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Memorization vs. Understanding in Teaching Literature and Civilisation

**Study cases: -Third Year High School Students (1st Nov
High school)- Laghouat-**

-First Year License Students (University of Laghouat)

-First Year Master Students (University of Laghouat)

*Dissertation submitted as a partial fulfillment for the requirements of Master
Degree in literature and civilization*

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Dedication

To my parents respectfully

To all my teachers indebtedly

To all my family members especially my mother and my grandmother who gave me moral support and made who I am today

To all the people who helped me through my journey towards knowledge

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I owe a profound gratitude to my supervisor Mr. REDDA Djamel whose knowledge and valuable intellectual comments have been constructive to tackle this work with much focus and confidence. I am deeply aware that without his help and patience, this work would not have been conducted easily.

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ABSTRACT

As a long journey full of ups and downs, the process of learning takes both the teacher and the student each time towards a new experience. It is the journey that starts from the unknown to what would be known. Through following the different fluctuations through which students, especially those who are about to pass their Baccalaureate exam as well as students of both first year Licence/Masters during their study journey, along with the approaches followed by high school and university teachers, we remarked that there is a category of students who memorize without trying to make the link between what do they know, what they should know and what they need to know for the purpose of taking good marks. There is another category of students who take the reins to understand what is inside the hand-out, analyse and come up with their own interpretation. Another phenomenon was brought to our attention is that most of the students who moved to university are more into memorization. This is what made us deeply attracted to such issue in which we are carrying out this thesis. Relying on the collected data from the different tools used for the purpose, namely students' questionnaires along with samples of exam questions designed by teachers of literature and civilisation, the research will try to shed light on the gap found in the teaching and learning methods and practices. The findings of the research revealed that teaching approaches, such as depending purely on either memorization or understanding, starting from high school to after graduation, have a big impact on shaping learners' qualities and aptitudes towards learning. This issue was highly noticed during the analysis of experimental and empirical trials. We believe that if teachers work on collecting the suitable methods, especially memorization and understanding, according to the needs the nature of their students, the outcome would may be students who are more productive and ready to be future researchers.

Key words: teacher, student, teaching, methods and strategies of teaching, memorization, analyse the lecture, understanding, literature, literature, civilization, importance of both methods.



المخلص:

مثل رحلة طويلة مليئة بالنجاحات والاختافات، يأخذ المسار التعليمي كلا من التلميذ و الاستاذ في كل مرة نحو تجارب جديدة. انها الرحلة التي تنطلق من المجهول نحو ما يجب ان يعرف. من خلال مراقبة التقلبات التي يمر بها التلاميذ، خاصة هؤلاء من هم على موعد مع اجتياز مرحلة البكالوريا، بالإضافة الى طلبة الليسانس و الماجستير، تخصص لغة انجليزية، و من خلال مراقبة الاساليب المنتهجة من قبل اساتذة كل من التعليم الثانوي و الاساتذة الجامعيين المختصين في كل من الادب والتاريخ الانجليزي، لاحظنا ان هنالك فئة من التلاميذ الذين يقومون بحفظ الملخصات المقدمة من طرف الاساتذة، احيانا دون فهم هذه الملخصات او حتى بناء روابط فكرية حول ما يدركون، ما وجب عليهم ادراكه، وما هم بحاجة لإدراكه بهدف اخذ علامات جيدة. هناك فئة اخرى من التلاميذ الذين يقومون بفهم محتوى هذه الملخصات وتحليلها من اجل الخروج باستقراء خاص بهم. وقد جذب انتباهنا وجود ظاهرة اخرى وهي ان جل التلاميذ المنتقلين حديثا الى المقاعد البيداغوجية الجامعية هم فئة حفظية، هذا ما جعلنا نتبنى موضوع بحث كهذا من اجل معرفة اهمية كل من الحفظ والفهم باعتبارهما نوعان مختلفان من المقاربة المستعملة في تدريس مقياسين مختلفين كالأدب والحضارة الانجليزيتين. وقد قمنا بوضع اسس نظرية خاصة من اجل تحقيق اهداف البحث من خلال اقامة تجارب تطبيقية. واعتمادا على المعلومات المتحصل عليها، خاصة من خلال الاستبيانات والنماذج المطروحة لبعض اسئلة الادب والتاريخ الانجليزيتين، يسلط هذا البحث الضوء على الثغرة الموجودة المناهج التعليمية و التعلمية. وقد كشفت نتائج هذا البحث عن ان هاته المناهج، كالاتماد الكلي على الية الفهم دوننا عن الحفظ والعكس بدءا من التعليم الثانوي و حتى ما بعد التخرج، كل هذا يؤثر على تشكيل البنية التعليمية للتلاميذ. نحن مؤمنون ان خلق تلاميذا اكثر قابلية للإبداع و القيادة لا يتأتى الا اذا عمل الاساتذة المربون على جمع المناهج التعليمية المناسبة وخاصة تلك التي لها علاقة باليات الحفظ و الفهم.

الكلمات المفتاح: الاستاذ، التلميذ، اساليب ومناهج، الحفظ، تحليل الدرس، الفهم، الادب، الحضارة، اهمية كل من المنهجيتين.

List of Abbreviations:

EFL English as a Foreign Language

ESL English as a Second Language

CLT Communicative Language Teaching

C.R.O.P Communities Resolving Our Problems

ESC English Speaking Community

ELT English Language Teaching

LMD License/ Masters/ Doctorate

M1 Master 1

M2 Master 2

TEFL Teaching English as a Foreign Language

TEIL Teaching English as an International Language

CMM Cognitive Model of Memory

NNS Non-Native Speakers

IQ Intelligence Quotient



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GENERAL INTRODUCTION

It is said that teaching is both an art and science. To be a teacher is about being intellectual with conceptual views; to be creative with sequential prospects. Mustapha Kamal Atatürk(2005)says that “*a good teacher is like a candle-it consumes itself to light the way for others*” (Atatür, 2005).Today, it is truism to talk about the importance of teaching programmes such as civilisation and literature at EFL department as they have a paramount rule in shaping not only the intercultural, literary and historical background, but also the personality of students in order to have an easier integration to malty-culture communication. This process of teaching is riddled with methods and strategies that are in constant evolution over generations. Therefore, it is the task of the teacher to select what suits his/her students in order to extract the genies from their lamps and release the productivity that is inside the students. Memorization and understanding are two among the methods which teachers depend on in teaching both literature and civilisation.

Some students tend to memorize the tenor of the lecture, a method that was acquired through years of study and developed through persistence. They used to memorize their lessons and answer according to what have been memorized. Those students are trained automatically to receive the interpretation of the teacher and give in most of cases the same interpretation when answering the exam questions. When they move to university, they find themselves obliged to analyse and give what they have understood each in his/her way. This is called the method of understanding. Students of English Foreign Language (EFL) department find themselves in front of two different methods used by teachers, especially in modules like civilisation and literature. Literature is a module that requires both memorization and understanding; it contains texts (poems, quotes...) that need to be memorized. However, this module is considered as a space in which each student is a reader. Thus, he/she undergoes what is called the “*reader-response theory,*” in which every student is expected to give his/her own analysis to the plot, characters, historical background...etc. Civilisation on the other hand is a module that deals with history; thereby the students are expected to memorize historical figures, dates, and events. Understanding is needed as well to understand history because history is more than just a sequence of events in the past, and this point, along with the previous one, are the scope of our present study.

Many Algerian students graduate to university with this feature. At high school, the process of learning is more teacher-centred i.e. the students depend only on what is given by their teacher, even if it was not in sometimes enough. They use the internet in order to analyse and finish their assignments at home. This made them less productive and more dependent. The best method for them to show their feedback is by memorization. When they move to university, some of them find difficulties in following the teachers, who in most of cases play

the role of guiding more. At university, students are considered as researchers, so they are asked to produce more than receive. Many EFL/English as a Second Language (ESL) students face difficulties in terms of learning methods especially with modules like literature and civilisation. Both modules require memorization, understanding, or both of them, yet they work proportionally. The problem is that those students are used to memorise more than to actually understand. Researchers have shown that this rote learning has negative effects on the long term, as it weakens the mental productive skills of the student, making the brain unable to create and think in an innovative way. It also makes studying boring and non-engaging to students, so instead of studying to gain knowledge, taking notes becomes the ultimate goal behind learning for them. Teachers in turn play an important role in the process of learning. They take in charge the responsibility of delivering the message; they are knowledge messengers. Some teachers are not aware of this issue, and they keep indulging their students with tasks that require memorization without making sure if those students are in the right path towards a clear understanding of the lecture. This unawareness, unless was rectified, may boost the roots of the problem to give birth to another passive generation of students.

On the light of the issue remarked, it became necessary to carry out a study in line with an investigation of such pedagogical problem. This investigation is regarded as an impetus for this research. Therefore, this study aims at:

First, to understand the nature of students who encounter difficulties in coping with modules such as literature and civilisation i.e. those students who are unable of whether memorising or understanding, or both approaches towards the two modules in particular.

Second, to highlight the main figures of divergence and similarity found between memorization and understanding, both as important approaches in the process of teaching literature and civilisation.

Third, to identify the main reason behind this leaning towards memorizing, especially without understanding, and treating the problem according to the existing data.

Then, to explore the tasks and roles of teachers (Baccalaureate, first License and first Master university) in cases of teaching both categories of students.

Finally, to provide some suggestions and recommendations to EFL/ESL students who are in deficit of matching the learning of literature and civilisation, and also to teachers who have less/new experience in terms of managing EFL classes or designing courses, exams.

In order to achieve these objectives, and investigate the problematic guiding the present theses, a set of subsidiary research questions have been formulated:

- ❖ Why do most of students graduate to university with an increasing tendency of memorization without understanding?
- ❖ Is the problem in the nature of the student? The approaches used by the teacher? Or the content of the programmes taught from high school to university?
- ❖ What are the differences and similarities found between memorization and understanding? And how can both work within modules like civilisation and literature?
- ❖ How can teachers deal with these two kinds of students in terms of designing the course and correcting the exam papers?
- ❖ Is there any possibility to treat this problem? If yes, then what are the perspectives and possible solutions for this issue?

By providing answers to these questions, the present research does not only aim at providing already existing evidence regarding the relationship between memorization and understanding as approaches to teaching literature and civilisation, nor, in addition, highlighting the different ways of dealing with students who are using one approach more than the other, but in same line of thought to unveil evidence and argument for the following hypotheses:

- Most of students graduate to university with a remarkable tendency towards memorizing sometimes without or with less understanding to some points about the content of the course. This may be due to the hereditary way of learning: *“if you cannot get it, just scan it through memorization”* They are trained automatically to memorize what they’ve been taught.
- The problem may be in the nature of students, some teachers’ ways, the structure of the programmes taught at high school (Third year) and EFL/ESL classes, or a fusion of each of which. It is commonly known that education programmes and curricula have changed through generations. The new curriculum which was brought from abroad was probably made to fit the needs of abroad students. When any educational system is brought, it needs to be revised in order to see if it suits the standards of the local students or not. So, in the case of Algerian students, the imported educational system, may not go hand in hand with the comprehensive and productive skills of the Algerian local students. This is what probably has created students who are kind of passive in terms of productivity.
- Memorization and understanding are two approaches which teachers depend on in teaching modules such as civilisation and literatures. These two approaches have points of difference and similarity. EFL students who memorize depend a lot on their memory in learning. Those students may have a constant activity in some areas in the brain; this explains their capacity of rote learning. On the other hand, understanding is linked with intelligence. The capacity of

reasoning and thinking in an intelligent way is a specialty that is gifted to some people, and developed through thinking. EFL students who can interpret some texts, documents...etc., especially before graduating to university are probably the ones who encounter fewer difficulties in analysing literary and historical texts. Memorization and understanding share some common points, in that both are effective approaches used in EFL/ESL classrooms, and it is our task to go deeper in the course of discovering those figures of parallel throughout this research.

- Teachers are the messengers of knowledge. They stand in most of times as models for their students. Hence, one of their tasks is to know what kind of students they are teaching, and then working on strengthening their productive skills through using a collection of varied approaches to ensure the correct understanding, and correct memorization, and therefore a positive feedback.
- It is said that “when *the reason is known, the surprise is blown.*” Once the problem is identified, there will be possible solutions. If EFL students were trained to think as future researchers i.e. if students were got accustomed to analyse and interpret by their owns without depending on the analysis of the teacher, they would be able to graduate without facing difficulties especially concerning literature and civilisation. On the other hand, if the problem was in the method used by teachers, there would be a need to bridge the gap existing between teachers and students in order to achieve a successful learning plan.

In an attempt to present a neuro-informatics theory of memory and a cognitive process of memorization, Yingxu Wang (2009) explores cognitive formations and functional models of memory and memorization towards a rigorous explanation to what memorization means (82), giving definitions to memory and memorization each alone from different scientific perspectives (Wang, 2009, p. 81)

He explains the cognitive process of memory in general and memorization in particular, in relation with the computing modern system of informatics, along with memory models that constitute human perception of knowledge and intelligence. Moreover, he investigates the mechanisms of memory as a cognitive process, answering questions like how and when memory is created in long-term memory. In neural informatics, the taxonomy of memory is like human memory characterized by four main forms (Wang, 2009, p. 82)

In the study of *Learning Conceptions and their Impact on Higher Education Students' Study Strategies and Academic Achievements*, Entwistle(1998) along with Marton, Wen, & Wong (2005), and Meyer(2000) see that the validity of the dichotomy between learning as memorizing and learning as understanding has been questioned recently by the results of

researches which argue that western students think subtly about both memorization and understanding(2). As a result, they have called upon their colleagues to study the distinctions some students make between memorization and understanding when studying learning conceptions.(Au, 1999)

According to Truong Thi My Van (2009), the study of literature is very important in EFL classrooms because it not only gives a wide range of vocabulary, which develops the students' language skills, but it also plays a crucial role in developing their imagination and cultural awareness. This awareness makes them think critically about plot, characters...etc. The most important point is that the activities designed within the course should be student-centred, the thing that is found in Communicative Language Teaching (CLT). Unfortunately, teachers give more attention to language teaching methodology than analytical methods that are also important to interpret literature. This causes both students and teachers to lose the real core of the lesson (2).

Dr Nadia Louahala (2017) argues that there are different approaches to teaching civilisation mainly British and American documents. Among which, there is: Memorization vs. Analysis. She sees that analysis is better than memorization according to teachers. Memorized facts and figures can be forgotten on the long term (189). So, they need to add analysis activities that develop the "*Historical Habits of the Mind*" which allows them to analyse different issues, ones of which are likely to be faced in real life. The best solution, according to her, is finding a balance between both approaches by helping students acquire both a full coherent understanding of history, and correct habits of mind that would help them put this knowledge in use. Therefore, memorization and understanding would work as complementary rather than contradicted.(Louahala, February, 2017)

Arguing that this investigative thesis will provide convincing answers to the research questions, the English Department at University of Laghouat (Ammar TELIDJI), in addition to the third-year class of languages at Laghouat high school (First November 54) were chosen as study cases. For data collection, students' questionnaire and a sample of examination questions designed by special teachers were chosen as suitable descriptive study instruments. The Questionnaire will be given to Baccalaureate students, to first year Licence and first year Masters students. It is concerned with the question of which is better according to them: Memorization or understanding, along with some questions testing their ability to think critically and their opinions about the today's educational system, especially regarding EFL/ESL learning and teaching programmes.

This study will be restricted to both description to the observed phenomenon, and comparative study between memorization and understanding in teaching literature and civilisation in EFL/ESL classrooms.

The hope of this study is to answer the questions asked, through investigating the main reasons behind shaping today's EFL learners regarding memorization and understanding. The goal of this investigation is to create a reference for EFL/ESL learners who are feeling lost (whether to use rote learning or meaningful learning) when they find themselves studying two vague modules such as literature and civilisation.

Structurally, the present thesis falls into five chapters. The first chapter opens with provided definitions to memorization and understanding as different yet complementary processes which are involved in the teaching of literature and civilisation. It highlights the process of both memory and mind at work from anatomic, medical and psychological stance, with demonstrating the relationship of both approaches to learning process. The chapter turns the page to list and state a set of characteristics that are found in students who are into memorization, and those who prefer most to understand.

The second chapter focuses on identifying memorization and understanding as approaches to teaching literature. It provides definitions to literature from different lenses in order to show its dimensions, and the nature of relationship between memorization as an approach to teaching literary documents. The chapter moves on to discuss the relationship between understanding and literature. It sheds the light on how can literary texts be understood by students, including debates underlying the main points of difference and similarity between both approaches in teaching literary content. It then gives hints to some comments and critiques on both paths in the course of presenting a literary lecture, in addition to objectives behind teaching literature.

In the third chapter, a comparative study between memorization and understanding is introduced as an area of research for the teaching and learning of civilisation, especially British and American history. It contains a set of definitions to civilisation and the process of teaching history using both memorization in a part, and understanding in another part. In parallel, a detailed account has been made on the relationship between rote learning and meaningful learning in the context of teaching civilisation to EFL/ESL students.

Chapter four, the methodological part, contains the main aims of the study, the research methods used for data collection, including a description to the participants. It presents data procedures and research instruments, in addition to a provided data description and justification.

The fifth chapter, or the analytical part of the research, contains the analysis of data collection, providing a detailed analysis to students' questionnaire, examination questions samples, data analysis, and the main research findings. It sets the stage to our recommendations and suggestions. It states set of suggestions that students may find useful in their course of meeting literature and civilisation, in addition to some recommendations to teachers who are newly experiencing teaching these two modules.

