subject, then immediately go to studying the dates and historical names of the history subject. Follow that up by solving some math problems, then jump back into the science definitions. This method may seem confusing at first, but in the end, it leads to better results than simply spending long periods on the same concept.

1.6.9 Use Visual and Spatial Techniques

Visual and spatial techniques are considered to be memory tricks that involve the five senses. They use images, songs, and feelings to help memorize information. Everyone has visual and spatial memory systems. When you use visual and spatial memory techniques, you use fun, memorizing, and creative methods instead of boring memorization.

It also makes it easier to see, feel, or hear things you want to remember, moreover, visual and spatial techniques bring things together, which leads to improved long-term memory Using visual and spatial techniques helps your brain focus when your mind prefers to wander Elsewhere, they also help you make what you learn meaningful, memorable, and fun.

1.6.10 Imagine a Visual

If you have a major item in a course that you need to remember, try creating a memorable visual to represent that item. Pictures are important because they connect directly to the brain's visual vision, and they also help you remember difficult concepts.

1.6.11 Use the Five Senses

The more five senses you can use the easier it will be for you to remember the information because this helps to use more parts of your brain and retain the information better instead of just visualizing an image try to smell, feel and hear the image as well.

1.6.12 Try the Short Memory Technique

This technique involves visualizing a familiar place - such as the layout of your house or bedroom - and using it as a visual space where you can deposit conceptual images that you want to remember. This technique can help remember items that are not connected.

1.6.13 Create Songs

Songs or rhymes use the right hemisphere of your brain and can help us remember difficult things like equations and lists.

1.6.14 Create Vivid Visual Metaphors or Analogy

This can help you remember and understand concepts, particularly in math and science. A metaphor is a way of realizing that one thing is somewhat similar to another. For example, consider memorizing some states by remembering what they look like and likening them to a physical object.

These methods may seem strange at first and unfamiliar to you, but once you get used to them you will see the difference because you have simply stimulated the neurons in the mind and enhanced your memorization skill, which was disabled to focus on other aspects of the brain, start and use these tricks and you will not complain of weakness Memory after today. (The Learning Center, the University of North Carolina at Chapel Hill.2022)

1.7   Memorization-Techniques and Memorization Strategies in Teaching at Primary Schools

In primary education, learning is usually the responsibility of the teacher as the teacher begins his lesson by framing the sections and illustrating the topic from the pupils' textbooks. The teacher is accustomed to verbally commenting on a topic and sometimes uses visual aids to support pupils' understanding. Next, the pupils are asked to do tasks such as homework. This method of teaching works well if students apply effective memorization techniques and show discipline in using them. Otherwise, the constant flow of information contained in the daily instructions can easily confuse the pupils and reduce their drive for attention. To facilitate pupils' ability to memorize the content of a subject, it is crucial for the teacher to indicate how that content relates to pupils' prior knowledge and to urge them to use memorization techniques that take into account the limitations and possibilities of their working memory. (Frits F. B. Pals,Jos L. J. Tolboom,Cor J. M. Suhre ORCID Icon &Paul L. C. van Geert. 29 Nov 2017)

Strategies are an important part of the human learning experience. This is because people's brains are selective and tend to remember information that forms a

memorable pattern. Strategies encourage purposeful learning and help organize information into a pattern. The strategies can be used by teachers, parents or students. Teachers will be able to change their presentations by using strategies to use a variety of teaching methods. Since each student learns best in their own way, when information is presented in a variety of formats, the teacher increases the likelihood of "reaching" a greater proportion of students in the class. This has the added benefit of modeling good learning and examining techniques that the student can use independently in later. (Regina G. Richards 2008)

1.8   Conclusion

In sum, teaching and education programs in Algeria cover all dimensions of education. A number of programs concentrate on classroom teaching at different grade levels, including a primary school and its different stages. In this chapter, we show these programs that emphasise the variety of teaching strategies and techniques which they seem helpful for teachers in the classroom and promote the teaching and learning process for the best. Accordingly, the researchers intend to indicate the first chapter of this investigation to discuss the key concepts and chief aspects of teaching and learning as prime disciplines. The present chapter embraces two sections that seek to throw light upon these theoretical processes by mentioning their various definitions, techniques, and strategies within the first part.

Concerning the second part, the researchers attempt to shed some light on the memorization basics as an indispensable effort to fit learners' needs in addition to its cognitive aspect, tips and strategies as well, which in turn aim to help   learners   achieve   their   goals   in   primary   school   and   onwards.

Chapter Two: Research Design & Results

2.1 Introduction

Based on what has been mentioned above, the investigators seek to devote this chapter to detailing all that was applied during the research process. In fact, the intended purpose of this practical part is to explore the approved methodology in teaching and memorization within primary school. Besides, it gives accurate details on research design and the dual use of the qualitative and quantitative approaches. The second chapter of this research work also seeks to analyse the research findings as well as to submit suggestions and general recommendations. From this perspective, a classroom observation was organised for the fifth-grade primary school pupils, a semi-structured interview was administrated with the pupils, and a questionnaire was handed out to teachers, all undertaken within the primary school.

Besides the data analysis, this chapter deals with recommendations and suggestions to provide techniques that help both teachers and learners. The teacher suffers to achieve his goals. Also, pupils have their part of suffering in order to develop and increase their educational level which puts both of them under pressure. It cannot be denied that since the case of Coronavirus (COVID-19) many rules and situations have changed especially in schools such as dividing each class into two groups, fewer hours of studying and giving less priority to memorization.

2.2 Research Methodology

In order to obtain valid and reliable data, this thesis was carried out in the form of a case study. The case study seeks to answer the question: what is the problem and how can it be solved. In this context as well, Cohen et al. (2000) stated: "The case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply presenting them with theory or abstract principles" (Cohen et al., 2000:279). In the same regard, Cohen et al (2007) assert: «the case study searcher to draw is a specific instance designed to illustrate a more general principle, this approach enables the researcher to draw conclusions and make generalizations from the analysis of a particular phenomenon or situation" (Cohen et al, 2007). Moreover, the researcher opts for the adoption of case study because it has many advantages. As maintained by Cohen et al

(2000): "case study has been valued as a research paradigm above other paradigms for the following principal advantages:

- Case study data is drawn from people's experiences and practices so it is seen to be strong in reality and more persuasive and more accessible

- Case studies allow for generalizations from a specific instance to a more general issue

- Case studies allow the researcher to show the complexity of social life. Good case studies build on this to explore alternative meanings and interpretations

- Case studies can provide a data source from which further analysis can be made. They can, therefore, be archived for further research work" (Cohen et al, 2000:215)

Thus, the case study can help the researcher to gather the necessary information about the issue studies and find answers to the research questions. Therefore, the present study is a case study of 5th-year primary school pupils at Hasnaoui Ahmed Primary School Pupils which is situated in Tlemcen Imama.
Therefore, it seems necessary to include this illustrative diagram that shows how and when the research data were collected and how they were analysed and interpreted.

