Teachers’ and Students’ Attitudes Towards the Role of Selective Text Highlighting in Remembering of Information
The Case of the Second-Year Master Students of English at Larbi Ben M’hidi University
Oum-El Bouaghi

A Dissertation Submitted to the Faculty of Letters and Languages, Department of English, in Partial Fulfillment of the Requirements for the Degree of Master in Teaching English as a Foreign Language

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Dedication

This work is dedicated with much love, respect, and gratitude to:

My wonderful parents for their endless love, care, strong support and kindness.

My dear brothers for their help and assistance in difficult situation.

My future husband for his kindness, patience, devotion, and help.

All my lovely and intimate friends.

Anyone who reads and appreciate this work.

All whom I love.
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Abstract

The loss or the inability to retrieve information from memory is considered as a common problem in the learning activity. Students who face this problem of forgetting, they tend to use different study techniques to overcome this difficulty, and to improve their retention of information; among these techniques students adopt selective text highlighting which is one of the common technique that helps students to achieve their academic goals in EFL classrooms. It increases their ability to memorize and remember the important information. This study investigates EFL teachers’ and learners’ attitudes towards the role of selective text highlighting in improving the remembering of information. To obtain the desired results, two main questionnaires were designed. The first one was given to sixteen teachers at the Department of English at Larbi Ben M'hidi University. The second one was administered to second-year Master at the same department. On the one hand the results of the teacher’s questionnaire reveal that selective highlighting is helpful technique for improving remembering. On the other hand, the analysis of student’s questionnaire shows that there is a positive effect behind adopting the technique of selective highlighting. On the basis of these findings, students should give more attention to selective text highlighting in remembering of information and teachers should encourage their students to develop research on the usefulness of this technique.

Key words:

Selective text highlighting, memory process.
List of Abbreviations

**EFL:** English as a Foreign Language

**TEFL:** Teaching English as a Foreign Language

**LMD:** License, Master, Doctorate

**Q:** Question

**%:** percentage of Teachers/ Students

**i.e.:** It Means that
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General Introduction

Statement of the Problem

Learners often face some difficulties in remembering materials that they have learned. Some students do not pay attention while revising or reading the targeted text, some of them do not get or understand the material, and others may get confused in associating past experiences and knowledge with the new data. All these issues would affect the learners’ memory tasks. However, these obstacles encourage the learners to look for effective techniques that are beneficial for enhancing their memory retention, in order to develop better study skills. A popular behaviors or techniques that many students heavily apply is selective text highlighting, which largely focus on bolstering students’ memory for facts, and this makes it especially important to examine how well it work. This simple technique used for helping the student for better achievement without any assistance or supervision. It aids the learners to accomplish their instructional objective.

Aim of the Study

The main purpose of this study is to investigate EFL teachers’ and students’ attitudes towards the role of selective text highlighting in improving the students’ remembering of information. It also aims at raising teachers’ and students’ awareness of the importance of using the highlighting technique in EFL classroom.

Research Questions

This study attempts to give a satisfactory answer to the following questions:

- What are the teachers’ attitudes towards the students’ of selective text highlighting in the students’ remembering of information?
- What are the students’ attitudes towards the students’ of selective text highlighting in the students’ remembering of information?
Research Hypothesis

The main research question underlies the following hypothesis:

Selective text highlighting has a significant role in improving the students’ remembering of information in EFL classrooms at Larbi Ben M’hidi University.

Research Methodology

The basic tool for the current study is the questionnaire. In order to investigate EFL teachers’ and students’ attitudes towards the role of selective text highlighting in remembering of information, data will be gathered through two questionnaires. Our population is fifty six second year Master students Larbi Ben M’hidi University. The first questionnaire is designed to forty second year students. While, the second one is administered to sixteen teachers at the English Department.