By way of conclusion, this research will contribute to the study of the different approaches to teaching literature and civilisation, particularly memorization and understanding, and to researches to come in the future. The results of this study will pave the way for coming researches which will help in exploring the problems faced by EFL/ESL students and teachers.

CHAPTER ONE:

MEMORIZATION AND UNDERSTANDING: DIFFERENT APPROACHES AND COMPLEMENTARY RELATIONSHIP

Introduction:

This chapter is predominately devoted to give different definitions to the terms memorization and understanding. It labels memory as a mental process that functions in a very systematic and computing way. The chapter touches upon issues such as memory types and its relation to learning, regarding the characteristics of students with high abilities to memorize. The other half part of this chapter deals with understanding and its impact on learning process through what is known as the mechanism of thinking, concerning the other category of learners who have higher abilities to achieve meaningful learning.

1. What is Memorization?

According to *Oxford Advanced Learners' Dictionary* (2005), memorization is to learn something carefully so that it can be remembered exactly. It is committing something to memory, or learning something by heart. As any other process, learning requires recording information then storing it in the mind in order to prepare for tests and exams, where this information is used. The mechanism that boosts this memorization is repetition. This explains why we tend to repeat and repeat some well-known quotations or verses in order to be stuck in our minds. Sometimes we find actors and singers memorise their sayings in plays and songs. Students as well use rote memorization to learn a new language, to learn history, to know poetry, and so on (Hornby, Ashby, & Wehmeier, 2005). This technique of memorization is also similar to a description of a cognitive learning strategy called rehearsal introduced by Chamot & O'Malley (1990).

Yingxu Wang (2009), in his work *“Formal Description of the Cognitive Process of Memorization”* highlights that:

“Memorization is a cognitive process of the brain at the meta-cognitive layer that establishes (encodes and retains) and reconstructs (retrieves and decodes) information in long-term memory.” (Wang, 2009, p. 81)

Wang provides a scientific definition of memorization as a mental process that consists of two worlds, the exterior world that receives signals from outer environment and adapts with the different changes of this environment. The interior world which is created to receive these signals and transmit them into information. It *“encodes”* this information and sends it to scattered areas of the brain as files. When these files are needed, the brain sends signals of *“retrieve”* so that these files can be remembered and sent back as a form of an output. What remains of these files is kept in a special spot of the brain that is called *“long-term memory”* (82).

Nevertheless, the famous theoretician Benjamin S. Bloom introduced the famous study of human cognitive behaviour in 1956, which came to be known as *Bloom's Taxonomy (1965)*. In this study, he provided a hierarchical ordering of cognitive skills that can both teachers and students use in the educational sphere. He argues that the process of learning goes through main six levels which constitute a sequence of cognitive skills: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. This framework was revised in 2001 by Lorin W. Anderson and David R. Krathwohl, yielding the revised Bloom's Taxonomy. The most significant change was the removal of 'Synthesis' and the addition of 'Creation' as the highest-level of Bloom's Taxonomy. And being at the highest level, the implication is that it's the most complex or demanding cognitive skill—or at least represents a kind of pinnacle for cognitive tasks, (Lorin W. Anderson, 2001)

According to Lorin & Krathwohl (2001), memorization is the first level of Bloom's Taxonomy. They refer to it as knowledge, or remembering previously learned information. Bloom's six major categories were changed after the revision of the work from nouns to verb forms. The lowest level of the original, knowledge was renamed remembering. The second level (comprehension) and the fifth (synthesis) were renamed understanding and evaluating (Lorin W. Anderson, 2001, p. xxviii). In an effort to minimize the confusion, a comparison image to the original and the revised version appears below:

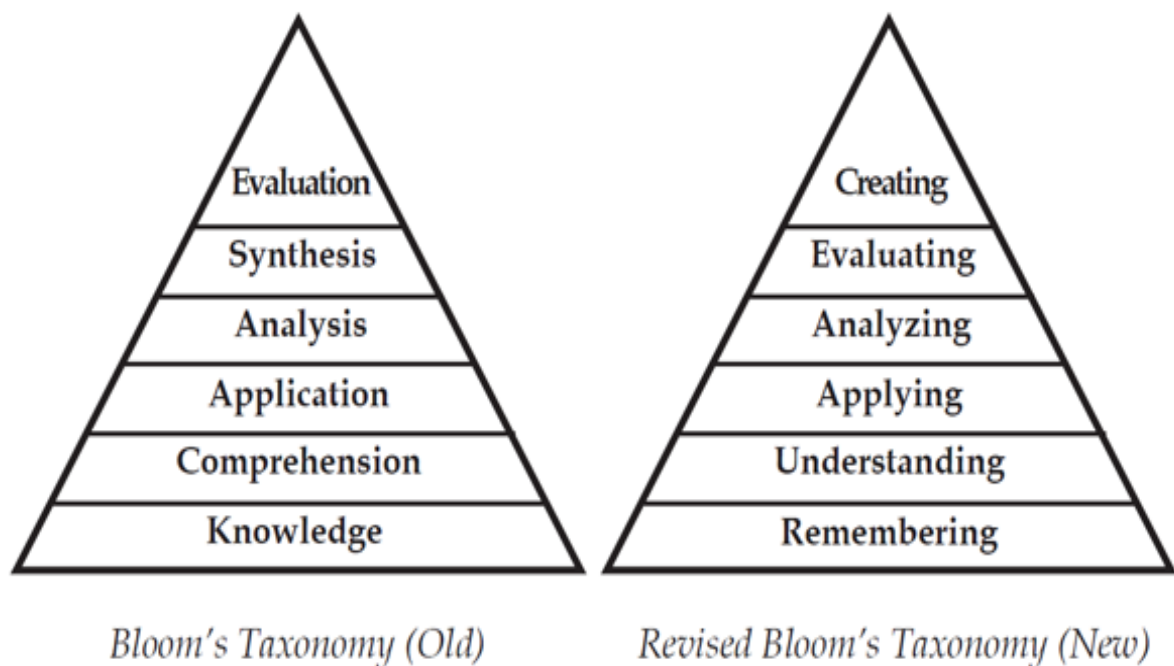


Figure 01: Original and Revised hierarchy of Bloom's taxonomy by SEAMEO INNOTECH, (2012)

1.1 Memory as a cognitive process of the brain:

Before talking about memorization, it is important to know the historical roots of this term. Literally, according to Mastin (2010), the modern English word memory came from the Middle English “*memorie*”, which in turn came from the Anglo-French “*mémoire*” or “*memorie*”, and ultimately from the Latin “*memoria*” and “*memor*”, meaning “*mindful*” or “*remembering*.” Psychologically speaking, memory is a key cognitive process of the brain. It is the summery of what we remember, starting from the simplest details that we feel we know sometimes to the experiences which we live. Experiences that leaved a remembered trace. Past experiences and memories have a big effect on present human behaviour because as humans, memory is our tool to build new experiences, adapt with different environments and construct social relationships (2).

Medically speaking, neurologists see that almost all human intelligence works depending on this cognitive process that is considered as a faculty which preserves information in the brain in a very systematic way. Memory is our ability to encode, store, consolidate and retrieve information in order to be used for effecting the current behaviour. Mastin, in his essay “*The Human Memory*” (2010, p2), argues that this informational processing system is a set of encoded neural connections in the brain. These connections are encoded as a jigsaw puzzle littered throughout different areas of the brain, so when we try to remember or recall information, neurons which were involved synchronously fire together at the level of the Hippocampus that is located mainly in the Cerebral Cortex, so as to recall these reconstructed information which were stored in both short-term and long-term memories,

General Properties of Sensory Systems

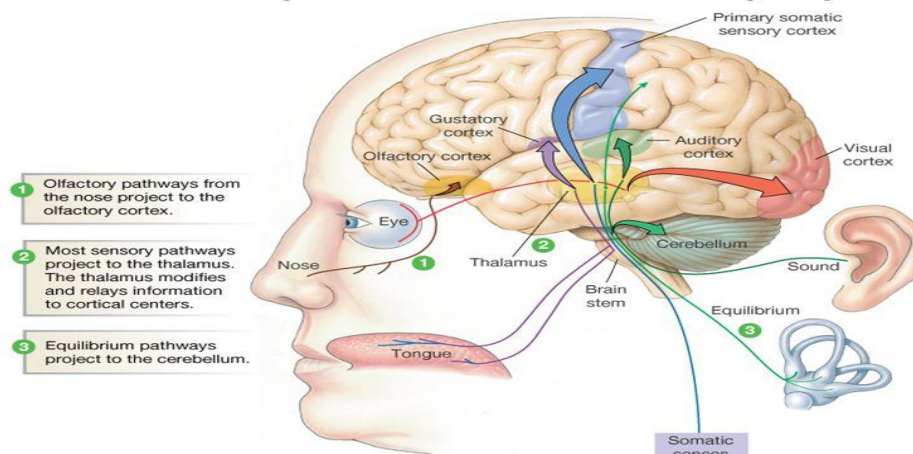


Figure 02: General properties of sensory systems b provided by Slide Player.com

The perception of memorization and understanding as mutually exclusive processes has been questioned by a phenomenon which is generally known as the paradox of the *Chinese learner*, (Biggs, 01 Jun 1999). It introduces two stereotypes about Southeast Asian learner. The first one is the Asian learner as a rote learner. According to the results that appeared after making experiments at the level of mental abilities of rote learners, it appeared that rote learners are successful academically (41).

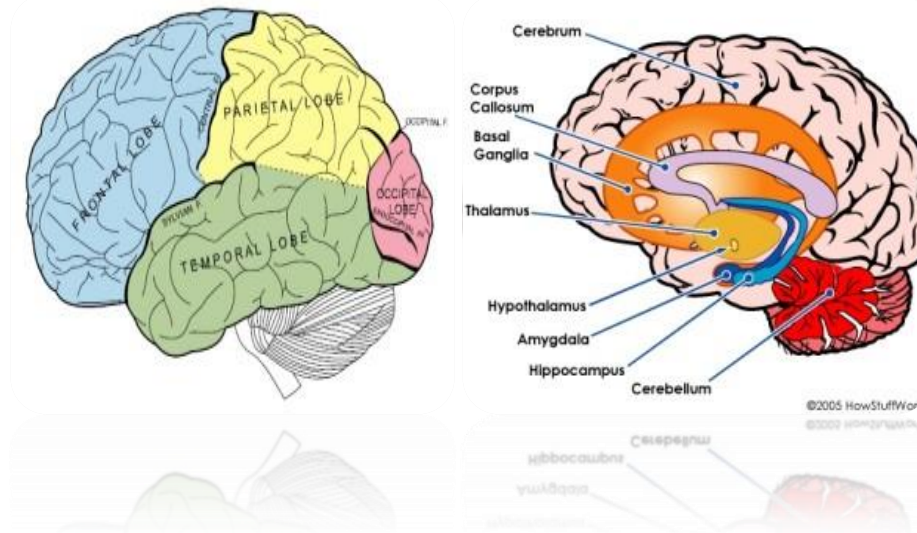


Figure 03: Lobes of the Cerebral Cortex (on the left), the Limbic System and Basal Ganglia (on the right)

1.2 Types of memory:

William James (1950) identified three components of human memory in 1890 known as *the after-image, the primary and the secondary memory* (James, June 1, 1950, pp. 65-69). The after-image memory is considered narrow concept simply because there are other sensory inputs, such as hearing and touching in the memory. However, the after-image memory was gradually replaced by sensory memory through time.

Mastin (2010, p4-11) divided human memory into three main processes. The first one is Sensory memory, which is responsible for storing sensory information i.e. all what hear, touch, see, smell, and taste. Sensory information is stored in sensory memory just long enough to be transferred to short-term memory (from 5 to 10 seconds).

The second process is short-term memory or working memory, which is referred to as “*the brain’s Post-it notes*». It is called working because this process works simultaneously while thinking. An example for that is the simultaneous translation (where the interpreter stores information in a given language and at the same time translates it into another). It stores

a small amount of information, usually words and points, while the brain is on active state for a short period of time (from 10 to 15 seconds, and sometimes up to a minute).

Short-term memory is an important step to the next stage, which is long-term memory. The shift from short-term to long-term memory is facilitated with the act of repetition, thus this is what is called memorization. Long-term memory is the part that stores unlimited memories or information during life-time, and consists of implicit and explicit memory (11).

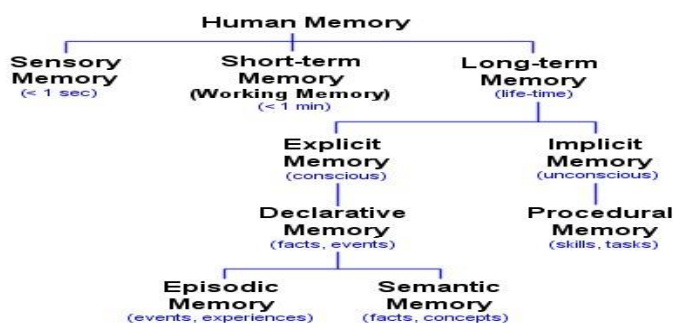


Figure04: Types of Human Memory (Mastin, 2010)

The contents of memory, especially those found in long-term memory are information that might be classified as *knowledge, behaviour, experience and skills*. Therefore, the relationship between memory and knowledge is that of storage organs. With the physiological basis of memories, memory is rather a process of retention or recalling of knowledge + past experiences (Wang, 2009, p. 22)

1.3 Memorization and learning:

In the earliest work in this area, there was a degree of diversity in the terminology. For instance, Ausbel (1968) used the term rote learning, while Wittrock referred to reproductive processing (Doctorow, 1978). Subsequently, Marton and Saljo (1976) used surface level processing. (Marton F. a., 1976, p. 114)

The relation of memory and learning is similar to a tidal wave. Neurons fire at first when learning to create files for the new information received in order to be memorized, but when remembering this information, neurons fire another time to retrieve this collected information from different stations of the brain and send it back as an output. Thus, memory depends on learning because learning makes us store and retrieve information, and learning depends on memory because without memorization, humans would never remember information and would never build civilisations, (Mastin, 2010, p. 11)

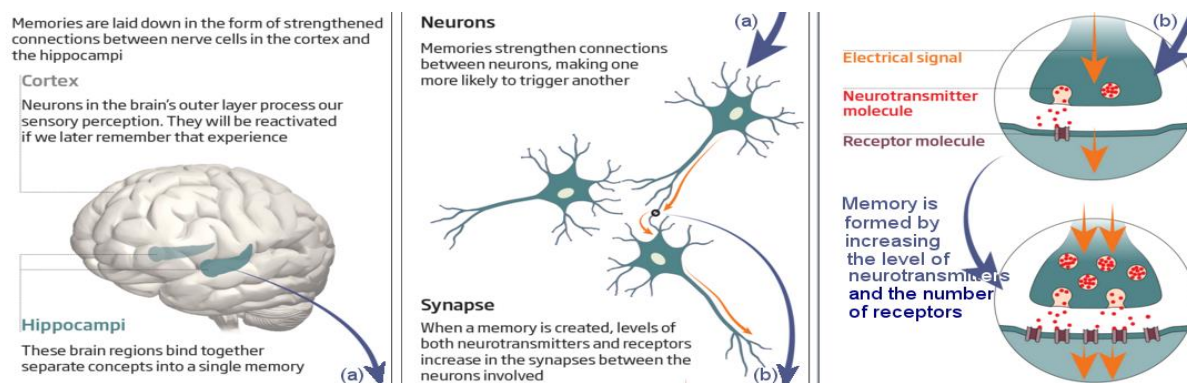


Figure 05: Diagram illustrating the Human Hippocampi, Neurons, Synapse and their function during the process of memorization.

1.4 Characteristics of students with reproductive learning conceptions (memorization):

As said before, learning is a journey in which student and teacher go through different adventures for searching each of which his desired goals. Students, who are considered knowledge seekers, have their own tools for this mission. They are either into rote learning or meaningful learning, and these set of cognitions about memorization and understanding are called “*learning conceptions*”

Recent researches stated that there are three subgroups of students with different learning conceptions. Students with *constructive* learning conceptions are those who take learning as a challenge for seeking knowledge and knowledge *understanding*. The second category is students with *reproductive* learning conceptions, and those who rely on memorization in achieving their educational success. The third category is students who combine both approaches to learning. Säljö (1979) states that students think about learning in five ways: Memorizing knowledge, practicing the acquired knowledge, interpreting knowledge, understanding knowledge, and abstracting meaning (Marton F. a., 1976, p. 115). Accordingly, Purdie & Hattie (2002) argue that these five categories gather all together to form two fundamental types of students:

“The first three conceptions represent a reproductive view of learning that comprises the acquisition, storing, reproduction, and use of knowledge; the last two represent a constructive view of learning that implies the construction of meaning and personal change.” (Purdie, 2002, p. 66)

Van Rossum & Schenk (1984) examined the five conceptions provided by Säljö (1979) and the application of surface and deep strategies of learning and found that students who use

learning a mechanism of memorization are more likely to adopt surface learning strategy. (Van Rossum, 1984, p. 101)

Vermunt (1998) has the same view. He sees that students who perceive knowledge through rote learning are more into an external reproduction-oriented study strategy. Students with reproductive conceptions of learning induce surface learning strategy, (Vermunt, 1998) (Vermunt, Relations between student learning patterns and personal and contextual factors and academic performance, 2005, pp. 49-56)

2. What is meant by understanding?

In order to identify the aims and the function of understanding, it is important first to know what is meant by understanding. The Communities Resolving Our Problems (C.R.O.P) recommended: *“One place to begin is defining the nature of thinking. Before we can make it better, we need to know more about what it is”* (Houghton, 2005)

The term understanding is very vague, and even dictionaries may give several connotations. Oxford Dictionaries (2005) for instance define understanding as *“The ability to understand something; comprehension.”*(Hornby, Ashby, & Wehmeier, 2005) Then what understanding is? One should quizzically ask this question in order to build pedagogy of understanding because the aim of both teachers and learners at the end of their journey is to achieve a full understanding of what they didn't know and even what they knew. Knowledge, understanding, skill, methodology, all these are the stocks in the trade of education. In order to be armed enough to pass the bridge of education; both teachers and students should have the capability to master the four pillars.