2.3 Research Design

The first section provides a short description of the methodology procedure followed in the present study. It mainly gives information about the research tools, and the participants involved in the current study. In this case, the researcher relied on using different research methods and data is gathered from a variety of instruments and resources. The review of the literature showed that memorization is a multi-faceted concept that must be investigated systematically. Therefore, mixed research was followed to address this complexity and to provide an enriched understanding of the research problem. A combination of classroom observation and a questionnaire were employed as data collection instruments.

2.4 Data Collection Instruments

Data Collection is generally defined as the use of single or multiple research instruments in order to collect relevant information in a systematic manner. Accordingly,

the aim of this process is to provide enough argumentation to be analysed and used to answer the research questions that were posed. In this respect, O'Leary (2004:150) notes: "Collecting reliable data is a hard task, and it is worth remembering that one method is not inherently better than another. This is why whatever data collection method to be used would depend upon the research goals, advantages, and disadvantages of each method."

Several methods can be applied in gathering data during a research study. In the current study, both qualitative and quantitative data were collected through three instruments to answer the research questions: observation, questionnaire and semi-structured interviews. A thorough description of these tools is presented below.

2.4.1 Classroom Observation

The observation method is a valuable research tool often applied by researchers to collect data about individuals' natural behaviours or events and settings. Classroom observations are tremendously helpful to investigate the realistic behaviour of the participants, be it learners, teachers or administrators in their environment.

In fact, this research instrument seeks to inspect the learners' reasons behind facing issues in memorisation and to observe how the teachers' guidance may affect their attention as well as their performance during exams. In this research, data were collected through non-participant, structured, uncontrolled and overt observation, in other words, the investigators observed the pupils and teacher without any influence or interference and with the consent of the teacher. The observation tool was placed at Hasnaoui Ahmed Primary School. The observers made use of a checklist and a rating scale, in addition to taking notes during the courses.

2.4.2 Structured Interview

To conduct this research, the investigators handled the interview as an extra type of research instrument to accumulate the essential data for the target situation.Interviews were and are still considered one of the most common procedures that are used to gather adequate and informative data for each question. By using this tool, the researchers ensure direct contact with the respondents and thus can gather accurate data by taking into consideration the informants' points of view and their ideas regarding the research topic. As mentioned by Duff (2008:134): "Interviews are one of the richest sources of data in a case study and usually the most important type of data to be collected. Interviews provide the researcher

with information from a variety of perspectives." Furthermore, the interview allows the researcher to provide the interviewee with additional clarifications and explanations to make sure that no question remains unanswered.

The use of the interview varies according to its three distinct types: structured, semi-structured and unstructured, its uses differ according to the extent of formality used by the researcher. That is to say, the investigator can select the suitable one depending on the subject of the research work, the given questions and the party with whom the interview is conducted. Consequently, structured interviews were addressed to a group of pupils of the primary school. Among the three kinds of interviews, the researchers rely on this type simply because it helps direct the participants' focus to the major points of the questions and at the same time ensures that the correct data is obtained from the respondents.

2.4.3 Questionnaires

Questionnaires are a series of different types of questions employed to gather an extensive portion of both qualitative and quantitative data from a sample of participants. It is widely used to conduct a Needs Analysis. Using this research instrument promotes the researchers to work with a structured design of questions that are easy and suitable for respondents. For the present study, the questionnaire consists of open-ended, close-ended, as well as multiple-choice questions which aim to conceive attitudes and awareness of students' needs. Twenty questionnaires were submitted to the primary teachers. The teachers' questionnaire exhibits the essential data about the target situation, the present situation and the memorising factor analyses. Thus, it enables the investigators to determine and analyse the pupils' needs and draw conclusions about the course design. In our research, the questionnaire was addressed to twenty teachers, and we translated into Arabic language because all teachers do not understand English.

2.5 Data Analysis

After the data analysis, different results explain the effect of teachers' behaviours and instructions on learners' performance and psychology. According to the tool of research, these results are divided into two parts; teachers' questionnaires and students' interviews.

2.5.1 Classroom Observation Results

Pupils

Action	Done/not done
Number of pupils	Done
Pupils understand the teacher easily	Done
Pupils get distracted easily	Done
Pupils focus with the teacher	Done
Pupils answer the teacher questions	Done
Pupils do tasks with teacher's help	Done
Pupils do tasks without teacher's help	Done
Pupils answer questions related to memorized lessons/rules, easily/uneasily	Done
Pupilsparticipate	Done
Pupils use mnemonics during exams	Done
Pupils memorize in the classroom	Not done
Pupilsask questions	Done
Pupils correct each other mistakes	Done
Pupils rise hands every single question	Not done
Pupils have lack of attention	Done
Pupils with special cases	Done

Teacher

Table 2. 1 Observation Checklist

Teacher asks questions	Done
tests pupils knowledge	Done
is well prepared	Done
Gives home works	Done
Demands to memorize their lessons at home	Done
Teaches pupils how to memorize	Not done

Asks pupils to remind him of previous lessons and rules	Done
Demands for recital memorized information/rules	Done
Controls the classroom	Done
Keeps pupils interested always	Not done
Teacher gives and repeats instructions	Done
Teacher is punctual and accurate	Done
Time is enough	Not done
Teacher uses body language and gestures, vocal expressions	Done

Table 2. 2

Observation Rating scale

	Never	Rarely	Sometimes	Always
Students				Pupils are motivated
			Pupilsanswerteacher questions	
		Pupils are unresponsive		
			Pupils recall memorized information/rules	
			Pupils seem interested in the course (well focused)	
	Pupils memorize rules/lesson in the classroom			

			Pupils get distracted easily		
		Pupils forget to do homeworks			
				Pupils participate in the classroom	
		Pupils use dialectal arabic			
			Pupils correct each other's mistakes (reading)		
			Pupils remember last year rules		
			Pupils take part in cooperative correcting		

2.5.2 Pupils' Structured Interview Results

To analyse the target situation of the fifth grade of primary school and determine the pupils' methods of memorizing, the researchers conducted a structured interview with pupils who vary from each other in their ways of memorizing information during the learning process. Over and above, after the collection process of the informant's elaborated answers to the asked questions and "…in-depth accounts of their individual experiences" (Cousin, 2009:71). This research instrument helped to reveal some significant sorts of data for the benefit of the investigators concerning the ease of data analysis. As aforesaid, the structured interview enclosed thirteen questions divided into three main sections.

The interview was handled with the fifth-grade pupils from Hasnaoui Ahmed primary school. The respondents are divided into two groups; pupils with good marks (9-8-7/10) and pupils with weak marks (6-5/10).

Section 01:

This section was concerned with the different strategies pupils who have a good level as well as pupils with weak level adopted to memorize the information concerning the learning process. The results are analyzed as follows:

Question 01: All pupils agreed on the fact that they have a good memorization. Yet, weak pupils claim that they usually forget the day of the exam.(see 2.4.2)

Question 02: This second question intends to know the "absorption capacity", where good pupils identified themselves as fast, and ready and take them a few hours to memorize, it depends on the length of lessons. On the other side, Low-grade pupils where struggling and it takes them a long time to absorb every piece. So far, these answers allow understanding the psychology as well as the memory of the learner and how they could be assisted.