Structure of the Study

The present work consists of two main chapters. Chapter one will be devoted to the theoretical issues. It is divided into two main sections. The first section will deal with selective text highlighting. The second one memory process will be discussed. Chapter two will be concerned with the practical issue. It includes the analysis, interpretation and discussion of the results obtained from the questionnaire.
CHAPTER ONE: THEORETICAL BACKGROUND

Introduction

Learning a foreign language requires applying number of tasks and adequate efforts from the learner in order to acquire the language appropriately. Furthermore, learning contains many complex processes which always need improvement as the process of memory. Memory represents a significant element in learning any language, its function basically is the store and the recall of information that student learns. The process of memory is a complex mental system that is implicated whether in EFL classrooms or in everyday life. Simply, students apply certain language techniques for facilitating the process of this cognitive factor and function. These techniques differ from one student to another, each one use the technique that suits his abilities. They aim to record essential information and important subjects that are discussed in the classroom for future use like studying for examinations or tests. Students may use different types of techniques such as: note-taking, summarizing, underlining and circling, using charts and tables, and highlighting selectively the important data. Hence, learners should be aware about the significant role that each technique has.

In this regard, this chapter will tackle the relationship between the technique of selective text highlighting and the memory process, in which section one will discuss all what is related to selective text highlighting technique. However, the second section will deal with the process of memory.

Section One: Selective Text Highlighting

1.1. Definition of Selective Text Highlighting

In fact, there are few studies which are done in this area, so the definitions of highlighting in general and selective highlighting in specific are limited. Yeari, Oudga, and van den Broek
(2016) stated that “Highlighting text is one of the common devises that students apply to attain the wealth of textual information effectively and to allocate attention efficiently during reading” (p. 1).

Folwer and Barker (1974) (as cited in Ponce&Mayer, 2014) believed that Highlighting text “is part of a more general technique known as typographical cuing that also includes underlining, boldface, capitalization, and types” (p. 6). In other words, highlighting text is a technique whereby students are supposed to underline, circle, or mark only what interest them. Nishimura and Kiwahara( 2017) argues that a highlighter pen is generally used for the purpose of promoting learners by colouring keywords or phrases of importance, thereby improving learning efficiency, it is thought that colouring and highlighting pen will influence the learner cognitive process in learning.

Consequently, selective text highlighting refers to the use of a highlighter pen for selecting the main details in the text; it aims at helping the learner to interest on the important facts in the text for the sake of facilitating the remembering process.

1.2. Usefulness of Selective Text Highlighting

The students’ use of selective highlighting has a number of aims which pushes the students to adopt this common technique.

The main aim behind adopting the highlighting technique is to foster the student ability to remember and recall the needed data depending on his learning goals. Dunlosky et al. (2013) explained that “a number of studies have shown that reading marked text promotes later memory for the marked material: Students are more likely to remember things that the experimenter highlighted or underlined in the text” (p.19).

Students depend on highlighting technique since it does take a long time to apply, and does not require efforts and training. Dunlosky et al. (2013) stated that the technique appeal to
students because it is simple to use, do not entail training, and do not require students to invest much time beyond what they already required for reading the material.

Highlighting textual information is helpful for attracting the attention of the student to the important points that he is supposed to focus on especially in revising lectures or summarizing long texts. Yeari, Oudga, and van den Broek (2016) claim that:

Highlighted information draws attention and induces the reader to devote more time and resources to process that information, whereas the attention allocation to the nonhighlighted information and its processing remains unaffected. Thus, highlighting is thought to act as a textual cue that signals the importance of text constituents to the reader. (p. 2)

Additionally, Engler and Berger (1995) found that highlighting helps students to specify types of text information, facilitating retention and review. It also promotes greater awareness of their personal responses as they relate actively to texts. In other words, in order to read and grasp the content of any text effectively, there should be a correct interpretation of the text. Actually, there are certain ideas and facts that are important and relevant than the others. Thus, highlighting can be considered as a useful tool for guiding the student and helping him to approach his needs.

In sum, the technique of highlighting aims to improve the process of reading by focusing only on the meaningful thoughts and the key elements in the text. In addition, it assists the learner’s retention and reviewing processes. However, this technique works effectively only in case if the learner use it selectively and appropriately.
1.3. Steps of Using Selective Text Highlighting

Schnell and Rocchio (1978) suggest steps that could be followed while highlighting a text.