Knowledge is information on tap. The student is thought to have this information when he is able to write it out correctly. The teacher on the other hand may assess, evaluate, and test the student on the quantity of knowledge regarding his feedback, awareness during the class, and his way of receiving the information. There is a feeling of security that the student actually carries some portion of knowledge when he can successfully give a definition to what is meant by Newton's gravity for instance, or how to write a coherent and cohesive essay about a given topic, or even utter a meaningful correct sentence when asked to. If knowledge was information on tap, then skills are well-automatized acts on tap. In order to let this knowledge, get out of the comfort zone, students should master the four skills because skills are the tools by which they express their degree of understanding and intelligence. The same skills can either increase as they can diminish according to students' motivation and enquiry to learning.

For understanding, is not superior to but different from knowledge and skills. Knowledge is information, and skill is the performance of this information. Understanding lies between the two. Understanding is giving meaning to what to perform and how to perform. Understanding is the bridge of the gap between what a student has as knowledge, and what should he do to release this knowledge properly.

According to the article of Harvard University Graduate School of Education and Project Zero (2016), Understanding is:

In a phrase, Understanding is the ability to think and act flexibly with what one knows. To put it another way, an understanding for a topic is “flexible performance capability” with emphasis on the flexible. In keeping with this, learning for understanding is like learning a flexible performance—more like learning to improvise jazz or hold a good conversation. (Zero, 2016, p. 1)

This belief is similar to David Perkins (1993) who regarded understanding as more subtle matter. According to him, there are students who show an excellent skill in answering questions that require knowledge when actually they have a little understanding. Perkins, along with his colleagues, formulated a conception of understanding which came to be known as the “*performance perspective*.” (Perkins D. N., 1993, p. 4)

As a reflection to the spirit of “*constructivism*” in contemporary theories of learning of Duffy and Jonassen (1992), this perspective provides a specific angle of view to what understanding is and how it can be achieved (Duffy, 1992, p. 11). Accordingly, the same perspective, for Grander, (1991) and Perkins (1992), helps identifying the real meaning of understanding through revealing the implicit and generalizing what has been phrased in a way to supervise the process of both teaching and learning. (Grander, 1991, p. 120); (Perkins D. , 1992, pp. 45-87)

Benjamin S. Bloom (1956) contemplated the nature of thinking in an extensive way. Elliot W. Eisner (2002), a former student, wrote, according to Bloom’s biography:

“It was clear that he was in love with the process of finding out, and finding out is what I think he did best. One of Bloom’s great talents was having a nose for what is significant. ”(Eisner, 2002)

The new term of *comprehensions* was defined as: “*constructing meaning from oral, written and graphic messages through interpreting, exemplifying, summarizing, inferring, comparing, and explaining*” (Lorin W. Anderson, 2001, p. 23)

2.1 The mechanism of thinking or understanding:

Philosophically speaking, the early investigations of human mind reach first peak with the work of Aristotle (4th century B.C), who came up with the systematic exposition of Logic, formulating the laws which govern the mechanism of thinking.

Neurologically speaking, human brain works through the activity of its almost 100 billion neurons that each collect, process and pass on information in the form of electrical signals. But so far, not much had been known about how the differences in the properties of these cells from person to person matter for human cognitive abilities like intelligence.

Intelligence is generally linked with thinking. Some evidence had suggested that the size of so-called dendrites, the long branched out protrusions through which each neuron receives signals from thousands of other cells, might play a role: Especially in brain areas that integrate different types of information, such as the frontal and temporal lobes, brain cells have bigger dendrites. In these brain areas, the cortex, where most of the neurons are, is also thicker in people with higher Intelligence Quotient (IQ). Theoretical studies additionally predicted that larger dendrites may help cells to initiate electrical signals faster, (Mansvelder, 2018, pp. 3-7)

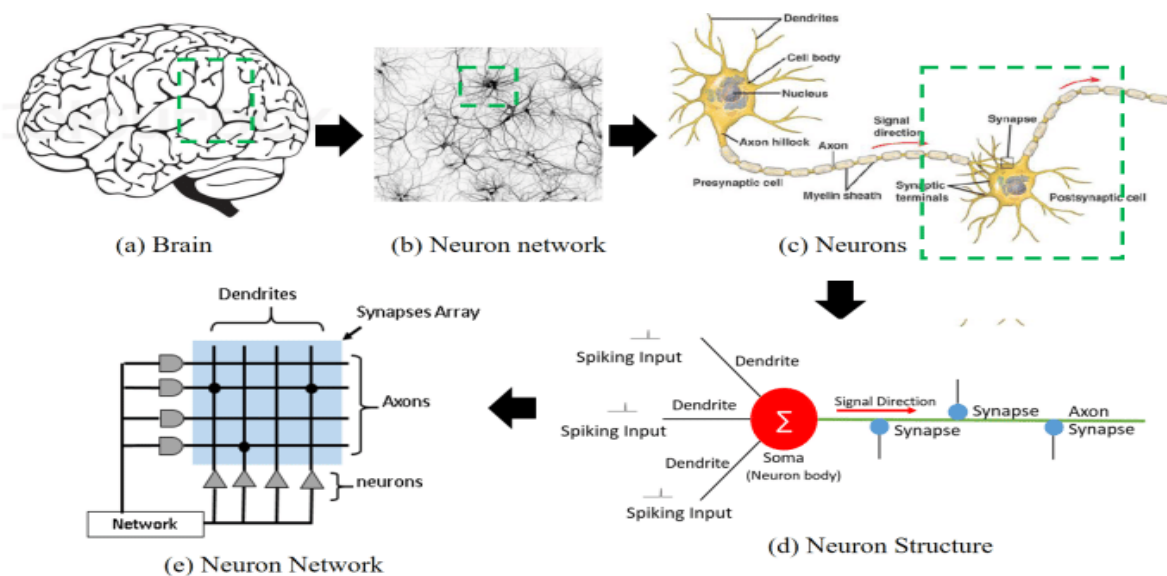


Figure 06: Diagram by Hongyu An (2017) illustrating Neuron networks: (a) brain; (b) neural network (c) neuron connecting structure (d) neuron structure (e) neuron network architecture

2.2 Understanding and learning:

While learning can be defined as the ability to memorize a certain set of supposed facts, understanding anything on the other hand involves being able to correlate a whole bunch of data in order to come up with a more holistic conclusion. While being a good learner is always a positive trait, being able to truly understand depends on one's ability to comprehend the underpinnings of this data. Students could say that while learning is the act of memorization, understanding is the ability to discover and see clearly the beliefs and connections that created this data in the first place.

Researches indicated that listening followed by understanding, are the most basic element in the process of EFL/ ESL learning. These are regarded as two of the basic keys towards learning and teaching any language. Having the four essential language skills besides a correct cognitive processing, it is highly necessary to be accepted as an efficient language learner.

2.3 Characteristics of students with constructive learning conceptions (understanding):

On the other hand, Van Rossum & Schenk (1984) argue that students who depend on understanding in perceiving their learning are active and *transformative meaning seekers*. They usually adopt a deep analytical learning process when dealing with their lectures, tasks, exams and even oral quizzes (Van Rossum, 1984, p. 3)

Similar to this view, Vermunt (1998) demonstrated that: "*Perceiving learning as a construction of knowledge is associated with a self-regulated and deep oriented study strategy.*" (Vermunt, Relations between student learning patterns and personal and contextual factors and academic performance, 2005, pp. 3-6)

Biggs (1999) sees that a student who has high percentage of understanding skills is the student who enjoys carrying out academic tasks. This student searches for the meaning inherent in the task, tries to reflect the task on reality through cause effect links, in order to come up with a final hypothesis and theory about the task (Biggs, 01 Jun 1999, p. 250)

Conclusion

What is inside the brain is totally a different world. This world responds signals from the outside world through the five senses (sensory system), and transmits this reception into audio-visual and emotional materials through well-organized cells and neurological components. This process occurs in a very short period of time which in most of cases doesn't exceed ten minutes. Memorization and understanding are two of the most important brain functions which does not only help students acquire new languages, but enables them also get involved in completely different experiences through which they develop a sense of

adaptation. This chapter explored both the psychological and the medical sides of memorization and understanding as important perspectives in the process of learning. The coming chapter shall deal with the relation of memorization, then understanding and the process of teaching literature in EFL classroom.

CHAPTER TWO:

**MEMORIZATION VS UNDERSTANDING IN TEACHING
LITERATURE IN EFL CLASSROOM**

Introduction

In this chapter, both approaches (memorization and understanding) will be associated with the process of teaching literature to EFL students. It presents literature, memorization, and understanding from different lenses that are still modern in a way to introduce this module as an important programme in every EFL student's journey, and every literature or English teacher's carrier, focusing on those definitions that are related to memorization and understanding as approaches to teach. In addition, as this study deals with the teaching of literature, this chapter explains the relationship between teaching literature and memorization vs. understanding as approaches of teaching, including a comparative study between both approaches (differences, similarities), and comments on both of which.

3.What is Literature?

The modern English word *literature* comes back to the ancient Latin word "*littera*", which means letters. It originated in the southern Mesopotamia in Sumer (c. 3200) and precisely in the city of Uruk. Later, it flourished in Egypt, then in Greece (the Phoenicians have imported the written word) and from there, to Rome. The art of writing seems to have originated independently in China from divination practices and also independently in Mesoamerica and elsewhere.(Rexroth, 2019)

Literature is a word that is hard to hold only one meaning. Each nation has its own definition to literature. Writers regard literature in a different way from psychologists, and philosophers may have another view to this art of writing from other scholars. But what is conventional is that literature has always had a long history from the first day of the first human being on earth, to our days, and that it will have another history to come for future life. Many authors, critics and linguists have puzzled over what literature is. One broader explanation of literature says that literary texts are products that reflect different aspects of society. They are cultural documents which offer a deeper understanding of a country or countries (Mounfold, 1993, pp. 23-55). Other linguists say that there is no inherent quality to a literary text that makes a literary text; rather it is the interpretation that the reader gives to the text, (Terry, 2000, p. 34)

3.1 From early and modern philosophers' perspectives (Aristotle, Foucault and Burgess):

Philosophers think about literature as a kind of storytelling to events that took place during different periods of history. They go with the idea of expressing emotions and feeling and beliefs through tongues and pens as a kind of spreading philosophical theories and views. In his famous work *Poetics*, Aristotle (384-322BC) defines saying that:

Literature is an imitation of a sequence of events. Literature can be categorized and, thereby understood according to the methods of operation and execution of each category. Viewing or regarding literature facilitates the expression (pushing out) of undesirable emotions.
(Aristotle, 384, 322 BC)

Anthony Burgess (1974) from a similar angle states that: “*Literature, by the way, may be defined as the aesthetic exploitation of language.*” (Burgess, 1974). Literature is related to language, thinking, feeling and even history; it is writing about everything in life, and after life (12).

Historians seem to have their own vision about what literature is. Michel Foucault (1995) argues that:

Literature is a form of language that breaks with the whole definition of genres as forms adapted to an order of representations, and becomes merely a manifestation of a language which has no other law than that of affirming in opposition to all other forms of discourse its own precipitous existence . (Freundlieb, 1995, p. 33)

3.2. From Arabic writers’ point of view:

On the other hand, Arabic thinkers and writers regard literature by its general context, as cognitive production i.e. all what can human mind produce, in that it is similar to the term *culture* referring to the general old definition of Al-Hassan Ibn Sahl (236 AH) about types of old literatures, and the famous book of Ibn Al Muquaffa (al-Muquaffa, 2010, p. 274)

Modern Arabic writers and thinkers went beyond the general significance of the word literature to raise questions and debates about the real meaning of literature. One of the modern Arabic writers and pioneers in criticism is Taha Hussain who defined literature as a: “*Fine art pleading in language.*” (Taha, 27 Sept. 2012, p. 132). This view is similar to Aristotle’s conception about the meaning of literature.

4. Teaching literature:

Literature has been a subject of study in many countries at a secondary or tertiary level, but until recently has not been given much emphasis in the EFL/ESL classroom. It has only been since the 1980s that this area has attracted more interest among EFL teachers.

4.1. Memorization and teaching literature:

Experience and observation made EFL teachers and learners as Non-Native Speakers (NNS) be convinced that memorization seems to valid teaching and learning strategy, provided that it is used properly to help students internalize what they have learned to apply in actual communication, and in writing their own literary analysis. According to Cohen and Oxford (2003), memorization has the power to:

- 1) Increase attention essential to learning.
- 2) Increase rehearsal that allows linkage to be stronger.
- 3) Improve the encoding and the integration of literature and literary criticism.
- 4) Increase retrieval of information when needed.

The teaching of literature is not only the transmission of knowledge about literary texts, but more importantly the development of learners' faculties of both enjoying and criticizing literature. Reading and viewing become genuine part in their learning experience, especially when they start asking themselves some questions revolving about the text. When they are able to answer and think critically towards literary works, then they can easily apply these answers and reflect them outside the classroom. This way makes them not only taste the aesthetic side of literature but also the psychological part that is liked to their world.

4.2. The role of memorization in teaching literary content:

According to Irene Pieper & Johann Wolfgang Goethe, the way literature is taught within different European educational systems is influenced by the current concept of education "*Bildung*". This consensus is associated with cultural life; students should be introduced to the cultural life of society and they should be given opportunity to contribute, (Irene Pieper, 16-18 October 2006)

Pieper & Wolfgang assume that teaching literature to foreign language classroom or in the mother tongue share the same educational objectives. The only difference is that teaching foreign literature requires a certain stress on language and linguistic features because the aim of the foreign literature teacher is to make students able to read, memorize, and grasp literary devices and aspects in relation to the text (Irene Pieper, 16-18 October 2006). Literature is a medium that opens the doors to different culture of a foreign nation. Thus, the sensible choice of literary texts may bring opportunities for personal response. It is important to stress the potential of teaching literature across languages so as to compare ways of thinking and traditions and cultures as emphasised by Lazer (1993).

Michael Knox Beran (2004), in defence of memorization, sees that learning poetry by heart empowers the student's mind, and is not a “*drill and kill*” as progressive educators call it. He states that:

The memorization and recitation of the classic utterances of poets and statesmen form part of a tradition of learning that stretches back to classical antiquity, when Greeks discovered that words and sounds—and the rhythmic patterns by which they were bound together in poetry—awakened the mind and shaped character. They made poetry the foundation of their pedagogy. Athenian schoolboys learned by heart the poetry of Homer, through which they gained mastery of their language and their culture. They memorized as well, in versified form, the civic pronouncements of Solon, the founder of the Athenian political tradition, (Beran, 2004, p. 13)

Beran (2004) illustrated with an example of the famous Saint Augustine, the school boy in North Africa in the fourteenth century, who studied Virgil's *Aeneid* learning these classics by heart. The education which Augustine have received was described by the historian Peter Brown as “*perfectionist*”. These ancient methods, according to Brown had paradoxical effects. It forged a modern mind only to liberate it. Through this education, Augustine had developed a phenomenal memory and an aesthetical sense of art and a remarkable attention to every detail (11).

This method of memorization led him to be the writer of his famous *Confessions*, and within the same approach of memorization, Augustine would build up later the Roman Catholic Church.

Not only Augustine who made use of memorization as an approach towards a successful education that was given the description as perfectionist. The student of grammar school in Stratford-upon-Avon, the young Shakespeare followed the same approach of memorization. In his book on Shakespeare, Michael Wood noted that the poet “*was the product of a memorizing culture in which huge chunks of literature were learned by heart.*” (Beran, 2004, p. 14).

In psychology and psycho-pedagogy, memorization exercises and strategies of learning come from the theory known as “*constructivism*”. According to the Swiss developmental

psychologist Jean Piaget (1967), constructivism rests on the belief that objective knowledge does not exist; students must therefore “construct knowledge for themselves.”(Piaget, 1967)

Students construct their own knowledge through memorization approach, this construction should be guided and given opportunity to develop (34). Teachers should provide and construct experiences for their students in order to learn. (Darling-Hammond, Aug. - Sep., 1996, p. 12)

Therefore, constructivist teachers must create an adequate environment in which students can construct and build their own knowledge, consequently, they will feel like they own what they learn. Thus, learning for them becomes more enjoyable, and they can produce more actively.

4.3. Understanding and Literature:

For many university teachers of EFL, the study of literature is indispensable because it exposes students to meaningful contexts that are replete with descriptive language and interesting characters. Structuring lessons around the reading of literature introduces a profound range of vocabulary, dialogues, and prose. In addition to developing students' English language skills, teaching literature also appeals to their imagination, develops cultural awareness, and encourages critical thinking about plots, themes, and characters. Most importantly, the activities that one can apply with literature lessons easily conform to the student-centred and interactive tenets of Communicative Language Teaching (CLT).