Question 03: There is no difference between the pupils' responses about the appropriate time. They agree on revising and memorize their lessons in the morning or when finishing their school classes.

Question 04 to 05: In this part of the interview, the interviewers asked two complementary questions, and the answers from that were: "well graded pupils" tend to remember easily their lessons, whereas "Low-grade pupils" answers complained about forgetting and being confounded while recalling. Subsequently, each pupil differentiates from the other when it is concerned with "mnemonics".

Section 02:

This second section added supplementary information about the different methods and plans used to grasp the given information and how they revise and learn by heart their lessons for exams.

Question 06: In this question, the learners affirmed that they organize and divide their lessons into small paragraphs and repeat them numerous times, then write what has been memorized on a draft. However, what attracts our attention is the method followed by low-grade pupils, which is memorize their lessons through word by word or enlisting the help of a family member through listening time after time.

Question 07 to 08: In this part of the structured interview, the answers regarding different manners and assistance confirmed that both pupils' categories knew and applied a variety of memorizing methods and strategies with the help of the family members. The key point that should be mentioned here is the lack of teachers' assistance and guidance according to their responses.

Section 03:

The third section of the interview allowed the researchers to obtain data related to the issues that the pupils faced through their learning and memorization journey.

Question 09 to 10: These two questions intended to know the ability, will and determination of pupils. The results first revealed that well graded pupils are willing to memorize their lectures every day of the subject timing with a new lesson, while pupils with weak marks are inclined to postpone until the day of exams. To put it differently, that drives the lessons to accumulate on them. The second key result dealt with the consequences of their efforts or procrastination. Hence, the latter causes obstacles such as: being pressed for time which led to learning by heart without comprehension. They admit to facing forgetfulness during exams.

Question 11: According to the majority of pupils from both groups, affirmed that they find it challenging sometimes when selecting the correct answer from what has been memorized. This shows the lack of attention and awareness during the process.

Question 12: The purpose behind asking this question was to gather opinions about the most difficult module or subject for them. Accordingly, most of the respondents emphasized "history" and dates, also Quran surah's for some since the most recent should be learnt by heart without alterations.

Question 13: This last question sought to know the extent to which the memorization process is affected according to pupils. Among these issues, they cited a deficiency of understanding in the classroom, an abundance of information, distractions such as the Internet and games, as well as noise that confuses some. Hence, there seemed to be the handling of every student in such situations.

Therefore, it was concluded that the obtained data show that pupils are aware of the crucial role of memorization and mnemonics in their learning journey. Most of them used

the techniques and tips of this vital process namely: Repetitions, classifying and reading out loud or even listening to the required information. It was also noted that they lack some of the teachers' instructions and guidance, but that could be justified by the fact that timing is not enough. The reason behind that is the new schedule since COVIDE-19 "precautionary measures".

2.5.3 Teachers' Questionnaire Analysis

Part One: Teachers' Profile

The first section of the questionnaire allowed the researchers to obtain data related to the teachers' certificate obtained, teaching experience, as well as class size. The results are analyzed as follows:

Question 1. What is your degree?
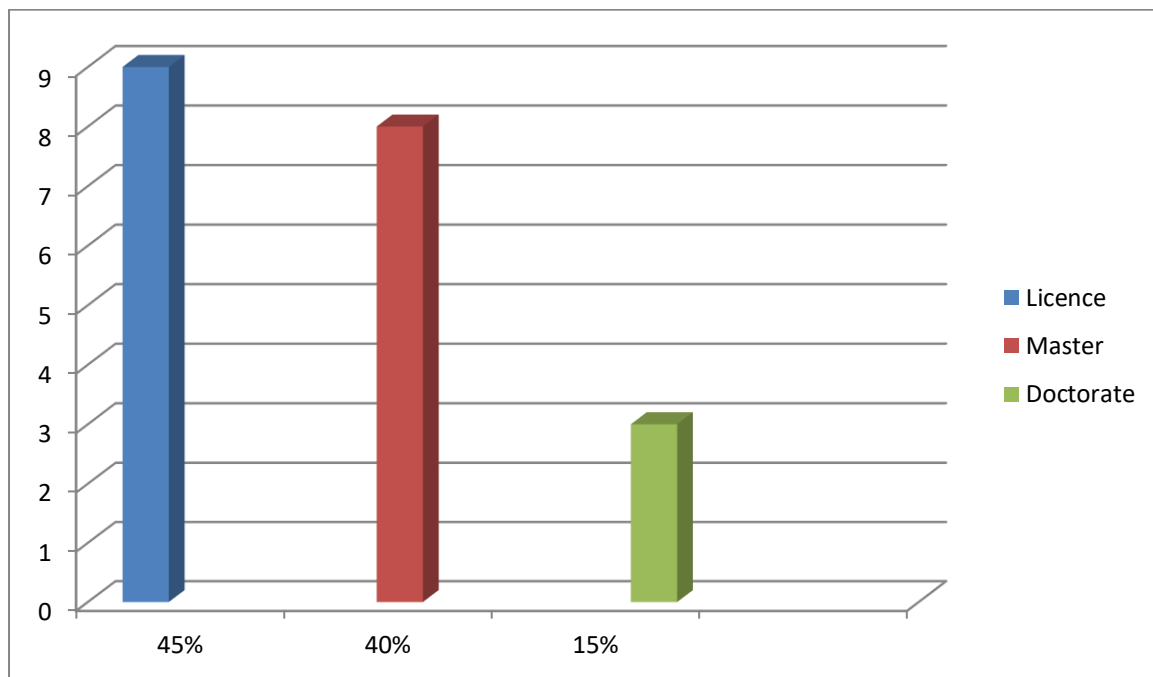
Figure 2.1 Teachers' Degree

It is clear from the above figure that nine of the total number of teachers hold a bachelor's degree, while eight have a master's degree and three of them hold a doctorate.

Question 2. How long have you been teaching?

Years	Number

From 1 to 11	13
From 12 to 22	04
From 23 to 32	03

Table 2. 3Teaching Experience

The results showed in the table above, according to teachers' answers, that more than half of teachers (13) have experience of 1 to 11 years. While, four of them have an experience of 12 to 22 and only three have an experience up to 23.