Explain underlining and marginal notes as critical tools for understanding, transforming or remembering text.

Model a preview; it means that the reader should read first the introductory paragraph and note the bold headings or examine if there exist any pictures or graphs, when finishing the reader is supposed to read the concluding paragraph.

In this step, the teacher will guide the student to set up their reading purpose either to solve comprehension questions or to write paragraph or any type of task.

Use a copy of the assigned text to model selective highlighting. In this stage the reader would develop these procedural steps which might include:

Read or skim the selected highlightings.

Marking each paragraph and reread each one paragraph at a time.

Underline words and phrases rather than sentences.

Organize main ideas and details by powers (M1, 2, 3), colors, or other type of notations.

Justify your ideas with a partner.
Make student engage in discussions about why certain words or phrases are highlighted and underlined while others are not.

Have student make fact or data statements based on their marginal notes or highlighted points.

In addition to the steps mentioned above (Martin, 1991) suggested the following techniques that could be followed in order to refer to the main elements in the text.

Student may prefer to use heading, bold prints, italics, and labels to determine the important ideas in a passage or a paragraph.

Student also may circle or underline all unknown words so that they can check their meanings or definitions later on.

Another mechanism which is highlighting definitions and put “def” in the margin for the sake of restudying later.

Putting question marks in the margin to remind yourself that you need to get clarification from the teacher or from other sources.

1.4. Advantages of Selective Text Highlighting

Colouring or highlighting the important information in the text has a number of benefits that may serve the learner to overcome certain obstacles; selective text highlighting may have these potential advantages.

Yue et al. (2014) report that from a depth-of-processing perspective, just the act of deciding what to mark and what not to mark may lead students to process textual information at a deeper, more evaluative level than they would when simply regarding it. In other words, when the learner are engaged in reading a text and then consider what is important from what is additional by marking what interest them, this will help them in a deeper concentration.
Moreover, when students are trained in using the selective highlighting technique, by reading a paragraph and deciding what is conceptually important, through highlighting information. As a result, these students would perform better than those who do not receive such training, and their cognitive activity would work appropriately during highlighting and so would enhance its benefits. Yue et al. (2014).

Yue et al. (2014) claim that text-making could be a type of von Restorff effect. Specifically, highlighting may make the marked portion of text more memorable because it stands out from surrounding non-highlighted. This indicates that when students are exposed to pre-highlighted passages, the will recall highlighted information more than the nonhighlighted once compared to the students who receive unmarked copy.

“Highlighting might also enhance the effectiveness of re-studying opportunities via encoding variability” (Yue et al., 2014, p. 2). In other words, learners when selectively mark the text, they will change the text as they read it; consequently, when re-reading marked text, learners may read and encode that text in a new way, thereby making it more memorable.

1.5. Disadvantages of Selective Text highlighting

In contrast to the benefits of selective text highlighting mentioned above, others have argued that the technique might be ineffective and has a number of potential disadvantages.

Yue et al. (2014) noted that one argument is that students often do not know how to highlight effectively, so such activity primarily amount to a mechanism for tracking progress and does not involve deeper processing. This means that not all the student can master the use of the technique. There are some student who just read and highlight or underline elements of the document randomly and this has no sense because the value of the technique is when student read carefully and then highlight selectively.
Readers who are not professional in using the technique selectively, they will fall in misuse; also they will be prevented from employing the type of encoding technique they usually find beneficial. So, highlighting should challenge the student to emphasize on the text in a more structured manner, for example, by asking questions about how a given point is significant, and this can be achieved by teaching the technique more effectively. As a result, student who uses the text highlighting has little sense of why a specific word, phrase or a passage is important, and this lack of detail necessitates a further process of rereading. Wade and Trathen (1989).

Yue et al. (2014) stated that “students’ metacognitive beliefs about highlighting may limit its effectiveness as a learning tool” (p. 3). In other words, students who rely on highlighters and think they are particularly effective may suffer, for instance, from an illusion of knowing or competence. Hence, highlighting could ironically impair memory for critical information by preventing students from restudying the information in a way that effectively promotes long-term retention.