4.4 The role of understanding in teaching literature:

For the theorist Judith. A. Langer, literature is a thinking that inspires further thinking because it gives endless possibilities behind which students can expand in understanding realities even if these realities were found only in fiction or in the world of literature (Langer, 1995, p. 86)

Truong (2009) emphasizes on the relevance of literary and criticism in teaching literature to EFL students by providing six important approaches to teaching literature. New criticism is one of the schools that encourages understanding as a building stone towards the reader-response theory. For Truong, critical literacy is another school that encourages critical thinking towards literary texts. Hence, it is important to develop critical view in literature (3).

Langer (1995), away from literary criticism, sees that when reading and responding to literature, both students and teachers develop a sense of *envisionments*. He argues that: “*These envisionments refer[s] to the world of understanding that a person has at any point in time*” (Langer, 1995) and that envisionment-building refers to the process of developing

understanding. Starting from this understanding, educators should start a continuous instruction, or continuous thinking (32).

In his book *Envisioning Literature: Literary understanding and Literature Instruction*, Langer (1995) describes four stances that readers work through when building their world of understanding:

(1) *Being out of and stepping into an envisionment*, or interpreting new ideas that might create sort of confusion through using prior knowledge.

(2) *Being in and moving through an envisionment*, which means gathering all possible resources and extracting meaning from those resources

(3) *Stepping out and rethinking what one knows*, meaning the process of adding new information to the prior knowledge.

(4) *Stepping out and objectifying the experience*, evaluating and reflecting on the writer's work (35). This idea is similar to the theory of reader response theory.

Literature is proved to be authentic in the learning of ESL. This authenticity is a criterion which is highly considered as essential for students as they develop a sense of critical thinking. Literary texts are very motivating due to their authenticity and meaningful contexts. Literature deals with things which are interesting in nature, and this motivation is one of the elements that can drive learners to go ahead, and it can be achieved through exposure.

According to Langer (1995), these four principles play an important role in developing students' ability to acquire a critical thinking skill, in that they are aware of and involved in the process of passing through these steps. He states that:

“Student are treated as lifelong envisionment builders...questions are treated as part of the literary experience...class meetings are a time to develop understandings...and multiple perspectives are used to enrich interpretations” (Langer, 1995, pp. 57-59)

He believes that students should think about themselves and about the others when dealing with literary works. Thus, the goal of envisionment-building is to create a classroom culture where literature study goes further than only developing. Literature study needs to grow out of issues of ethics, civics, social responsibility, cultural identity, aesthetics and reasoning. Through sharing envisionments, students will create of debates and exchange of literary thinking inside the classroom (60). This openness will, as a result, expose them to new horizons which consequently go towards a clear literary thinking.

5. Comparative Study Between Memorization and Understanding in Teaching

Literature:

Both memorization and understanding are used within the teaching and learning of literature. Each process has its own advantages as it has shortcomings, Memorization used to be among the early methods of teaching pieces of literature. Understanding, on the other hand is another approach that educators depend on while delivering literary content. However, both approaches have similarities and differences.

5.1. Similarities:

The first point of similarity is that both approaches are used to develop students' productive skills in studying literature. Memorization is the active memory booster that works on enhancing awareness inside students' minds and psyches. Teachers make students memorize masterpieces. This makes them develop not only a cognitive and psychological capability, but it trains their linguistic and phonetic skills, in that they learn how to pronounce and build meaningful correct utterances especially when studying old complex constructions such those of Shakespeare.

Similarly, understanding works on developing students' mental and cognitive abilities. Students who are able to think about the literary work in order to extract the aim behind it and reflect it on the current society are able to make links between what they are studying and the historical context of that epoch. Understanding literature plays a crucial role in shaping students' cognitive learning map, and makes learning flexible and enjoyable. Teachers depend on understanding as a method to engage their students within the story told in order to make them understand the message of writers behind their works.

5.2. Differences:

Memorization is a fundamental tool in the learning process. Understanding is the cognitive ability to answer the questions revolving around what one learns. True teaching of literature does not occur until students are able to understand information, then practicing and applying this information on a new experience. From this point, we understand that there is a set of differences between rote learning and understanding regarding teaching literary content. Rote learning or memorization generally depends on repeating the information several times until it can be stored in mind. When memorizing, students are able quickly to recall information stored, thus, techniques of rote learning are required when quick memorization is needed. This method is generally used in the mastery of foundational knowledge.

Understanding, or meaningful learning, on the other hand, is used when associating the learned knowledge to other existing data in the brain. Students who can make links between themes in a given literary work and theories of scholars are those who depend more on understanding rather than memorizing theories and applying them on the novel. Educational theorists see that one distinction between memorizing and understanding is that memorization is generally emphasised in primary and secondary educational settings, although it is prolonged even to higher educational levels in some countries (third world countries).

6. . Comments and Critiques on memorisation and teaching literature:

Constructivist literature is filled with unintentionally ludicrous jargon. “*Constructivist teachers,*” one educator declares, “*must create an open, nonjudgmental environment that permits students to construct, disclose, and expose their constructions to scrutiny.*” Another maintains that constructivism gives students “*ownership of what they learn*”—as if memorization doesn’t. But fundamentally, writes University of Alabama professor George E. March(1993), the “*impetus for constructivism as an educational movement stems from a reaction to the over-reliance in classrooms on rote memorization*” (II, April 5, 1993, p. 22)—not just of poetry but of facts and dates, of tables and formulas. Marsh says that

“Memorizing the knowledge others have created is often not successful because knowledge is not a ready-made, transferable product but rather a product of the learner’s thinking.” (II, April 5, 1993, p. 23)

Another educator, Asghar Iran-Nejad(2001) argues that constructivist techniques can serve as “*a substitute for memorization in learning.*” (Iran-Nejad, 2001, pp. 10-12)Darling-Hammond (1996)echoes this sentiment when she advises teachers to “*make sure the emphasis is on powerful learning, not rote memorization.*” (Darling-Hammond, Aug. - Sep., 1996, p. 07)

7. On Understanding and Teaching Literature:

Unfortunately, many postgraduate EFL teacher-training courses focus mainly on language teaching methodology and offer little guidance on the analytical methods that are essential to interpreting literature and designing effective classroom activities. Some teachers rely to a big extent on understanding, neglecting the early methods of memorization. Accordingly, some students find it hard to understand while they were trained only to memorize at secondary and high school, (Biggs, 01 Jun 1999, p. 109)

8. Objectives of teaching literature:

Learning ESL means acquiring skills that the teaching of literature seems to have become much of less significance. Literature educates students in both the artistry and utility of the

English language. It also provides students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world. Furthermore, it graduates students who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres, and assists them in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

Teaching literature also helps students develop a humanistic view on life, through the interaction with literary works which contain a big portion of values, emotions, thoughts, and social experiences, thus, students will be able to understand the reason behind human existence in life. Teachers of literature aim at giving their students opportunities to develop their creativity, sharpen their critical and analytical thinking skills, and enhance their linguistic proficiency.

Furthermore, the intellectual, emotional, and cultural qualities which literature helps students develop; prepare them for future study or work, especially in domains where creativity, critical thinking, and intercultural understanding are highly valued.

The emphasis of teaching literature then is to open the doors for learners to read and think critically towards this module, and similarly, to respond in a flexible and enjoyable way to the text.

Literature programme is mainly delivered at foreign language department to foster not only language skills, but intellectual skills as well. Based on the content of literature and the nature of topics students are exposed to, English Department takes in charge the responsibility of reaching at least most of the following:

- Providing learning books for all modules, especially those which are expensive for students to buy.
- Basic audio-visual materials and overhead projectors that may help teachers in their lectures, especially modules that require audio-visual equipment.
- Availability of Internet for both teachers and students.

Conclusion:

This chapter looked at some basic concepts related to memorization and understanding in teaching literature. This included how both memorization and understanding were defined from various perspectives, within the context of teaching literature, focusing mainly on these related to the teaching of EFL literature. Additionally, this chapter provided an overview regarding the relationship between memorization and understanding, similarities and differences, and their role in teaching literary documents. Since the different ways of defining

memorization and understanding affected the ways and methods of teaching, many datable arguments over the topic, sources and approaches to literature teaching were stressfully explained in this chapter.

In the following chapter, we shall expand the topics to explore some other related areas.

CHAPTER THREE
MEMORIZATION VS UNDERSTANDING IN TEACHING
CIVILISATION IN EFL CLASSROOM

Introduction:

In the previous chapter, we began with giving some analytical and theoretical discussions related to memorization and understanding as approaches to teaching literature. As an extension to the previous chapter, we shall discover in this chapter civilisation from different perspectives, to explore the relationship between memorization and understanding in the process of teaching history. The notion of teaching civilisation through memorization vs. understanding is then the main concern in this chapter. Recognising the utility of both memorization and understanding in teaching history to EFL students, the main body of this chapter focuses primarily on the notion of the implementation of both approaches towards the teaching of civilisation in EFL classrooms. This chapter presents some controversial views related to the teaching of English civilisation, and looking at some reasons and aims behind adopting such approaches.

9. What is civilisation?

History is the book that speaks about the evolution of human beings within a big world in another huge universe. People establish their everyday progression by producing and developing through knowledge which became then science, and nowadays technology. The term *Civilisation* differs according to ideologies, beliefs, and regional variations.

When speaking about history, the first image that comes to one's mind is dates, figures, and long speeches to people who leaved their traces. Civilisation is often followed by culture; in that we cannot speak about civilisation unless we shed the light on culture. However, the distinction between civilisation and culture has always been confusing matter.

If English teachers and learners were asked for instance about both meanings, they would refer to common subjects such as history, costumes, and geography. This confusion has historical and contextual roots according to each nation.

9.1 From the westerners' perspective:

According to Kroeber & Kluckhohn (1952), the term civilisation is derived from the Latin word "*civilis*", which means "*citizen*", and "*civitas*" meaning "*city*" or "*state*" in which citizens lived and established states against tribesman. Here, the term civilisation is associated with the term city. Later, in the 18th century, this term was used as a social sense in French language (132). Kroeber & Kluckhohn (1952) explained that the word civilisation came from the French verb "*civiliser*" which means achieving a set of refined manners, urbanization, and improvement, which also means that urbanism is one of the conditions behind building a civilization, (Kroeber, 1952, p. 145)

Some researchers tend to associate the term civilisation with culture as both share some common characteristics and objectives in the study field. In his work “*Primitive Cultures*”, the British anthropologist Edward B. Tylor (1874) provided a comprehensive concept of civilisation as follows:

Culture or civilization, takes in its broad ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, costume, and any other capabilities and habits acquired by man as a member of society (qtd in Kroeber, 1952, p.120)

By man, Tylor means humankind, and by whole complex he means costumes and traditions. However, some anthropologists came to conclude that civilisation is the highest stage of human achievements (1).

9.2. From Ibn Khaldoun’s perspective:

The meaning of civilisation can be traced back to Muslim traditions in the 14th century, especially in the “*Introduction, Moqaddimah*” of Ibn Khaldoun who is regarded as the first one to give an analytical view about history and social sciences, attempting to explore the historical and social evolution of societies. In his course in understanding the cycle of history, Ibn Khaldoun used (*alumran*) as a key word to differentiate between people who lived in ruralism (*albadu*) and urbanism (*alhadre*), associating civilisation (*hadara*) with urbanisation. (Khaldoun., 1984, p. 200)

According to Ibn Khaldoun(1984), urbanisation is a pillar to build a civilisation. He referred to people of urban societies using the term “*Umran*”. This lifestyle is characterised by both quantitative and qualitative progress in production, where people enjoy high state of wealth, luxury, art, and architecture. Rural life on the other hand is characterised by agriculture and animals rising. So, civilisation is that state of urbanism achieved in the different fields of life (340).

Both westerner and Ibn Khaldoun’s perspectives towards civilisation are associated with the geographic and economic status.

9.3. From Malek Bennabi’s Perspective:

One more accurate scientific analysis concerning civilisation since Ibn Khaldoun is that of the Algerian scholar Malek Bennabi (2012). Bennabi, who was influenced by Ibn Khaldoun, analyzed the origins and the nature of civilisation in his famous books “*Shurut El Nahda*”, “*The Conditions of Renaissance*” (2012). Bennabi provides scientific and functional definition to civilisation (54).

Scientifically speaking, Bennabi claims that the formula Man (*insane*) + Soil (*turab*) + Time (*waqt*) = Civilisation (*hadara*). Soil (*turab*), Bennabi says, is not only geographic borders. It includes also the natural resources which are gifted by God. Bennabi believes that man who is characterised by biological values that is born with every human being, along with social values which are acquired from social environment, is the key to construct any civilisation (81-148). He says that people should exploit time properly because it is the currency that never loses its value. (Berghout, 2001, pp. 67-83)

Functionally speaking, civilisation for Bennabi is all the social functions that contribute to civilisation. These functions occur by looking at the ideas of people who leaved their traces in history circle because history always repeats itself (130).

10. Teaching civilization:

Teaching any subject effectively needs more than a mere act of teaching. Instead, it involves the teacher and learner's expectations and needs altogether; it also describes content, specifying the aims and objectives that are supposed to be achieved by the end of each programme or module. Regardless of the nature of the subject they teach, teachers take all the responsibility towards their learners. This requires them to plan their lessons, lectures, workshops, exams, and so on. According to Dr Louahala (2017), teachers have suggested some approaches to teaching historical events. Along the course of 20th century, they provided distinctions between two major teaching ideologies known as the traditional and the progressive philosophies of education. Their debates over this issue made them differentiate between memorization and understanding. (Louahala, February, 2017, p. 2)

10.1. Memorization and teaching civilisation:

Civilization teaching to EFL students is a process that needs having knowledge, mastering methods, and making efforts in order to achieve a full coverage about history teaching and learning. The concept of civilisation can be intertwined with the concept of culture, (Elias, 2004, p.74). In civilisation history lesson, the ambiguity of the distinction between the two concepts still continuous today. However, civilisation history has been a major discipline for a long time having imported certain content and teaching, (Kroeber, 1952, p. 23)

There are some students who have to strike a balance between the foreign style of learning which is characterized by class discussion and the Algerian style of learning which encourages rote learning and memorization. To memorize or to discuss, that is the question faced by nearly all Algerian university students who are either displaced from their local educational background into an abroad or local academic setting. It is much more than an

issue of memorization or discussion; it is a matter of how one explores and interprets the world. An appropriate combination of the two will make an effective way of learning.

10.2 Memorization of history and the building of leading nations:

Memorization is considered as an effective tool for brain empowerment, illustration enhancement and orient feature. Traditional Islamic scholars believe that memorization is not a bad practice, especially when it is associated with lessons of history. Imam Shafii sees that knowledge is not that we keep at our houses, notebooks; rather, it is what we keep in our memories and minds and what convinces our hearts. (Yusuf, 2009)

Dr Muhammad Yucuf, a teacher at Universiti Kebangsaan, Malaysia argues that those ancient generations depended a lot on memorization approach because there were less reading and writing skills. This was the case for ancient Arabs before the coming of the Islamic message. Noticeably, Prophet Muhammad (Peace of Allah be upon him) was among the people who could not read and write. The only way of keeping the information and the message was to memorize. He was taught to memorize the history of previous messengers and the history of the world before and after creation. Thus, memorization was not only an approach of retention, but it was also an important characteristic of a knowledgeable person. (Yusuf, 2009, p. 19)

Dr Yucuf (2009) highlights the importance of teaching history through memorization arguing that Muslims came to build a strong civilisation thanks to memorization. Memorizing the Holy Quran made them ready to hold coming challenges and be armed with historical arguments about the history of this world because Quran was the only evidence that narrated what happened before the creation of the mankind. This memorization made them realize the reason behind their existence.

For the purpose of encouraging this memorization, Al-Bukhari and Muslim narrated that the Prophet Muhammad (Blessings be upon him) said: *“The example of the person who knows Quran by heart is like the owner of tied camels. If he keeps them tied, he will control them, but if he releases them, they will run away.”* (Aziz, 2009)

Western thinkers see memorization of history or civilisation as a key feature of the renaissance of any culture. Henzell-Thomas (2005) has a similar view towards memorization, regarding the tasks of Arab educators in depending on memorization in preparing their students for leading nations. He states that:

We live in an age where loud-mouthed and vacuous opinions based on no real knowledge are increasingly shouting down the meaningful thoughts of people who

actually know something and have something of substance to say. One of the reasons for this is that memory is no longer valued in our secular culture, so people are not taught to substantiate their opinions by reference to the knowledge they might have stored in memory...Muslim schools have traditionally kept alive the factory of human memory, especially through memorization of sacred text.
(Henzell-Thomas, 2005)

10.3. Understanding and teaching civilisation:

Chris Husbands, Alison Kitson and Anna Pendry (2003) argue that history teachers, starting from secondary school to university school are required to develop a complex interrelationship between their assumptions regarding civilisation, their response to students' needs, and their short- and long-term purposes (6). This composition of the three pitfalls plays a major role in developing curricula and shaping learning. Husbands et al examine the broad purposes of reforming the history curriculum, which is the foundation for understanding teacher pedagogies. They also address different understandings of the interrelationship between classroom practices and the purpose of teaching history (Husbands, 2003, p. 132)

Dr Louahala (2017) sees that the best solution for the remarked issue of blind memorization is engaging learners into analysis activities. This enables them to develop positive historical habits of the mind.