Question 3. How large are your classes?
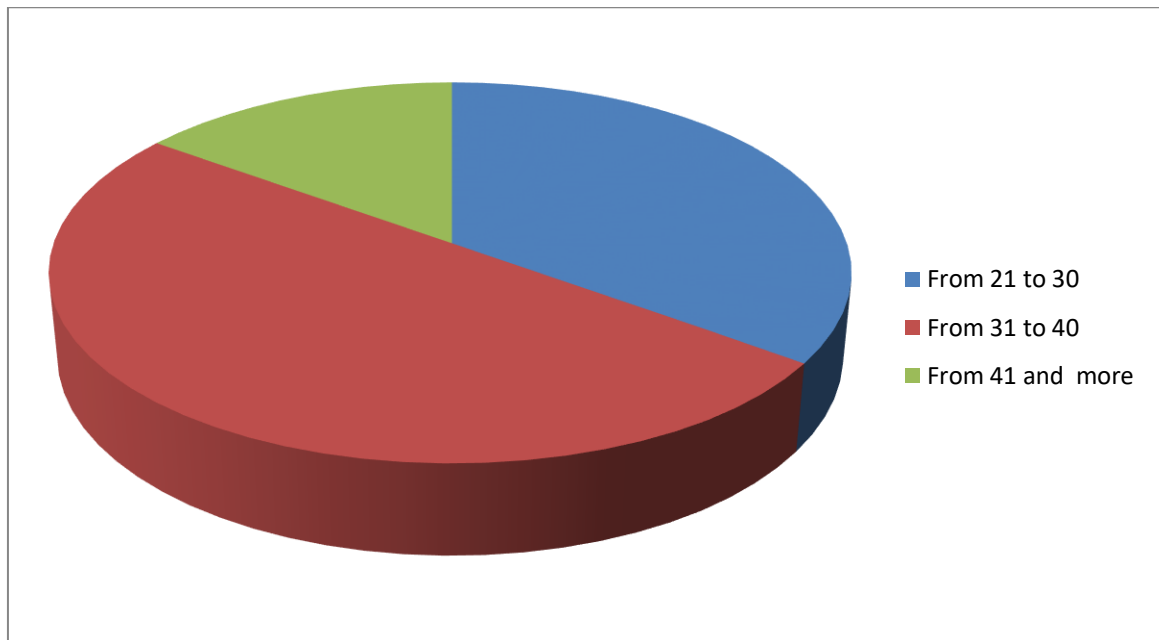
Figure 2.2 Class Size

As it is illustrated in the figure above, 10 among of total number of teachers have classes of 31 to 40 pupils, while 07 of them have teach of 21 to 30 and 03 manage classes of more than 41.

Part Two:

Question 4. According to you, what is 'memorization'?
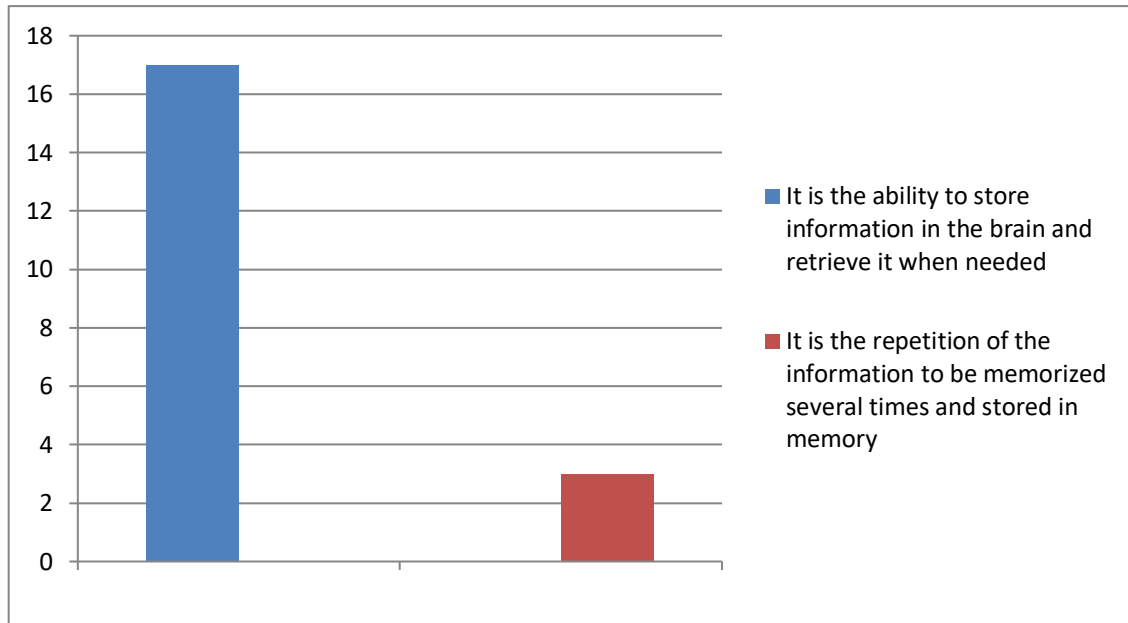
Figure 2.3 Definition of Memorization

As it is illustrated in the figure above, most of the teachers consider memorization as it is the ability to store information in the brain and retrieve it when needed, while the rest of them consider it as it is the repetition of the information to be memorized several times and stored in memory.

Question 5. Do your pupils have a good or bad memorization?

Memorization	Number
Good	10
Bad	06
Average	04

Table 2.4 Pupils' Memorization

The results revealed in the table above, according to teachers' answers, that half of teachers (10) say that pupils have a good memorization. While, 06 of them confirm that pupils have a bad memorization and only 04 say that pupils are in between.

Question 6. Do they usually remember or forget things?
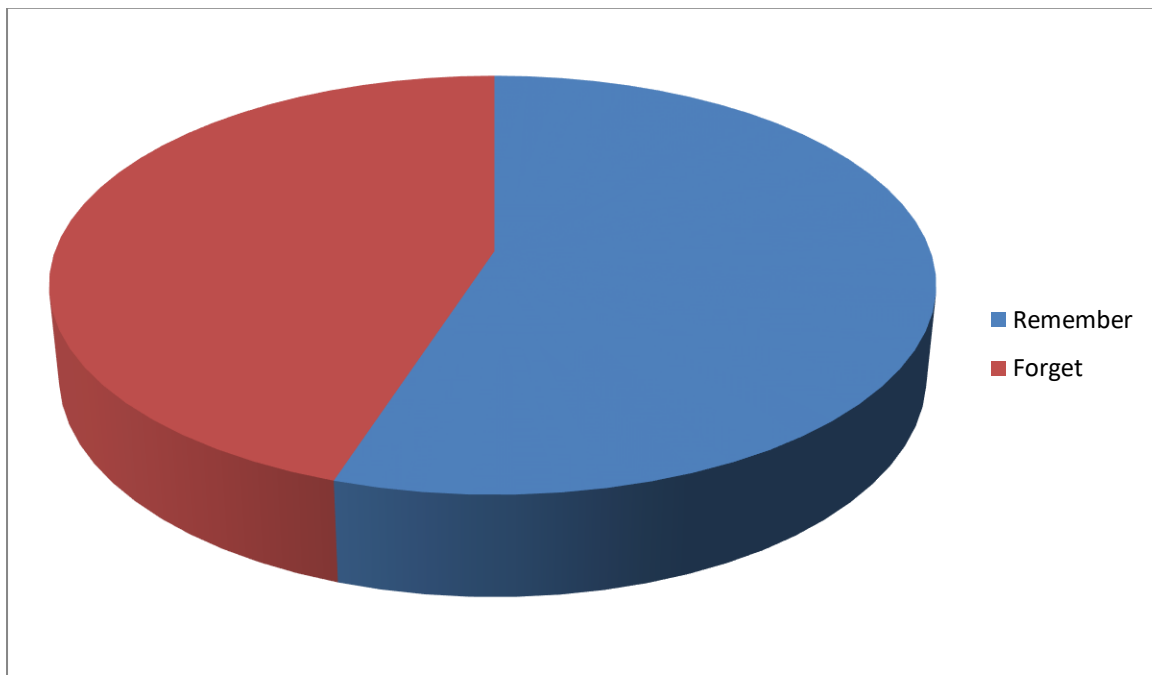
Figure 2.4 Students' Memorization Process