The technique of marginal notation is better than highlighting and it is effective and complementary technique. Many studies have noted the usefulness of taking notes in the margin because it is similar to summary writing. Nist and Horgrebe (1987) explained that “Marginal symbols are especially effective for drawing out formal and logical characteristics of the text: numbered series of points or examples; conceptual distinctions; key premises, claims, or assertions; summations or anticipations; the play of the argument and counter-argument; strong or weak points in an argument or discussion, etc”

1.6. The relationship between Selective Text Highlighting and Memory Process

Based on all what is explained previously, it is obvious to notice that there is a clear relationship between the technique of selective text highlighting and the process of
remembering information. Nishimura and Kiwahara (2017) argued that it is known that highlighting important points of sentence problems with a highlighter pen improves the speed of answers and correct memorization of courses. Also, Yue et al. (2014) shows that “highlighting or underlining is a ubiquitous practice among students, with many believing that marking text will help them remembering the selected information better or make a later study session more effective” (p. 1).

Researchers often point to a basic cognitive phenomenon known as the isolation effect, whereby a semantically or phonologically unique item in a list is much better remembered than its less distinctive counterparts. For example, if students are studying a list of categorically related words like: desk, bed, chair, and table. However, a word from a different category is presented, the student will later likely to recall it than they would if it had been studied in a list of categorically related words (e.g., goat, pig, horse, and chicken). So, the analogy to highlighting is that highlighted, underlined, or capitalized sentence will “pop out” of the text in the same way that the word “cow” would if it were isolated in a list of words for types of furniture. Consistent with this expectation, a number of studies have shown that reading marked text promotes later memory for the marked material. Thus, students are more likely to remember things that they highlight or underline in the text. Dunlosky et al. (2013)

All in all, selective text highlighting is reported as one of the reliable technique that many students use to help for better regulated of their learning, and especially at the level of remembering information.
Section Two: Memory Process

2.1. Definition of Memory

The modern word “memory” comes to us from the middle English memorie, which in turns comes the Anglo-French memoire or memorie, and ultimately from the Latin memoria and memor, meaning ‘meaningful’ or ‘remembering’ Mastin (2010).

Oxford dictionary (2017) defines memory as “the faculty by which the mind stores and remembers information”. That is to say, memory is related to the ability of the human mind to store and retrieve information over time. If we could not remember what we have learned or what we have lived as actions and experiences of the past, we could not learn or develop our language.

Memory is “the power or process of reproducing or recalling what has been learned and retained especially through associative mechanisms, it is the store of things learned from an organism’s activity experience as evidenced by modification of structure or behavior or by recall and recognition”. (Merriam-webstar dictionary, 2011)
According to Higbee (1988) “memory is viewed more appropriately as an abstract process rather than as a tangible thing” (p.1). In other words, memory may exceed more than a single process; it contains different processes like activities, skills, attributes, etc…

May and Einstein (2013) describe memory as” the application of learning over time” (p.1). Basically, memory refers to one of the cognitive processes which helps the learner to store all what have been studied and try to apply that knowledge in different language tasks.

2.2. Types of Memory

There are many classifications of memory, but there exist three basic types of memory which are: sensory memory, working memory, and long term memory.

2.2.1. Sensory Memory

Neisser (1967) says that sensory memory is the store that briefly holds incoming stimuli from the environment until they can be processed. In other words, sensory memory functions as an initial process for storing information that is perceived by our senses. It lasts for precise period for about 1second for vision and 2 to 4 seconds for hearing, and information store is meaningless until it is selected for further processing which is helpful as an initial store that maintains the presented information.

2.2.2. Working Memory

According to Paas et al. (2004) working is the store that holds information as you process and try to make sense of it. It is the workbrench of the mind where “conscious” thing occurs,
and it is where we construct our knowledge. Moreover, the contents of either sensory memory or long-term memory until they are pulled into working memory for processing.