Similar to this view, Husbands et al (2003, p.6) focused on two opposing accounts of history education. The first one is the concept of "*Great Tradition*" provided by Sylvester in 1994 and the "*Alternative Method*" that was developed in the 1960s-1970s. The Great Tradition takes on a transmissive approach to teaching that focuses on national identity, cultural heritage and democracy. Students were passive, unquestioning learners who would assimilate and listen to the teachers' active interpretation of history. This tradition was a central component of the 1991 national curriculum that was introduced in English schools. Conversely, the Schools' Council established projects that challenged the existing curriculum specifically in England and Wales. Arguably, the Alternative Method involved fewer passive learners in the classroom, engaged in more critiques of the history curriculum, embraced a more multicultural and plural vision of society, and lastly, to teach learners to think historically rather than just knowing about the past. They also discovered that teachers did not just 'tell' history; rather, they demonstrated a need to engage, stimulate and challenge the pupils understanding of the historical narrative (32). The classroom environments were

drastically different than Booth’s 1969 classroom portrayal, in which the main teaching strategy was the: “spoken word... [And] that the children must be told.” (Husbands, 2003, p. 45)

10.4. The role of meaningful learning in teaching civilisation:

Bloom’s Taxonomy can prove helpful in teaching civilisation to EFL students because it takes understanding as an eminent level to develop a successful learning operation. The Educational Journal Theory into Practice published a relevant issue talking about the importance of understanding as a second level in the Revised Bloom’s Taxonomy regarding the teaching of history, included an article entitled: “Using the Revised Taxonomy to Plan and Deliver Team-Taught, Integrated, Thematic Units” , (Ferguson, 2002, pp. 1-5)

The writer described the role of this Taxonomy to plan and deliver integrated English and American history courses entitled “Western Culture.” The use of this taxonomy provided teachers with a common language with which to translate and discuss state standards from two different subject areas. Moreover, it helped them understand how they could develop conceptual and procedural knowledge concurrently. Furthermore, the following Taxonomy table provided history and history teachers with a new outlook on assessment that enabled them design courses, activities, projects and assignments which pushed students operate at more complex levels of thinking, Ferguson (2002) provided the following:

The Knowledge Dimension	The cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	List	Summarize	Classify	Order	Rank	Combine
Conceptual knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Meta-Cognitive Knowledge	Appropriate use	Execute	Construct	achieve	action	Actualize

Table 01: Bloom’s Revised Taxonomy (2005)

11. Comparison between memorization and understanding in teaching civilization:

Learning involves the acquisition of knowledge. This is a common-sense view of learning that has implications about how to teach civilisation to EFL students. Teaching history encompasses presenting information to learners in books and lectures, (Mayer R. E., 2002, p. 9)

Two of the most important educational approaches to civilisation, and also regarded as goals, are *retention*, or memorization, which is the ability to remember material at some later

time in a similar way presented during the presentation or the lecture. The other approach is understanding, or *transfer*, as used in Bloom's Taxonomy, which is the ability to use what was learned in order to solve new problems, answer new questions, or make it easier to learn new subject matter, (Mayer R. &, 1996)

11.1. Similarities:

According to Bloom's Taxonomy, both memorization and understanding are seen as important levels in the process of learning and teaching as well. Memorization is the primary step in the way to accomplish teaching goals; understanding comes after memorization because in order to grasp what history is, it is important to makes sense of what one memorizes.

The common thought is that if students read all of their content and memorize it, they will do well. But the truth is, studying effectively comes down to a science. There are plenty of scientific study strategies that have been researched and proven to be more successful than memorizing. Both memorization and understanding are needed in order to do well at the exams, and also do well with that knowledge in daily life experiences.

11.2.Differences:

According to Huskell (2001), retention, or memorization focuses on the past; transfer or understanding emphasizes the future. After reading a book on British civilisation for example, teachers give a retention test which may include asking students to write a formula about a given topic concerning British civilisation. In contrast, transfer test might include asking students to make links between causes and consequences of WW I and WW II on shaping today's Britain for instance (Haskell, 2001, pp. 105-107).

Another difference concerns the goals and the objectives behind teaching history using both approaches. For memorization, teachers can draw objectives of the lesson easily in order to strengthen memorization skills. On the other hand, educators may have more difficulties in formulating, teaching, and assessing objectives aimed at promoting understanding, (Baxter, 1996, pp. 133-140); (Mayer R. , 2002, p. 22); (Phye, 1997, p. 32).

Mayer (2002) sees that when teachers concentrate solely on rote learning, teaching and assessing focuses solely on remembering element or fragments of knowledge, often in isolation from any context. When teachers focus on meaningful learning, however, remembering knowledge is integrated within the larger task of construction new knowledge, or solving new problems. In other words, when the goal of teachers is reaching a meaningful learning, remembering becomes a means to an end; when they aim at boosting memorial skills, remembering becomes an end itself.

12. Comments and critiques on memorization and teaching civilisation:

Consider Mayer's following learning scenario that illustrates what might be called *rote learning*:

Becky reads the same chapter on electrical circuits. She reads carefully, making sure she reads every word. She goes over the material, memorizing the key facts. When she is asked to recall the material, she can remember almost all of the important terms and facts in the lesson... She is able to list the major components in the electrical circuit. However, when Becky is asked to use the information, she cannot...; she cannot answer the essay question requiring her to diagnose a problem in an electrical circuit. In this scenario, Becky possesses relevant knowledge but is unable to use that knowledge to solve problems. She cannot transfer this knowledge to a new situation. Becky has attended to relevant information but has not understood it and, therefore, cannot use it.

(Mayer R. , 2002, p. 59)

Mayer considers that there are some students who are excellent in term of memorizing. They are gifted the ability to memorize large amounts of information with sharpest details. The big problem which faces this category of students is their incapability to understand the relation between the knowledge memorized and its application regarding different situations. It is true that memorization is a basic element in the process of learning, but it cannot stand alone without putting in field of application. It is right that Becky succeeded in memorizing the lesson of electoral circuit, however, when she was asked to solve a practical problem about the same topic, she got blocked. This problem faces almost the majority of students who tend to memorize their lessons without a meaningful mind mapping.

13. Comments and critiques on understanding and teaching civilisation:

While David Kember (1996) sees that the intentions of the students to memorize and understand respectively is an important element in distinguishing deep and surface approaches.

Mayer then provides his second scenario concerning meaningful learning, or understanding, stating that:

Carla reads the same textbook chapter on electrical circuits. She reads carefully, trying to make sense out of it. When asked to recall the material she, like Midori, can remember almost all of the important terms and facts in the lesson. Furthermore, when she is asked to use the information to solve problems, she generates many possible solutions. In this scenario, Carla not only possesses relevant knowledge, she also can use that knowledge to solve problems and understand new concept. She can transfer her knowledge to new problems and new learning situations. Carla has attended to relevant information and has understood it. (Mayer R. , 2002, p. 61)

The second example provided by Mayer shows the importance of gathering both memorization and understanding in order to establish a coherent report on the lesson. It is true that understanding plays a major role in organizing the memorized data inside the mind, yet it is not enough by its own to succeed in the process of learning. Sometimes a high state of understanding puts students at risk of losing their direction and getting into another one; it causes them to be out of the topic at some levels.

14. Objectives of teaching civilisation:

The program of civilisation has long been one of the main subjects at Algerian EFL departments since the introduction of English at the Algerian universities. This program is regarded among the main sources of teaching and learning language and culture as it offers students information about many aspects of life alluding to some historical background. It is first intended to improve students' English language skills by giving them new vocabulary and new lexical items by which they use in communication. Secondly, this program aims at making students aware of the different aspects of life concerning those nations. This information is needed for them as they cannot learn English language unless they know some about the cultural and historical heritage of English-Speaking Communities (ESC).

Husbands et al, (2003) used Slater's (1989) research study as evidence to draw on the importance of 'extrinsic' and 'intrinsic' purposes of school history. For example, the extrinsic purpose of history would be to develop tolerance and an understanding of shared culture

while, the intrinsic purpose of history would be the teaching of concepts and assumptions within the discipline,(Husbands, 2003)

Peter N. Stearns sees that the primary purpose behind studying history is to understand the phenomenon of change over time, because history is the only discipline that takes social change as its principal subject. Accordingly, the primary responsibility of history teachers is to give full and sophisticated understanding of what change may involve and what obstacles may be found when interpreting it.(Perkins D. , 1992); (Stearns, 1993)

Bransford, Brown & Cocking believe that teaching civilisation promotes meaningful learning. This goal requires that instruction goes beyond simple representation of *factual knowledge*, and that assessment tasks need more than just recalling or memorizing this knowledge, (Bransford, 1999, p. 120)

As for university, the role of English Department is to enable all English teachers to work effectively providing all necessary supports. To admit, not all universities possess all these facilities, but they should be taken as priorities. It is evident that any university needs a nominated person to head the department. At this stage, comes the role of the head of department who should make the department works effectively. For teaching staff and learners, a good head of department is the person who wastes no effort in making sure that all useful information is made quickly and in the hands of all the teaching staff, and will always be accessible to criticism, either of him/her or of the system.

Having looked at the nature of topics delivered to EFL students; it can be assumed that teaching civilisation has the following objectives:

- To introduce students to people who gave birth to the language they are learning.
- To help students understand the culture of these people, as well as why and how they are different from their culture.
- To enhance student's language skills by providing them with new vocabulary which to be used in communication.

Therefore, the purpose of teaching civilisation is not seen as an addition to transmit knowledge, but rather an attempt to change students' behaviours towards the target language so that they can be able to perform an independent reading of the foreign language.

Thus, for graduate students, civilisation course is an opportunity to develop their language skills and cultural background. Civilisation course introduces learners to various aspects of British and American people, the differences and similarities found between both nations, as well as the major movements that have helped to shape their current atmosphere.

This introduction plays an effective role in demonstrating students' various skills.

Conclusion

This chapter provided a valuable recapitulation to some situational reality to the teaching of civilisation at EFL Department depending on a comparison between memorization and understanding as approaches for teaching and learning. It presented a comparative study between memorization (as an important approach to teach history), and understanding on the other hand (as a contrary other approach used especially in the modern epoch).

For more understanding, the next chapter attempts to contextualize the theoretical insight (chapter 1 and 2), and the situational one (discussed in this chapter) so far collected to serve the present research work.

CHAPTER FOUR:
THE RESEARCH METHODS: DATA COLLECTION AND
ANALYSIS

Introduction

Moving beyond the theoretical aspects, this chapter is concerned fundamentally with the analysis and interpretation of the collected data. In order to be methodological, a field research needs either to be experimental or observational to come up with predictable results. For this reason, this research method of investigative tools that include three interviews, two questionnaires, and two exams questions samples. For the questionnaires the first one is dedicated to high school students, and the second one is for LMD students of English department. The aims of these two questionnaires are to experiment students' abilities to select one or both approaches when dealing with literature and civilisation.

15. Aims of the study:

With regard to the research problem which argues that most of students graduate to university with an unbalanced spirit towards learning, as they are trained to memorize because they think only of taking notes rather than learning for taking knowledge. This dependency diminishes their productive skills for the long-term, and leads them to face more obstacles at university especially when they find themselves dealing with modules that require both memorization and understanding such as literature and civilisation. The impetus for this investigation is to:

First, to provide empirical evidence concerning the relationship between memorization and understanding first, then the relationship of both approaches to the teaching of literature and civilisation.

Second, to identify the mechanisms of both approaches during the process of learning literature then civilization, highlighting the main objectives set by teachers at the end of the process.

To explore to what extent do teachers depend on both approaches in designing their courses and managing their classrooms, regarding the nature of their students, and students' needs.

Finally, our main goal is to share some specific teaching practices, and showing concrete samples on how do teachers manage to work on their modules, taking into consideration students' skills and needs.

16. The methods used in the study:

The steps of the process of any scientific study has a structure similar to an hourglass - The structure starts with general questions, narrowing down to focus on one specific aspect, then designing research where we can observe and analyse this aspect. At last, the hourglass widens and the researcher concludes and generalizes the findings to the real world.

Practically speaking, the field of education is characterised by having two common research paradigms: quantitative study and qualitative study. However, the process of joining together both types of researches, also called “mixed mode design” proved to be the most favourable method among researchers; it is very praised in the scientific community because of the benefits that can be yielded. Educational researchers found that the use of both quantitative and qualitative methods is important as they provide ways for analysing, comparing, and contrasting the subjects being dealt with.

Hence, theories encouraged the use of mixed research design in order to come up with better results in terms of both quantity and quality.

Quantitative method is used when producing statistically reliable data. This method was used in order to know how many students (whether high school, or university) are in favour of memorization, and also how many of those who are more into understanding. Moreover, to know how many teachers depend on memorization as a teaching technique, from those who like incorporation analysis and understanding within their course designs. Another aim is to provide an external validity to our results. That is to say, to generalise the findings to a population with developing a detailed vision of the meaning of the studied issue for individuals. For instance, can the results drawn from a sample of our target students at First November high school and Ammar Thelidji's university of Laghouat be generalised to the rest of the students?

On the other hand, qualitative method is used when trying to understand the examined phenomenon through investigating the quality of relationships, activities, and materials used in this current study. This qualitative method is used because the gap remarked at both high school and university levels need to be understood. We selected BAC students because they are more sensitive and attachable to such issue. The phenomenon was highly observed inside Baccalaureate classrooms, and augmented to reach university students, even if its roots were not identified exactly, as such phenomenon grows with students little by little. We selected LMD students especially the first two classes of each level because first years' students are more likely to show the symptoms of the phenomenon as a continuous gap which gets bigger and vaster like a black whole with every generation, and which would harm our students unless was treated.

Our purpose then was to find out why do some students commit memorization more than to, or without to understand, and why do some teachers reward this memorization without making sure if their students are really following not just recording in vain.

17. The Participants:

The study participant may be referred to as a study subject, participant, normal volunteer, or a patient in case of medical researches. The safety and privacy of the study participant should be protected throughout the trial. It is well recognized that the person enrolled in a field trial is the focus of the research and is offering his or her time and effort in the search for increased knowledge in preventing, treating, or palliating disease. The entire team depends on an educated and dedicated participant to complete the research study since compliance with the study regimen and early notification of potential adverse events is essential for the participant's safety and the integrity of the trial.

The current study took place at the Department of English at Ammar TELIDJI's University of Laghouat, as well as First November 1954's High School in Laghouat; the research data were collected from both students and teachers.

The target students were Baccalaureate students at First November high school of Laghouat, First year undergraduate EFL, and Master students at Ammar THELIDJI's University of Laghouat. They were a case study of this research. Their task was to complete questionnaires which helped identifying the main problem, the symptoms of the problem, and its implication on students whether concerning studies or psychologically speaking. The target teachers were: a high school teacher of English, a university teacher of literature, and a university teacher of civilisation. Teachers were targeted because they carry the responsibility of the learning and teaching message on their shoulders, as they constitute the other important part of this operation.

18. Research instruments:

A mixed research needs research instruments that involve a combination of different techniques that aim at establishing construct validity. The most used technique is sometimes the survey. In a quantitative, it is likely to use a short answer response or dichotomous questions, multiple choice answers, graphs, check boxes, drop down, linear scale, multiple choice grid and other more techniques and types of research instruments. In order to support the scientific study method, there are many question formats that can be adapted to fit the study needs.

In order to collect quantitative and qualitative data for this study, many research instruments were used. The collection of data required an organised design for the research surveys along with a collection of some local production and design of examination questions made by teachers in the field where we are conducting our research. The research instruments

played a major role in shaping the study and confirming some hypotheses while rejecting other ones. It included the following:

- *Examination questions samples:* In order to identify the main points which, constitute the gap found behind the study, it is important to use strong research instruments that help lifting the goals of the study and making the investigation more valuable. Strong research instruments are used as arguments which, in that these arguments are what the reflection of the theoretical part on the field work. The purpose behind using samples to some teachers' examination subjects is to compare teachers' ways in designing questions, and therefore, predicting the kind of answers according to these questions. This helps identifying the number of students leaning to the memorization category, and those leaning to understanding's one. In other words, exam questions are the mirror of students' level. The quality of these questions determines the nature of students. That is to say, when the teacher prepares question which require memorization, the number of students who get a good mark is the percentage of students who are well rote learners. In the other hand, we have to look in the number of students who fail in answering this kind of questions because there is a possibility that they took the questions from their own perspective. Thus, it is important to understand that there is learning differences which should be taken into consideration. When designing questions which require understanding, there is another possibility that students who did not do well may not be weak, but rather rote learners who did not find the way how to answer the questions. They were expecting memorization questions, however, when they faced another type of questions, they failed in responding.

- *Pupils and students' Questionnaires:* Pupils are often the category which carries the symptoms of the observed phenomenon. One of the most effective ways for examining pupils is preparing surveys. When they are developing some observed remarks, pupils do not confess, they generally start rejecting that they are the category targeted in the study. This situation is normal because it is logical that when you face a patient with his illness, his reaction should normally be that he is not ill and that the diagnosis is mistaken. The best method is not confronting those students directly, but rather using surveys that do not involve their names. This makes them more interactive and helps the research as well. Surveys were used for the aim of collecting both quantitative and qualitative information, and also because the answers of the students contribute a lot to the continuation of this investigation. Before preparing the surveys, it is crucial to set a plan that organises the questions of the survey along with the targeted respondents, be them pupils, students or teachers. This plan is more

methodological in terms of research instruments preparation as it guides the study in a given context and guaranties exactitude in the results.