The aim of the question, if their pupils keep in mind what they memorized before or not. As it is illustrated in the figure above, confirm that 11 teachers say that pupils remember things, while others forget them.

Question 7. What kind of information are important to remember?
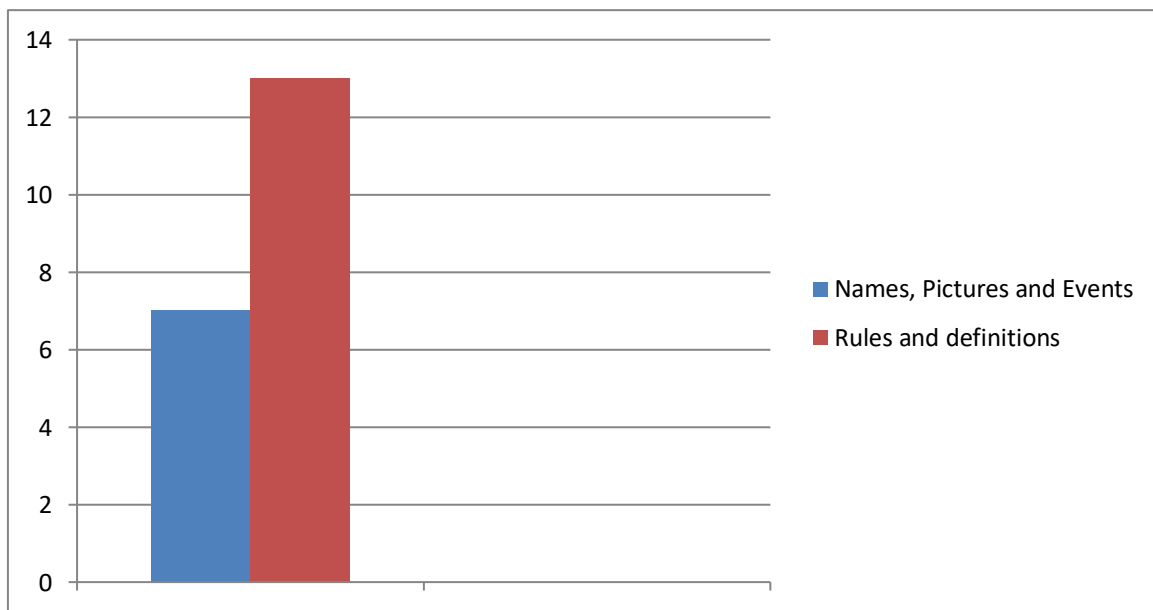
Figure 2.5 important information to remember

As it is illustrated in the figure above, more than half (13) of the teachers say that the most important information to remember are rules and definitions, while the rest say that they are names, pictures and events.

Question 8. Do your pupils are listening carefully to your explanation?

	Number
Yes	11
NO	09

Table 2. 4 Pupils During the Lesson

The results showed in the table above, according to teachers' answers, that more than half of teachers (11) say that pupils distracted while explaining the lesson. While, the rest say that pupils are attentive while explaining the lesso

If yes by what?

	Number
Borderom and unwillingness to study	07
External influences	04

Table 2.5 Causes of Distraction

The results showed in the table above, according to teachers' answers, that the majority of teachers 07 say that pupils distracted because of boredom and unwillingness to study, while, 04 of them say that pupils distracted because of external influences.

Question 9. What makes memorization a hard task for them more?
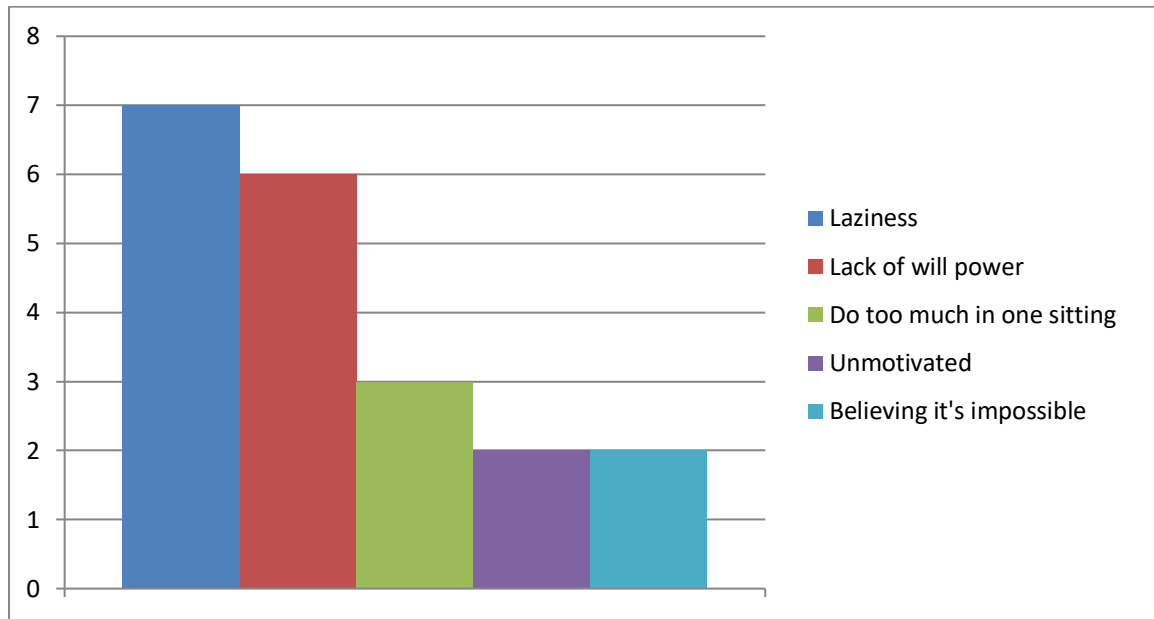
Figure 2.6 Reasons Behind Memorization Issues

As it is illustrated in the figure above, 07 of the teachers say that what makes memorization a hard task for pupils is laziness, 06 say it is lack of will power, 02 say it is unmotivated, 03 say it is doing too much in one setting and the rest say it is believing it is impossible.

Question 10. Is there a relationship between memorization and academic achievement among pupils?
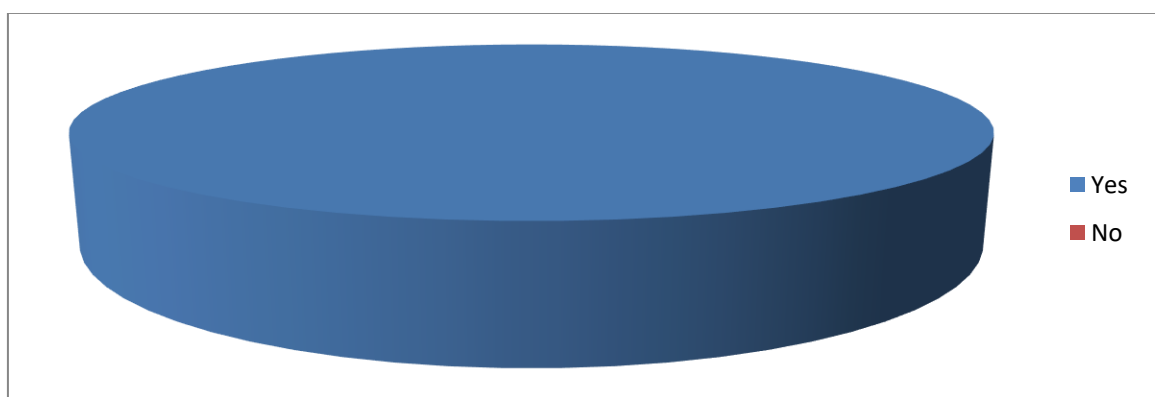
Figure 2.7 Relationship between memorization and pupils' academic achievement

As it is illustrated in the figure above, all teachers say that there is a relationship between memorization and academic achievement among pupils.

Question 11. According to you, what are the most effective method for memorization?

	Number
Repetition	18
Use mechanical maps and summaries	02

Table 2.6 The Effective Method for Memorization

The results showed in the table above, according to teachers' answers, that the majority of teachers (18) say that repetition is effective method for memorization, and only 02 of them say that using mechanical maps and summaries is the effective method for memorization.

Question12. Is there a difference between the pupils in memorization process (encoding, storage, and recall or retrieval)
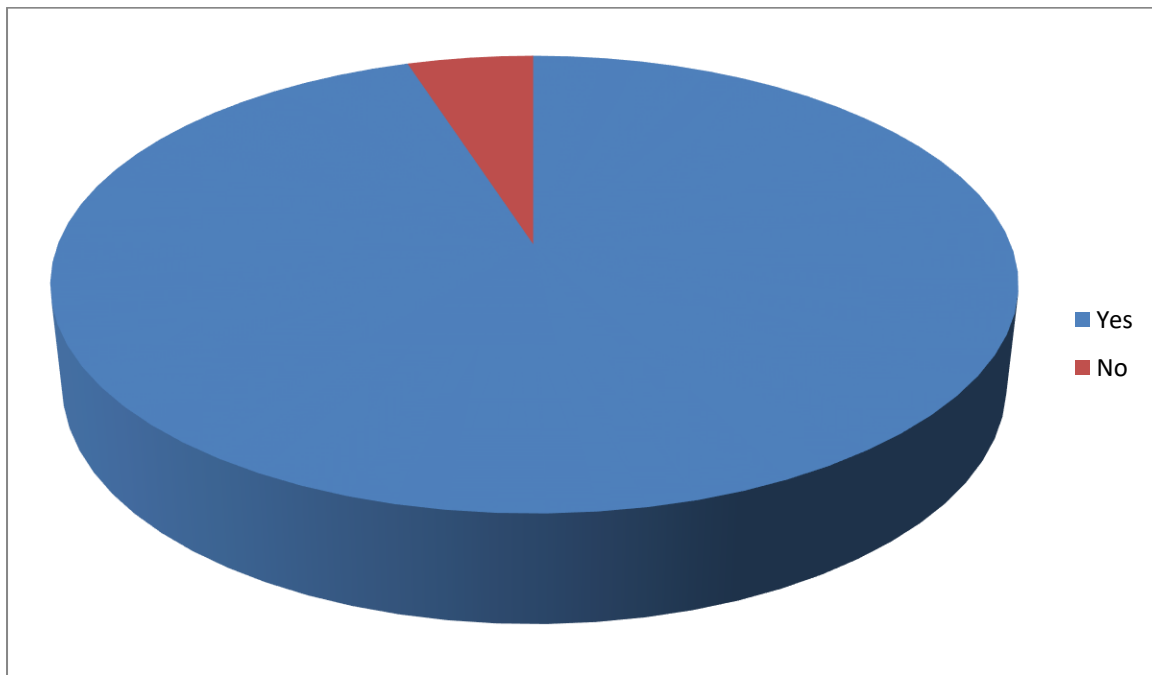
Figure 2.8 Difference Between the Pupils in Memorization Process

As it is illustrated in the figure above, 19 of the teachers say that there is a difference between the pupils in the mechanisms of memorization and only 01 says there is no difference between the pupils in the mechanisms of memorization

Question 13. Do your pupils tend to learn their lessons by heart or try to understand them first?
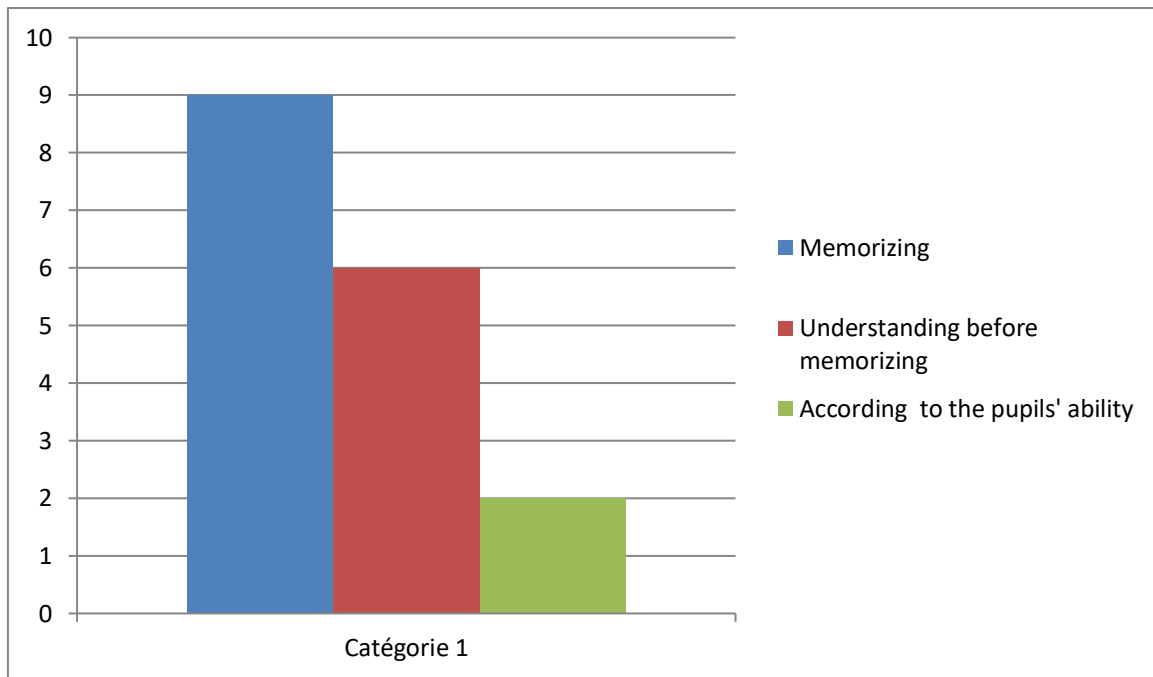
Figure 2.9 Pupils' Tendancy to Learn their Lessons