Briefly speaking, the following diagram summarizes this research method:

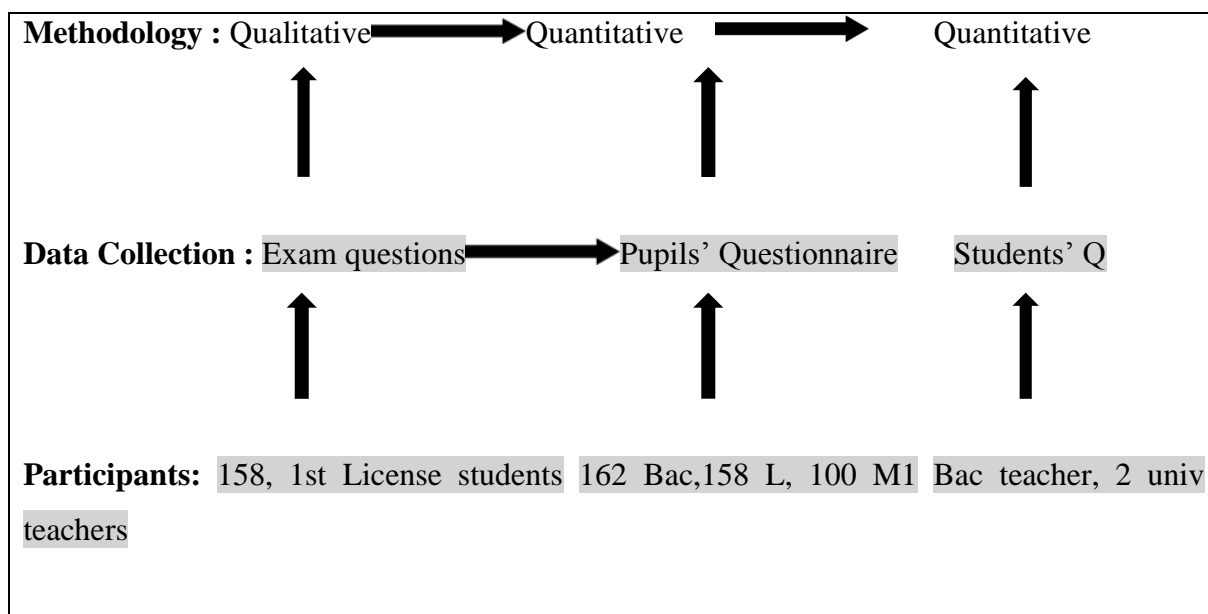


Figure 07: Research Design Method

18.1. Pilot of the study:

It is a methodological way to detect potential problems and gaps in the research design. The significance of the pilot study is that it works as a guidance which directs the researcher in order to ensure that the findings fit the goals of the study. Regarding the current research, the pilot was important to identify ambiguous or unclear items in the questionnaires. This step of piloting the study helped the researcher know how long it would take to complete the questionnaire and omitting some irrelevant questions as well.

18.2. Presentation of the data procedures and analysis:

This part of the chapter presents the procedures of each data collection, analysis, and findings. The research data was collected from mainly two locations; the first one was a high school called First November high school of Laghouat. It proved to be one of the well-known high schools in terms of teachers' high competences and students' successful academic achievements. The target students were students from all streams, in that we gathered students from all mental levels in order to distribute a questionnaire that stood as a strong back up to our investigation. The respondents interacted positively with the interview as it contained questions which were worth responding according to them. The nature of the questions played an important role in attracting students' attention. The thing that helped the continuity of this investigation.

18.3. Examination of questions' samples:

To support the present research, at first, two samples of examination questions at university of Laghouat were brought in order to show the ways in which teachers of civilisation and literature tend to construct exam questions.

Concerning teachers, our research data tools were to look for concrete production of teachers on which we can rely in analysing the roots that led to our problematic questions at the beginning of this study. The data used regarding teachers were two university retake exams about American literature and British civilisation. The first sample contained two parts of questions, while the second sample contained also the same number of sections. The aim behind selecting retake examination question was that most of the students who develop the symptoms of the phenomenon are among the weak category. They are the students who enter retake exams. This what made us bring such samples, analyse them, and try to link the results with the cause-effect relationship about our current study.

18.4. Students' questionnaires:

Two students' questionnaires were used. The first one was administrated to 162 Baccalaureate students of First November high school at Laghouat. 35 of them studying science (including 10 males and 25 females), 15 studying mathematics (including 5 males and 10 females), 12 studying technical mathematics (including 12 males and 7 females), 40 studying letters and philosophy (including 10 males and 30 females), 30 studying letters and foreign languages (including 10 males and 20 females), and 30 studying accounting (including 15 males and 15 females.)

The second questionnaire was administrated to EFL/LMD students (1st year License and 1st year Master) at Ammar TELIDJI's university of Laghouat during the first and second semester of the 2018-2019's academic year.

The objective of the questionnaire was to know the favourite learning approach to students starting from high school to after graduation, as well as to discover their favourite teacher's characteristics and their academic learning needs and expectations.

As for the questionnaires, both were made up of 12 closed and open-ended questions that were grouped under three sections.

The first sections (*Qs 1, 2, 3, 4, and 5*) dealt with respondents' information in general, their needs and expectations.

The second sections (*Qs 6, 7, 8, 9, and 10*) dealt with students' opinions, along with their reflections on memorization and understanding in teaching literature and civilisation in EFL classrooms

Conclusion

This chapter presented an overview about the aims, the methods, and the instruments used in this study. It provided a full design to both method and pilot of the research, which included a data procedure and analysis. Based on the aforementioned teaching and learning challenges, we shall present in the following chapter the main findings resulted from this investigation, and some teaching and learning approaches that might help teachers apply their learners need for a successful learning process.

**CHAPTER FIVE:
FIELD WORK FINDINGS, SUGGESTIONS, AND
RECOMMENDATIONS**

Introduction:

The foregoing chapters were primary devoted to the theoretical assumptions behind the inherited use of memorization without understanding especially when dealing with literature and history, and to the analysis of the data collected. To be a good writer or speaker, or even reader of English requires mastering both memorization and understanding especially in learning about literary content, or learning about history. After browsing and analysing the statistical data provided by the questionnaire and the examination samples, a number of constraints were found, which explained the reasons behind depending on memorization alone or meaningful learning alone, each separate from the other.

This study led us to make the following suggestions and recommendations:

19. Students' Questionnaire Results and Interpretation:

The students' questionnaire is analysed one by one descriptively using percentages that are presented in tables and figures (graphs).

19.1. QUESTIONNAIRE 1 (High school pupils)

The first questionnaire is administrated to 162 Baccalaureate students in order to know their expectations for the coming exam, their strategies and motivations to learning, and their opinions about their teachers' way of teaching.

Section one: Students 'Information, Needs and Expectations

1. What is your stream?

Items	Respondents	Frequency%
Science	35	21,60
Mathematics	15	9,25
Technical mathematics	12	7,40
Letters and philosophy	40	24,69
Letters and foreign languages	20	12,34
Accounting	30	18,51

Table 02: Students' Baccalaureate stream

As shown in the table above, almost 25% of the respondents were students of letters and philosophy. Almost 22% of them were studying science as a stream, while 19% were studying accounting, and over 12% were students of letters and foreign language, while only few students (9%, 7%) were from both mathematical streams.

2. Are you satisfied with your stream?

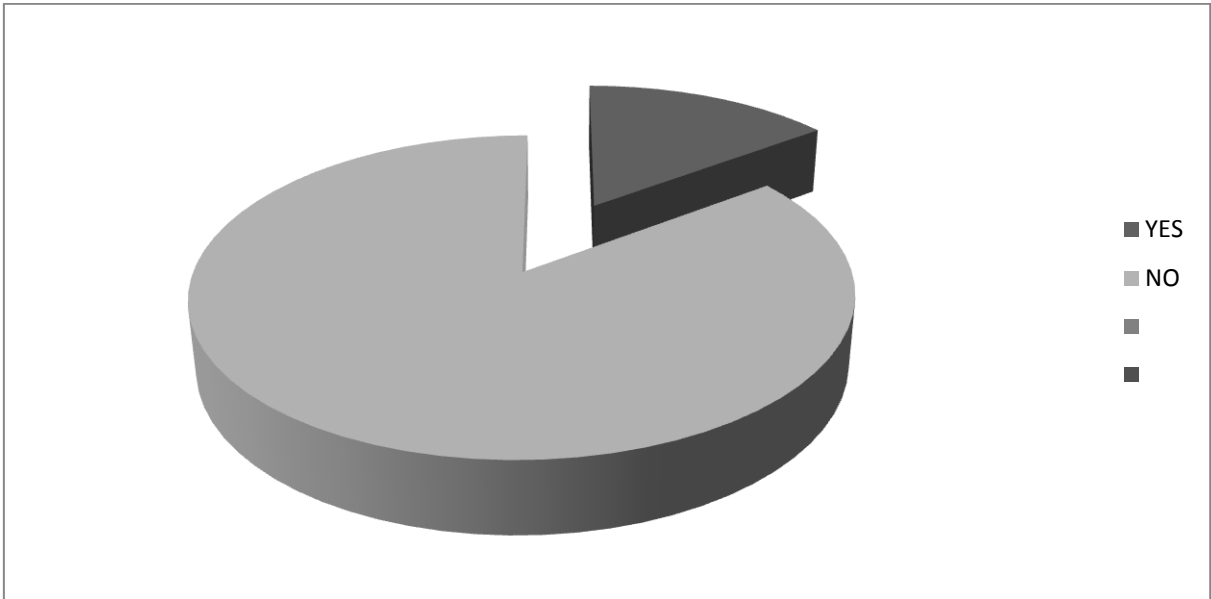


Figure 02: Students' satisfaction degree

As shown through the statistics, most of the students are not satisfied with their streams. This is a matter which has to do with their BEM averages. The Algerian educational system has common standards when correcting BEM papers. The averages taken in BEM examination determine the stream of students. Sometimes there are some students who have desires in studying science for instance, yet they cannot because their average is lower than the conventional average of science. Such situations may deconstruct students ambitions in most of times, making them unsatisfied and unmotivated to learning.

3. If no, then why?

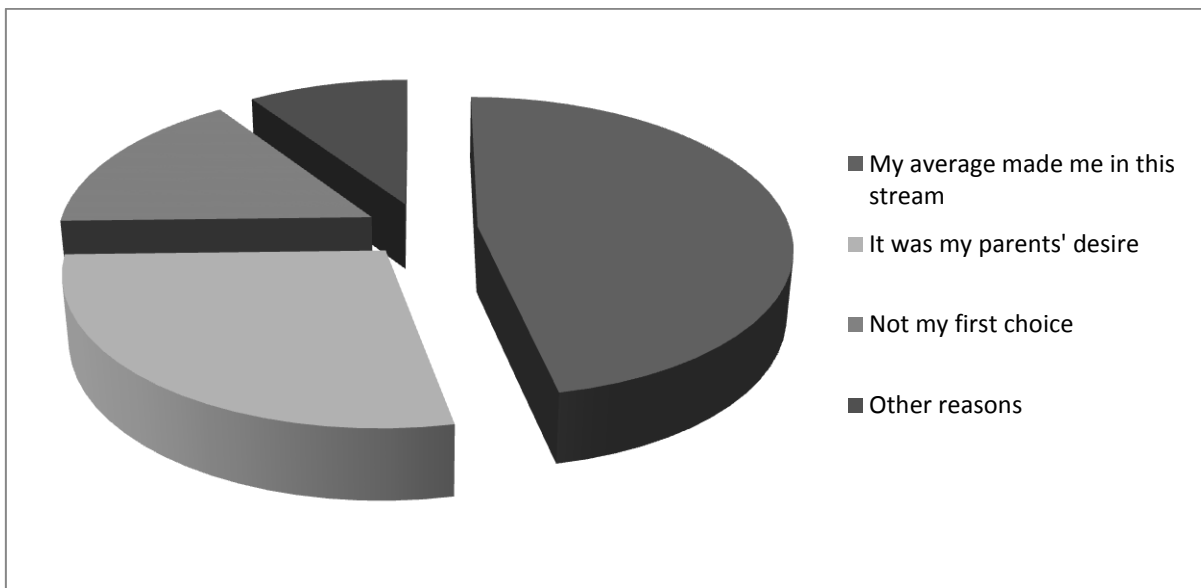


Figure 03: Students' justification

When asked about the choice of their stream, 85% of the students replied by saying that they are not satisfied by being under their streams. Most of them selected their stream either

as obedience to their parents' demands, or other personal reasons. 25% of them were bound by the average they took after passing their BEM exam, and 15% said that it was not their choice from the beginning. This highlights a very important idea, which is that most of the students exist in schools either because their parents want them to be, by chance or without any future ambitions. This issue might be related to the lack of motivation that students raise through their early years of study. This also may be due to the quality of teachers they face during their first study years, as it is known that teachers are role models, especially those of secondary and high school because they are been watched and imitated all the time. Thus, the social environment, the teacher's support and behaviour, all those play an important role in determining the destiny of the student.

Section two: Students opinions about Memorization and understanding in teaching EFL

4. How do you find English tests that are been taught today?

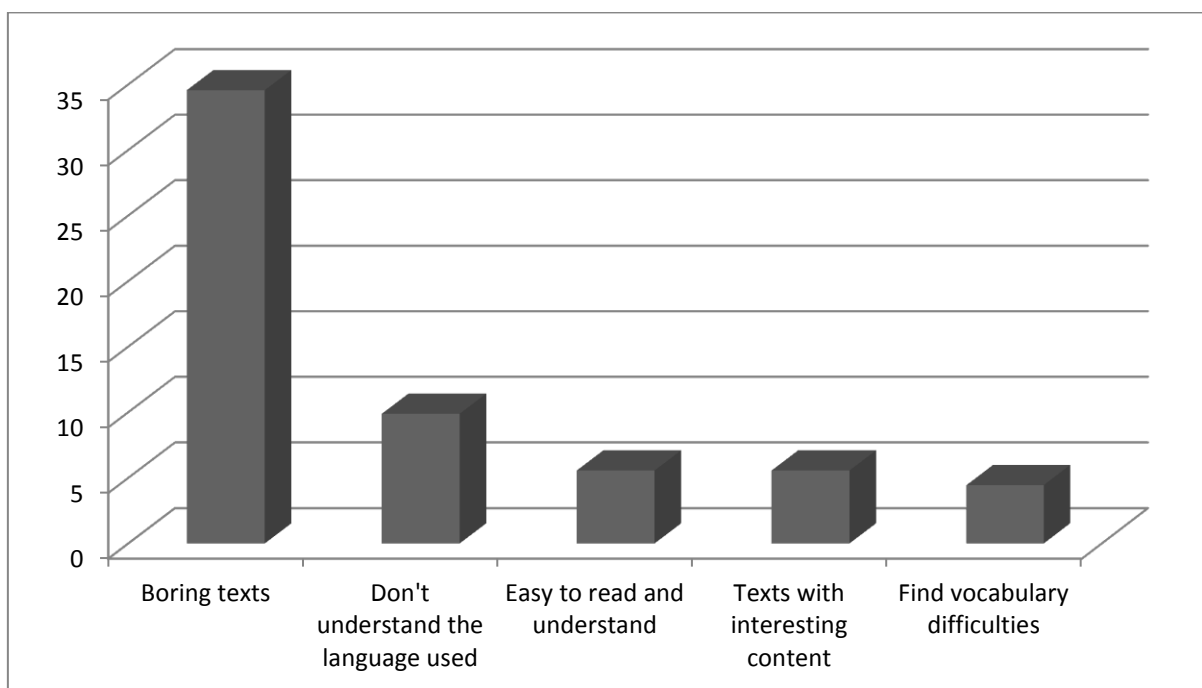


Figure 04: Students' opinions on the way English lessons are being taught

According to the statistics above, 35% of high school students find the topics of their English program boring. They cannot enjoy learning, and accordingly this causes them to lose motivation to learn a new language. The topics that are being taught today at Algerian high schools may not work hand in hand with the mentality and the ambition of every generation. Today's generation is more attracted to social media and prefer to live between Face book pages rather than knowing about how did the Sumerians came to live for instance. These issues are *old-fashioned* according to them, and it is quite normal to have passive students when we try to import a given educational system and apply it on our students without paying attention to its consequences.

5. How did you learn English?

Items	Respondents	Frequency%
Through memorizing vocabulary and grammatical structures	105	64,81
Through listening to and watching audio-visual discourses	31	19,13
Through reading and understanding the linguistic structure	26	16,04

Table 05: how did students learn English

High school English learning is related 65% to the process of memorization. Students answered that they tend to memorize grammatical structure and apply them when writing. Sometimes we find students who are very excellent in terms of written skills, yet very weak when it comes to speaking in English and vice versa. Those students did not work on their spoken communication skills during the class, while the others found themselves learning through audio-visual materials such as television, mobile, internet, etc. This issue is put on the shoulders of the teacher who should involve students with all learning lacks as to discover points of power and those of weakness.

6. Do you memorize or understand your lessons?

Items	Respondents	Frequency%
I memorize my lessons after understanding them	138	85,18
I cannot memorize my lessons; I understand them by my own	24	14,81

Table 06: Memorizing or understanding

From the statistics made on high school students, it is shown that 85% of students revise their lessons through rote learning. We can understand that this phenomenon has turned to be a tradition among almost all Algerian students. The reason behind this may be the easiness of memorization, as it may be their desire to get good marks. There is a convention that taking good marks is bound to literal memorization. This explains this rush trend to fulfil the mind with lessons, that are in most of time not understood.