As it is illustrated in the figure above, 19 of the teachers say that 09 pupils tend to learn their lessons by heart, while 06 of them say that pupils tend to understand them first and 05 of them say that it is according to the pupils' ability.

Question14. According to your experience with pupils, is memorization an ability that can be developed?

	Number
Yes	15
No	05

Table 2.7 Memorization Is a Skill That Can Be Improved

The results showed in the table above, according to teachers' answers, that the majority of teachers (15) say that memorization is a skill that can be developed. While, 05 of them say that memorization is not a skill that can be developed.

2.6   Discussion and Interpretation of The Main Resuts

The investigators devoted this section of the practical chapter entirely to focusing on discussing and interpreting the research discoveries which emerged from the classroom observation, structured interviews, and questionnaires, as well as data analysis findings.

This part also aimed at drawing the reader's attention toward the three research questions that were put forward initially in the research work with their three presented hypotheses.

Concerning the first hypothesis which specifies that lack of Will power and not paying attention during the class make memorization a hard task for pupils. The classroom observation disclosed that teachers do not let pupils be distracted during lectures. Accordingly, the aforesaid hypothesis is rejected on the basis that the findings of the classroom observation.

Regarding the second hypothesis, it points out that pupils expect to complete assignments, memorize for tests and accomplish more in one sitting. The pupils' interview disclosed that the majority of pupils memorized their lectures the last time. According to this finding, this hypothesis is confirmed.

The final hypothesis specifies that pupils have a hard time remembering information for exams. The questionnaire addressed to the teachers revealed that the majority of pupils faced problems when answering questions during exams. According to this result, this hypothesis is confirmed.

2.7 Recommendation and Suggestions

After the discussion of the main results obtained in this study, the following chapter will address some suggestions and recommendations for a better understanding of the topic. The findings showed a number of contentious issues in memorization.

2.7.1 Recommendations for students

- Writing lessons by hand and trying to understand what was written.
- Retrieving information by solving questions, or solving previous models, which confirms memorization.
- Get enough rest and stay away from electronic devices.
- Using the senses during memorization by watching information, reading it, and then hearing it, helps to improve the memorization process.

2.7.2 Recommendations for teachers

- Teaching style plays an important role in strengthening the student's memorization.

- Providing an educational environment based on games that help focus and operating memory.

- Summarize the lesson and represent it in the form of diagrams and mind maps.

- Compose the lesson and then recite it in the form of a song.

- Telling lessons in the form of stories and tales.

2.8   Conclusion

In this practical chapter, the investigators focused on the analysis and the interpretation of the final research results which were drawn from a conducted investigation on the primary school Hasnaoui Ahmed. The sample studied was the fifth-grade pupils as well as teachers of the school. Overall, the obtained data which were analyzed qualitatively demonstrate remarkable findings concerning memorization obstacles, memorization maintenance and significance. These latter "the exploration findings" were obtained through classroom observation, and a semi-structured interview addressed to a group of pupils, in addition to questionnaires handed out to teachers. Thereafter, the investigators attempted to collect then analyse and interpret the research results of each instrument based on the objectives, research questions and hypotheses indicated at the opening of the research.

In spite of everything, this conclusion needs further investigation. We shall leave it unrestricted for further study, research and analysis. Besides, it is primordial to precise that our research was not strived in suspecting the credibility of the other theories that deal with the same topic.

General Conclusion

General conclusion

Nowadays, education becomes a fundamental requirement for individuals in all societies; also it is a weapon to enhance one's life. Thus it is presumably the most significant means to transform one's life; it is considered a lifelong process. Therefore, the fact that the learning process is affecting in one way or another shaping one's personality and the way to deal with daily real situations and tasks leads to a paramount shift of thoughts and views. In schools in general and primary schools in specific, education has obtained a great portion of modifications. Hence, educators provided the idea of memorization for pupils as a crucial segment. Education in Algeria is one of the most noteworthy areas that government gives great significance to in all regards.

Therefore, this work was split into two prominent chapters. Chapter one emphasised an overview of the essential notions and theoretical framework of memorization. Additionally, it reviewed primary schools in Algeria, and then it presented the teaching-learning process as well as memorization as a competent. The second chapter detailed the exploration of the studied situation at Hasnaoui's primary school, the utilised research methodology in addition to the required data accumulated and then analysed and discussed the major findings conveyed proposing suggestions and recommendations for the shortcomings exposed during the investigation.

The researchers conducted an exploratory case study via which they gathered data operating three research instruments (classroom observation, structured interview and questionnaires) subsequently they analysed the results obtained. In this respect two of the hypotheses put forward were confirmed while one was rejected. Accordingly, the first hypothesis was rejected on the basis that pupils have willpower and pay attention during the class. Based on the points which arose during this research, the second hypothesis was similarly confirmed because pupils try to complete assignments, memorize for tests, and accomplish more in one sitting. Also, the third hypothesis was confirmed on the basis that the results they took were bad.

This research was an attempt at contributing to the current studies surrounding memorization as a competent of Algerian pupils. It strives to draw more relative concentration to the learning/teaching situation notably at Hasnauoi primary school and

prevalent at many other Algerian educational establishments that may impact the memorization process. The main results that the investigators discovered via this case study permitted some suggestions and recommendations to be collected for the sake of primary school teachers as well as learners' parents. Besides, this study exposed that pupils are aware of the crucial role of memorization and mnemonics in their learning journey. Most of them used the techniques and tips of this vital process namely: Repetitions, classifying and reading out loud, or even listening to the required information. It was also noted that they lack some of the teachers' instructions and guidance, but that could be justified by the fact that timing is not enough. According to most teachers, memorization is a skill that can be developed and most pupils tend to memorize by heart.

In light of what has been mentioned throughout this investigation, for forthcoming research, the following question beg to be answered. How can private schools improve memorization ?

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Appendices

Appendix 1: Observation Report

Classroom Observation Report

This form is used by the observers to report the findings from the classroom observation. It includes a checklist and rating scale grids for both the teacher and the fifth grade of primary school pupils.