7. Does your teacher ask you to memorize?

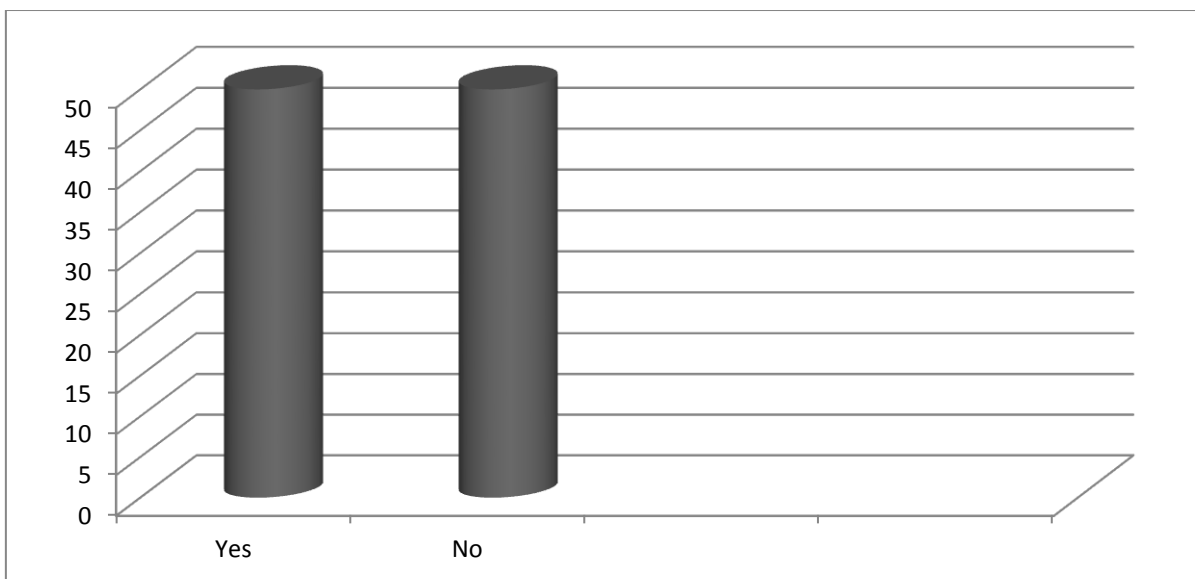


Figure 07: requirements of English teacher at high school

By being between two halves, it becomes hard to determine the roots of the research problematic. Half of the students say that their teachers of English, history and philosophy ask them to memorize, while the other half say that their teachers ask them to understand first without direct memorization. This leads us to an important finding: The outcome of the students under different situation determines the degree of effort made by the teacher to go beyond just delivering a message. Teachers who think of students as future leaders waste no effort in giving all what they have in order to create students who are well trained under all circumstances. In contrast, when teaching becomes a job that brings money, the perspective changes to be more materialistic, and the message becomes a duty not for building, but for eating and living.

8. Which of the two is more useful according to you memorization or understanding?

Items	Respondents	Frequency%
Memorization	81	50
Understanding	81	50

Table 08: What do students prefer

Memorization was always the most preferable way of studying for many Algerian students over generations. Recently, and with the coming of Internet and windows to other nations, students became more leaning towards understanding as they is a kind of positive imitation to the west thanks of the existence of social networks. Students came to know and read about the strategies of learning followed by many other foreign learners, and tend to follow the same styles and strategies. This explains the equality of percentages in students' most preferable approaches to learning.

9. What kind of topics do you prefer to study concerning English?

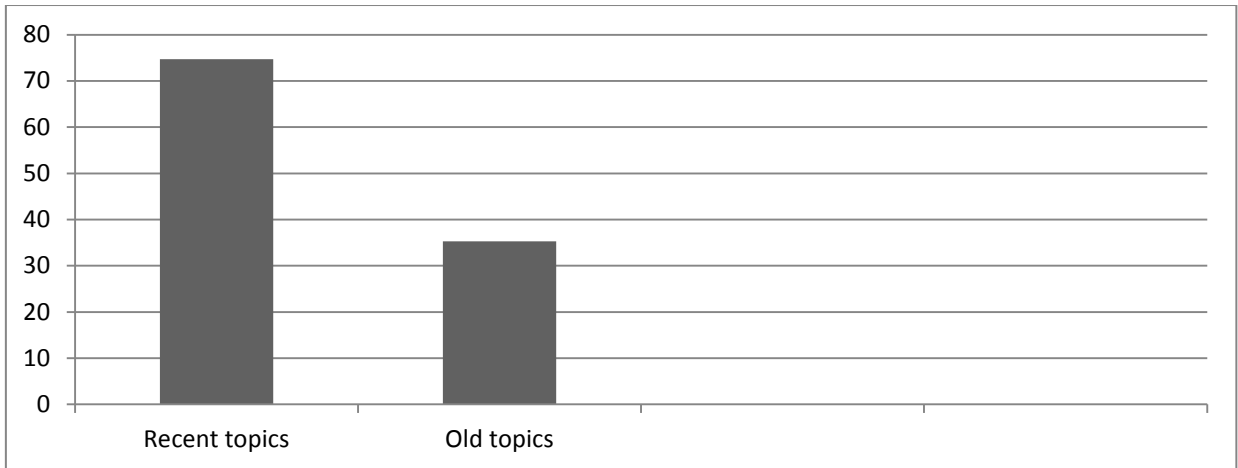


Figure 09: topics preferred to students

As alluded to above (see question 6) the majority of students are more into recent topics because such topics are highly discussed outside the classroom. Therefore, students may have more information about and find it easy to interact even if they were poor linguistically. Concerning the topics which are programmed in the teaching curriculum, 65% of the students find these topics boring. This is perhaps one of the reasons of which they feel unmotivated to learning. This also determines the percentages behind the popularity of some subject matters upon others. 75% of students prefer to have recent discussed topics as elements within the course because they interact more on subjects which, according to them, makes the buzz of the year. Tackling recent topics makes them have what to say more than dealing with topics that they see as vintage or old-fashioned.

10. What methods and techniques did you use to use in studying?



Figure 10: Opinions of students on the most appropriate teaching methods

19.2. QUESTIONNAIRE 2 (LMD students of English)

Section 1: Respondents' Information:

1. Why did you choose English?

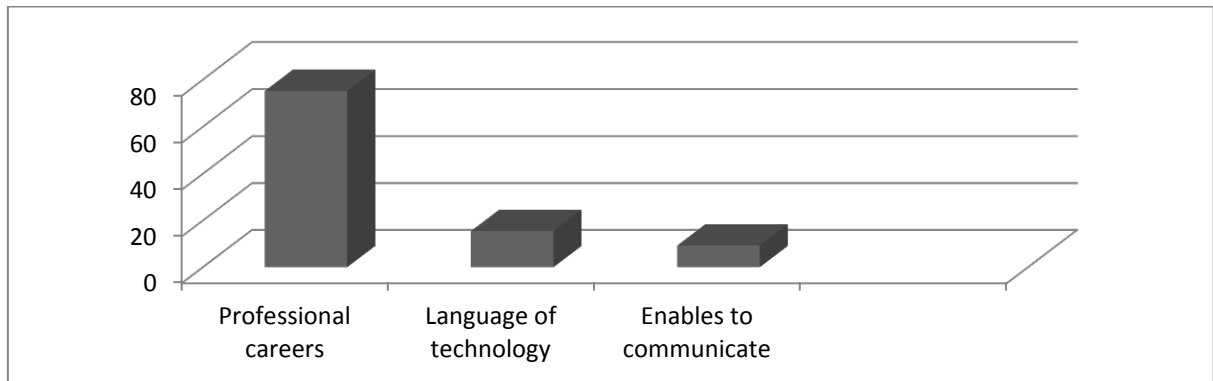


Figure 11: Students' justifications about the choice of English

75% of university students justify the reason behind choosing to study English is their future view about finding a good job, having known that the world now is speaking English as an International language. Almost a quarter of them see that choosing English may open the doors for them to technology world, while 9% sees that English learning can enable them communicate with people from different cultures.

2. What is your educational level?

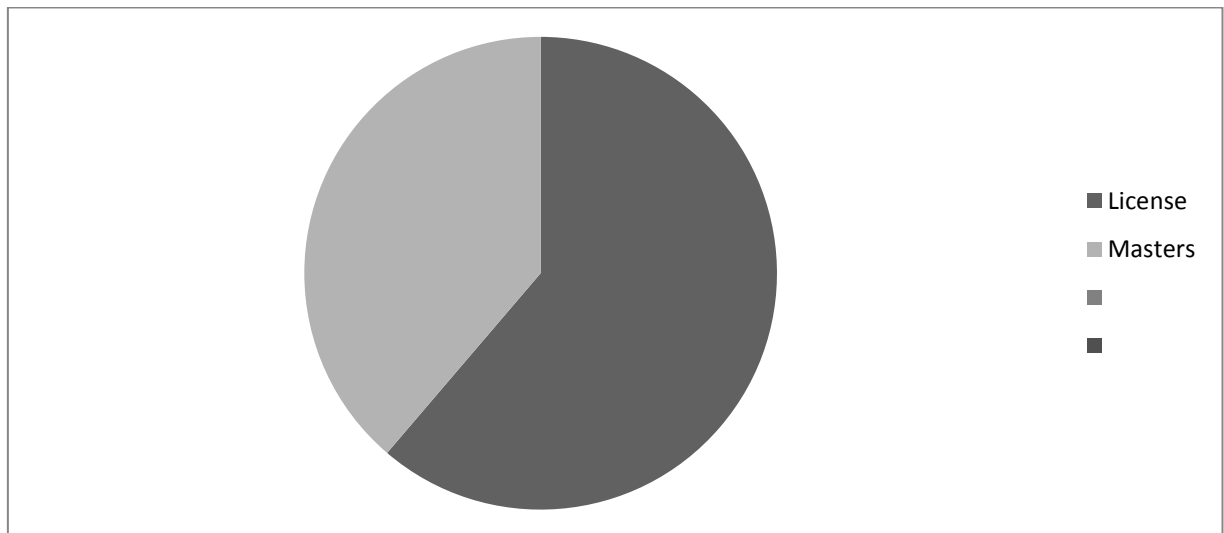


Figure 12: Students' educational level

First year Licence students constitute the majority of university respondents with 61%, while Masters respondents are almost 39%. Generally, first year students at university are bigger in population because they got graduated to university at first place. Masters' students are less in population as they are filtered through the course of three years. Only those who have the real level of a master student in English language and literature is able to pass easily to the next class.

Section 2: Students' reflections on teaching literature.

3. In your opinion, what is more useful to depend on in teaching literature?

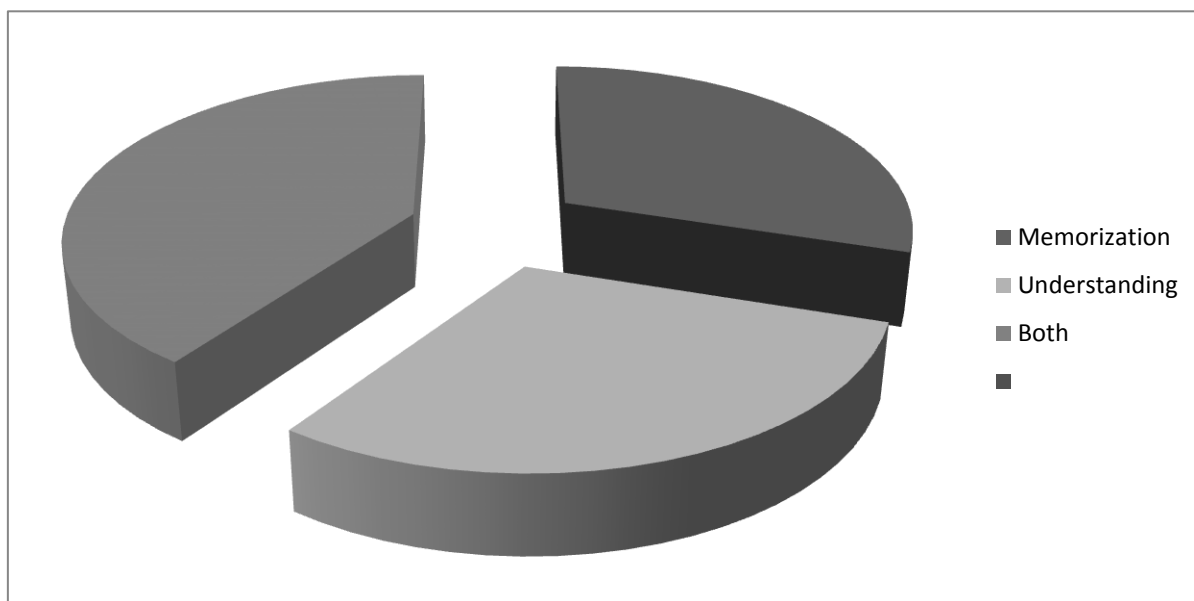


Figure 13: Students' opinion on the usefulness of memorization in literature teaching

It seems that half of the students see that using a joint of methods is the most beneficial way to teach literature. They see that both memorization and understanding are needed in order to establish a coherent learning methodology.

4. Are you able to understand literary texts correctly?

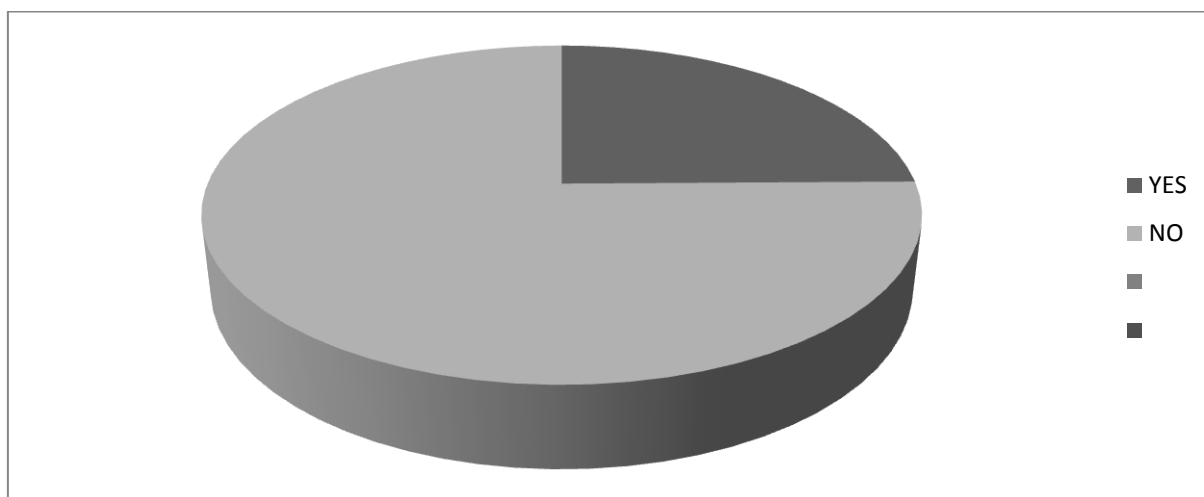


Figure 14: Students' ability to understand literary texts

75% of the students are unable to understand literature at university. This is the main finding of this research, to confirm the hypothesis rose earlier in the beginning of the research. Students graduate to university with a big tendency to only memorize. Literature is a module that needs understanding of theories and application of these theories onto the literary work to come up with a conclusion, be it moral, psychological, historical, or social. What happens to

this category of students is a cognitive bloc, so they cannot understand the module, and this leads them either to hate the module and fail, or to change the major.

5. Does your teacher of literature ask you to memorise the main literary theories?

Items	Respondents	Frequency%
YES	77	29,84
NO	77	29,84
Not all the time	84	32,55

Table 15: The requirements of literature teachers

6. How do you study literature at university?

Items	Respondents	Frequency%
Through analysing literary documents	77	29,84
Through making debates during the lecture	42	16,27
Through frequent tests	42	16,27
Through group presentations	77	29,84
Other	20	7,75

Table 16: Students' ways to study literature

Teaching style has also an impact on the outcome of students. Almost 30% of the students study literature through analysis of documents, or by making presentations. For the first strategy, the process is highly connected to understanding, as for the second, the process is connected to memorization most of the time because nowadays students memorize their presentations from the net or bring already made productions and add only what is personal to them.