Pupils' checklist

Action	Done/not done
Number of pupils	
Pupils understand the teacher easily	
Pupils get distracted easily	
Pupils focus with the teacher	
Pupils answer the teacher questions	
Pupils do tasks with teacher's help	
Pupils do tasks without teacher's help	
Pupils answer questions related to memorized lessons/rules, easily/uneasily	
Pupilsparticipate	
Pupils use mnemonics during exams	
Pupils memorize in the classroom	
Pupilsask questions	

Pupils correct each other mistakes	
Pupils rise hands every single question	
Pupils have lack of attention	
Pupils with special cases	

Teachers' checklist

Teacher asks questions	
tests pupils knowledge	
is well prepared	
Gives home works	
Demands to memorize their lessons at home	
Teaches pupils how to memorize	
Asks pupils to remind him of previous lessons and rules	
Demands for recital memorized information/rules	
Controls the classroom	
Keeps pupils interested always	
Teacher gives and repeats instructions	
Teacher is punctual and accurate	
Time is enough	
Teacher uses body language and gestures, vocal expressions	

Classroom rating scale

	Never	Rarely	Sometimes	Always
Pupils are motivated				
Pupilsanswerteacher questions				
Pupils are unresponsive				
Pupils recall memorized information/rules				
Pupils seem interested in the course (well focused)				
Pupils memorize rules/lesson in the classroom				
Pupils get distracted easily				
Pupils forget to do homeworks				
Pupils participate in the classroom				
Pupils use dialectal arabic				
Pupils correct each other's mistakes (reading)				
Pupils remember last year rules				
Pupils take part in cooperative correcting				

Appendix 2: Students' Interview

1. Do you have a bad or good memorization?

2. Do you have a quick or slow memorization process? Justify?

3. What time during the day is much appropriate for you to memorize and study?

4. Do you usually remember your memorized lessons easily?

5. Do you usually forget your memorized lessons? Why?

6. Do you have a specific method or technique to memorize? If yes, specify?

7. How did you learn to memorize?

8. Who teach you and help you to memorize your lessons for exams?

9. Do you memorize your lessons every day or do you let them till the last day before exams?

10. What are the problems that you faced while memorizing?

11. Do you find it difficult recalling information that you have already memorized for exams?

12. What is the most difficult module for you to memorize? And why?

13. According to you, what are the issues that hinder/affect your memorization process?

Appendix 3: Students' Interview in Arabic

1.هل لديك عملية حفظ سيئة أو جيدة؟

2.هل لديك عملية حفظ سريعة أم بطيئة؟ بررر؟

3.ما هو الوقت المناسب لك خلال اليوم للحفظ والدراسة؟

4.هل تتذكر عادة الدروس المحفوظة بسهولة؟

5.هل تنسى عادة دروسك المحفوظة؟ لماذا ا؟

6.هل لديك أسلوب معين للحفظ؟ إذا كان الجواب نعم ، حدد؟

7.كيف تعلمت الحفظ؟

8.من الذي يعلمك ويساعدك على حفظ دروسك للامتحانات؟

9.هل تحفظ دروسك كل يوم أم تتركها حتى اليوم الأخير قبل الامتحانات؟

10.ما هي المشاكل التي تواجهها أثناء الحفظ؟

11.هل تجد صعوبة في تذكر المعلومات التي حفظتها بالفعل للامتحانات؟

12.ما هي أصعب وحدة عليك حفظها؟ و لماذا؟

13.حسب رأيك ، ما هي الأمور التي تعيق / تؤثر على عملية الحفظ؟

Appendix 4: Teachers' Questionnaire

We would be deeply grateful if you fill the following questionnaire which is a part of research work. This survey is intended to investigate TOPIC. You are kindly invited to answer the following questions.

1- What is your degree?

Licence ☐　　　Magister ☐　　　PhD ☐

2- How long have you been teaching?

Years ☐

3- How large are your classes?

Number of pupils ☐

4- According to you, what is 'memorization'?

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

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

………………………………………………….

5- Do your pupils have a good or bad memory?

Good ☐　　　　　Bad ☐

6- Do they usually remember or forget things?

Remember ☐　　　Forget ☐

7- What kind of information are important to remember?

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

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

…………………………………………

8- Do your pupils are listening carefully to your explanation?

Yes ☐　　　　No ☐

If yes by what?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………

9- What makes memorization a hard task for them more?

Laziness ☐ ☐ Unmotivated

Do too much in one sitting ☐ Believing it's impossible ☐

Lack of will power ☐

10-Is there a relationship between memorization and academic achievement among pupils?

Yes ☐ No ☐

11-According to you what is the effective method for memorization?

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

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

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12-Is there a difference between the pupils in memorization process (encoding, storage, and recall or retrieval)

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13-Do your pupils tend to learn their lessons by heart or try to understand them first?

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14-According to your experience with pupils, is memorization an ability that can be developed?…………………………………………………………………………………………

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………………………………………………………

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الاستبيان

سنكون ممتنين للغاية إذا قمت بملء الاستبيان التالي الذي يعد جزءًا من بحث علمي. يهدف هذا البحث إلى التحقق من معوقات الحفظ. أنت مدعو للإجابة على الأسئلة التالية.

.

1- ما هي الشهادة المتحصل عليها ؟

ليسانس ☐   ماجستير ☐   دكتوراه ☐

2- منذ متى وانت تدرس؟

سنوات ☐

3- ما هو عدد تلاميذك؟

عدد التلاميذ ☐

4- ما معنى "الحفظ" في رأيك؟

....

....

....

5- هل لدى تلاميذك ذاكرة جيدة أم سيئة؟ ـ

جيدة ☐   سيئة ☐

6- هل يتذكرون الأشياء أو ينسونها عادة؟

يتذكرون ☐   ينسون ☐

7- ما الأشياء المهمة التي يجب تذكرها؟

....

....

....

8- هل يشتت انتباه تلاميذك أثناء شرح الدرس؟

نعم ☐   لا ☐

إذا كانت الإجابة بنعم بماذا؟

....

....

....

9- ما الذي يجعل الحفظ مهمة صعبة عليهم أكثر؟

الكسل ☐   انعدام الدافع ☐   القيام بالكثير من الأعمال في جلسة واحدة ☐

الاعتقاد باستحالة القيام بالعمل ☐   نقص الارادة ☐

10- هل توجد علاقة بين الذاكرة والتحصيل الدراسي لدى التلاميذ؟

نعم ☐   لا ☐

11- ما هي الطريقة الفعالة في الحفظ حسب رأيك؟

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12- هل يوجد فرق بين التلاميذ في آليات الذاكرة (الترميز والتخزين والاسترجاع)

....

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..

13- هل يميل تلاميذك إلى حفظ دروسهم عن ظهر قلب أم يحاولون فهمها أولاً؟

....

....

14- حسب تجربتك مع التلاميذ ، هل الحفظ مهارة يمكن تطويرها؟

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