7. How do you encounter the way of your teacher?

Items	Respondents	Frequency%
Useful	39	15,11
Not useful	52	20,15
I understand some points about the lecture	90	34,88
I understand nothing	77	29,84

Table 17: Students' opinions on the way of the teacher

Section 3: Students' reflections on teaching Civilisation

8. According to you, which approach is more effective in teaching civilisation?

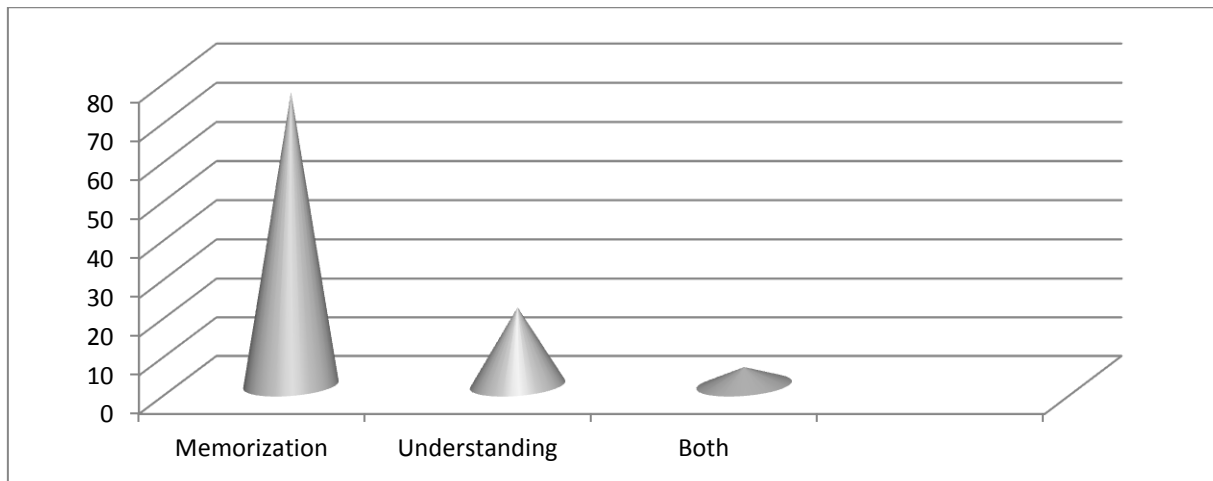


Figure 18: Students' opinions on the most suitable approach towards civilisation teaching

Speaking about the teaching of history, 75% of students find memorization the most effective way of teaching history. This result, again leads us to the previously mentioned idea which is that memorization became a habit of the mind through generations to come.

9. How does your teacher of civilisation manage to deal with historical texts?

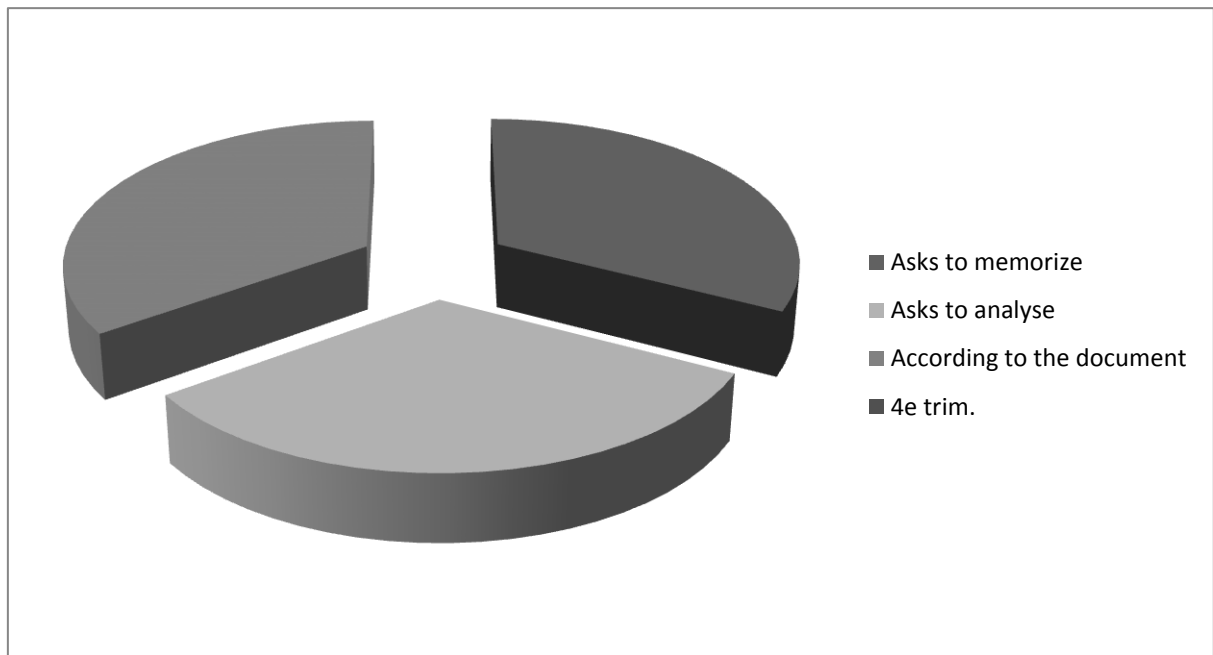


Figure 19: Civilisation teacher's way to deal with history content

The majority of the students say that it is the nature of the historical topic that determines the approach used in teaching. Some prefer when the teacher asks them to memorize some points that will be asked in the exam, while others find their way in asking them to analyse and find the missing link between historical events, cause and effects.

10. How do you manage to study civilisation at university?

Items	Respondents	Frequency%
By memorizing the hand-out given by our teacher	39	15,11
By understanding the impact of historical events on current politics and economy	25	9,68
By making presentations	129	50
Other	5	1,93

Table 20: Students' way to study civilisation

Around 50% of the students say that they tend to study civilisation at university through making presentations. These presentations are generally readymade. Meaning that most of the students go to the internet in order to find already made presentations about given topics in history, and they then memorize the content and try to remember what they have memorized orally in front of their colleagues. This memorization is generally without understanding, and this explains students' inability to answer direct questions that follow the presentation, in that they memorized what they were asked to memorise in order to save their grades because most of Algerian university tests depend on oral presentations. Students in this case are doing only what was asked not for the sake of bringing new dimensions and new views to what was told in previous lectures. While half of the students learn civilisation through presentations, which are in this case indirect memorization, 15% of them do direct memorization to the hand-outs given by the teacher. Teachers should ask students analyse and understand historical documents in order to write their own summative hand-outs, which can be used as well in a sort of presentation.

19.3. Interpretation of Exam question's samples:

The nature of this study requires a data from both students and teachers' sides. As for teachers, two samples about exams questions were used in order to detect the main obstacles that hinder students from succeeding in answering the questions.

19.3.1. Literature M1 examination:

The purpose behind selecting a Masters' exam is that First year Masters is the point of change of the student from being a student to being a researcher. The examination was about the American literature. The teacher tended to give two questions referring to the same topic (The Hollow Men by T.S Eliot), and asks to answer only on one of the two. Both questions

are essay writing; the first question requires writing a commentary essay regarding the thematic reading to the poem. The second question requires giving a description to the characters of the poem in the context of the theme of alienation. The student is free but guided; he is free in writing his view based on the *reader-response theory*, using any critical school he finds related to the poem. He is then guided first by the historical context of the comment by means of first the type of the literature, and then by the figurative language used, and finally by the literary devices used in literary criticism. We noticed that both questions would be spoken about if the student had a full reading to the poem, yet to answer correctly, students are ought to understand the poem carefully because the aesthetic characteristic of the poem makes it difficult to be understood.

19.3.2. Civilisation M1 examination:

The second sample is a British civilisation exam questions. The questions are divided into two principal ones; the first question requires a full and brief (paragraph of 15 lines) explanation to a passage given discussing slavery abolishment. In the second question, the student is expected to develop a paragraph answering a clear question. We noticed that this exam gathered both methods, the first one is when asking students to analyse the passage, giving what they have understood. The second requires remembering what one's know about the first cedes towards the birth of the British Empire. Therefore, the questions of this exam require both memorization and understanding.

19.4. Summary of the main findings:

In this research, it has been argued that teaching literature and civilisation through depending on memorization only, or on understanding only is inadequate, as it makes the process of learning uncompleted

The findings of the corpus that are analysed in this chapter, in order to understand the nature of this problem, can be summarized as follows:

- Both memorization and understanding are mental processes that have great impact on both teaching and learning. Many Algerian students inherited the tradition to memorize in order to gain marks.
- In teaching literature, both memorization and understanding are required for better and effective transmission of knowledge.
- Teaching history and dates does not depend only on asking students memorize and paste the same knowledge. It should be rather an opportunity for both students and teachers to understand many hidden facts about this life.

20. Suggestions:

This study suggests that:

- ❖ Today's teachers must take tough decisions about how to manage their classrooms. Clear alignment of educational objectives with local, state, or national standards is necessary. Like piece of a huge puzzle, everything must fit properly.
- ❖ Teachers must be motivated to work through their existing knowledge and practices to find ways of integrating not just the strategies but all that lay behind them, into their existing understandings of classrooms.
- ❖ Teachers should give themselves the opportunity to reflect on their teaching practice underpins the process of redefining one's own teaching pedagogy in an age of uncertainty.
- ❖ In order to guarantee a full and complete learning process, teachers should, first, know the quality of students they have, then to design the courses in a way that covers their needs.

Another important element which is very rare in the present-day generation which is the luck of reading. Reading is something most of us practice daily; we read newspapers, magazine and other textbooks. However, reading a newspaper differs from reading literature, or reading History. The problem of many students is that they don't read only when they are asked to. Reading develops mental and cognitive abilities of thinking, the thing that enables students reflect with what they read in a more adequate way. One of the suggestions thought of after analysing the data is that reading modules or sessions should not be designed only for first year students. It is important to study reading during the five years at university starting from first year License to second year Masters because during this period, students are trained pedagogically to think as researches, and reading is the beating heart of research conducting. Thus, students should be used to read each year in order to make it easy when they are asked to write a research paper at the end of their academic study journey.

21. Recommendations:

The following recommendations may facilitate further recommended areas of research in order to obtain a more comprehensive view concerning the utilization of memorization and understanding as teaching and learning approaches towards literature and civilization

- ❖ If this study is used as an input in selecting texts and designing course, or even choosing a future specialty to study, an evaluative study ought to be carried out to test how the joint method of memorization and understanding are being really applied.
- ❖ This study provided information regarding memorization and understanding in teaching literature and civilization. It would be interesting to carry out further researches describing

more the positive and the negative impacts of memorization versus understanding on the Algerian students' academic achievements.

❖ Although this research was conducted for the aim of filling a pedagogical gap, it would be better if both teachers and students try to understand the phenomenon because it is a serious matter that can create not only one, but a sequence of passive generations who depend on the west in accomplishing their goals. The seeds of solutions must start with students first because they are the real core of civilisation building. Students must recognize their weaknesses and work on enhancing their productive skills. By doing so, they will be able not only to adapt with the imported system of education, but rather exceed the expectations and rebuild their own educational system; a system that helps them in this journey and takes them into a safehold station.

Conclusion:

In this final chapter, an attempt to present the data collected and the results obtained from the corpus. The data obtained confirmed the veracity of our research problem of that Algerian students graduate with a tradition to memorize sometimes without understanding. In order to know the reasons, we explored and analysed both high school, university teachers of literature/ civilisation, and BAC, undergraduate/graduate students' viewpoints towards this issue.

GENERAL CONCLUSION

The current research entitled “*Memorization vs. Understanding in Teaching Literature and Civilisation*” tried to cast light upon the subject of depending on memorization versus understanding as approaches to teaching both literature and civilization at the EFL Department. The problematic guiding this research was that many students and teachers tend to depend only either on memorization or understanding in teaching and studying literature and civilisation in particular.

Motivated by the aforementioned problem, and to settle down a plan in action to achieve the goal of this research, the following research questions were formulated:

- ❖ Why most of students graduate to university with an increasing tendency of memorization without understanding?
- ❖ Is the problem in the nature of the student? The approaches used by the teacher? Or the content of the programmes taught from high school to university?
- ❖ What are the differences and similarities found between memorization and understanding? And how can both work within modules like civilisation and literature?
- ❖ How can teachers deal with these two kinds of students in terms of designing the course and correcting the exam papers?
- ❖ Is there any possibility to treat this problem? If yes, then what are the perspectives and possible solutions for this issue?

It was concluded, whereof, at the end of this research, based on analysis collected from different research tools, namely the examination questions’ samples, and both pupils and students’ questionnaires, a gap between where to use memorization and where to use understanding especially when dealing with literary and historical contents.

The findings revealed that there is a tradition among students. This tradition is the inculcated habit of memorization without a full understanding, or the memorization for the purpose of getting marks. Results also showed that teachers have a great impact in shaping students’ motivation towards learning a given subject matter, especially when those students are moving from being receivers to being contributors to knowledge seeking course.

We hope that this is the area where this thesis made a contribution to the teaching of English in general, and to the teaching of literature and civilisation in particular. Other researchers may add more.

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APPENDICES

APPENDIX A : PUPILS' QUESTIONNAIRE

Dear students :

I am carrying out this survey for my Master Thesis. I am conducting an investigation about Memorization vs. understanding in teaching Literature and Civilisation. My first study case is Third year High School students. I call upon your help to answer the questions bellow. The questionnaire consists of 15 questions and will take no longer than 10 minutes to complete. All responses will be kept anonymous and no one will be identifiable to the research. Please, tick the appropriate box (√) and make full statement whenever necessary.

Thank you in advance for your collaboration.

Section one: Students 'Information, Needs and Expectations

1. What is your stream?

- Science
- Mathematics
- Technical Mathematics
- Letter and philosophy
- Letter and Foreign Languages
- Accounting

2. Are you satisfied with your stream?

Yes

No

3. If no, then why?

It was not my choice from the beginning

It was my parents' desire

My average made me in this stream

Other reason

.....

4. How do you find English tests that are been taught today?

Easy to read and understand

There are some difficulties in terms of vocabulary

Texts with interesting content

Boring texts

I can't understand the language used

5. How did you learn English?

Through memorizing vocabulary and grammatical structures

Through listening to and watching audio-visual discourses

Through reading and understanding the linguistic structure

6. Do you memorize or understand your lessons?

I memorize my lessons after understanding them

I cannot memorize my lessons; I understand them by my own

7. Does your teacher ask you to memorize?

Yes, all the time

Not exactly, he asks so only when needed

8. Which of the two is more useful according to you memorization or understanding?

Memorization

Understanding

9. What kind of topics do you prefer to study concerning English?

.....

10. What methods and techniques did you use to use in studying?

.....

.....

Thank you very much for contributing to this study.

APENDIX B: STUDENTS' QUESTIONNAIRE

As a part of my Master research thesis at Ammar TELIDJI's University of Laghouat. I am conducting a survey that investigates the following topic: Memorization vs. Understanding in Teaching Civilisation and Literature. My second study case is First License students, and my third case is First Master students. This survey consists of 15 questions that are easy to answer. I will appreciate if you answer the following questions by ticking the appropriate box (√). Any information obtained in connection with this study that can be identified with you will remain confidential.

Section 1: Respondents' Information

1- Why did you choose to study English?

Professional careers

Language of technology

Enables you to communicate with different people from different cultures

Other

.....

2- What is your educational level?

License

Master

Section 2: Students' reflections on teaching literature

3- In your opinion, what is more useful to depend on in teaching literature?

Memorization

Understanding

Both

4- Are you able to understand literary texts correctly?

Yes

No

5- Does your teacher of literature ask you to memorise the main literary theories?

Yes

No

Not all the time

6- How do you study literature at university?

- Through analysing literary documents
- Through making debates during the lecture
- Through group presentations
- Through frequent tests
- Other

.....

7- How do you encounter the way of your teacher?

- Useful
- Not useful
- I understand some points about the lecture
- I understand nothing

Section 3: Students' reflections on Teaching Civilisation

8- According to you, which approach is more effective in teaching civilisation?

- Memorization
- Understanding
- Both

9- How does your teacher of civilisation manage to deal with historical texts?

- He asks us to memorize the main historical figures and events
- He asks us to memorize the main historical figures and events
- According to the nature of the document

10- How do you manage to study civilisation at university?

- By memorizing the hand-out given by our teacher
- By understanding the impact of historical events on current politics and economy
- By making presentations other

.....

Thank you for your participation

APPENDIX C: EXAMINATION SAMPLE OF LITERATURE

Date: March 9th, 2016

American Literature

Time: 14:00 - 15:30

Master 1

First Semester Resit

Answer ONE question.

A) T.S. Eliot's "The Hollow Men" is a poem that oscillates between life and death. Comment on this idea referring your reader in some detail to specific verses in the poem.

B) The characters, the hollow men, are alienated from one another, detached from nature and live in a place devoid of any spiritual presence. Show this is truly the case by referring your reader to the text, "The Hollow Men".

Good Luck!

Figure 21 : Literature M1 examination

APPENDIX D : EXAMINATION SAMPLE OF CIVILISATION

Master 1 Retake Examination in "British Empire"

First Semester

1- Read the following passage and then explain it in your own words (paraphrase):

The abolition of slavery in all British territories did not eliminate concern about slavery elsewhere, but the British began to see themselves less and less as perpetrators of the slave trade and more and more as the potential saviors of the African. The blame for slavery could now be displaced onto others-onto Americans, for example. Blame was increasingly displaced onto Africans themselves for maintaining the slave trade as a chief form of economic exchange. This shifting of the burden of guilt is already evident in the Niger Expedition of 1841, "the first step toward a general 'forward policy' in West Africa." Thomas Fowell Buxton, leader of the British antislavery movement after Wilberforce, recognized that the emancipation legislation of 1833 would not eliminate slavery from non-British parts of the world. He therefore proposed to attack slavery at its source, planning the Niger Expedition as a first step toward the introduction of Christianity and "legitimate commerce" to West Africa. In *The African Slave Trade and Its Remedy* (1840), Buxton portrays Africa as a land "teeming with inhabitants who admire, and are desirous of possessing our manufactures." In the past, Africans had learned to trade in human lives; in the future, they must learn to produce something other than slaves. The British would teach them to be both religious and industrious.

Answer this question in one paragraph (about 15 lines):

- How did the Second British Empire come to existence?

Figure 22 : Civilisation M1 examination