Baddeley (1986) suggests that working memory is composed of three components that work together to process information. First, the central executive which controls the flow of information to and from the other components. It is believed to allocate attention and direct cognitive efforts. Second, the phonological loop which described as a short-term storage system for words and sounds. Information can be kept in the phonological loop indefinitely through maintenance rehearsal, the process of repeating information over and over, either loudly or silently. For example, you look up a phone number, repeat it to yourself until you dial it, and then it is quickly lost. Third, the visual-spatial sketchpad that is a short-term storage system for visual and spatial information. it is all about visual and spatial information and reasoning. So, it is basically concerned with how objects and images are stored.

2.2.3. Long-Term Memory

Schacter and Sweller (2003) explain that long-term memory refers to the permanent information store. It is like a library with millions of entries and network that allows to be retrieved for reference and use. The amount of information that we can hold in long-term memory is thought to be infinite, some experts suggest that information in it remains for a lifetime. Long-term memory contains three kinds of knowledge: declarative knowledge, procedural knowledge, and conditional knowledge.

2.2.3.1. Declarative Knowledge

It is knowledge of facts, concepts, procedure, and rules. Tulving (2002) have distinguished two types of memory within this category. Semantic memory, which is memory for concepts, principles, and the relationship among them. Zimmermann (2014) states that semantic memory “refers to a portion of long-term memory that processes ideas and concepts that are
not drawn from personal experience” (p.1). Episodic memory, which is memory for personal experiences. It is used to store information about specific events or episodes related to one’s own life. For example, movie you saw last week, the dinner you ate last night, or birthday party you attended.

2.2.3.2. Procedural Knowledge

May and Einstein (2013) show that procedural memory is the type of memory that enables us to carry out commonly learned tasks without consciously thinking about them. It is for the process involved in completing a task. For example, playing piano, typing, and hitting a tennis ball.

2.2.3.3. Conditional Knowledge

Anderson (2005) argues that it is memory for associations formed between two stimuli. In simple terms, two stimuli are linked together to produce a newly learned response in a person or animal. An example of classical conditioning is Pavlov’s classic experiment with dogs: Just before presenting a dog with food, the researcher rang a bell. Soon, the animal learned the bell indicated food was imminent and would salivate at the sound of the bell. Humans can also become conditioned to the sound of a ring tone consistently paired with a specific caller.

2.3. Cognitive Processes

Human memory actually is a complex process which allows us to learn and recall certain amounts of information. Such complex process involves four cognitive processes which are: attention, perception, encoding, and retrieval of information.

2.3.1. Attention
Eggen (2010) indicates that attention is the process focusing consciously on a stimulus. Our attention acts as a screen, allowing us to filter out unimportant information. It exists two characteristics of attention. First, everyone’s attention is limited, both in capacity and duration. Thus, students are likely to pay attention to parts of teachers’ explanation but miss others. Second, our attention easily shifts from one stimulus to another. People in general are easily distracted. A myriad distractions exist in classrooms students whispering, noises outside the room, and people in the hallway, among others. Any one or more of these can cause students to miss parts of the teachers’ explanation.

2.3.2. Perception

Way, Reddy, and Rhodes (2007) claim that perception is the process people use to find meaning in stimuli. It describes the meaning learners attach to information they attend to. So, accurate perceptions are essential for understanding. Additionally, people’s perception is constructed, and because they are constructed, they differ among students. And, because the knowledge learners construct depends on what the already know, learners’ perceptions also depend on their prior knowledge.

2.3.3. Encoding

Eggen (2010) defines encoding as the process of representing information in long-term memory. To promote encoding, carefully organization of the information should be presented to the students, and placing them in cognitive active roles. Teachers can use several strategies to promote encoding, we examine four of them:

2.3.3.1. Imagery

Schwartz and Heiser (2006) says that imagery is the process of forming mental pictures of an idea, and its value as an encoding strategy is supported by “dual-coding theory”, which
suggests that long-term memory contains two distinct memory systems: one for verbal information and one for images. According to dual-coding theory, ideas that can be represented both visually and verbally, such as ball, house, or dog are more likely to be remembered than ideas that are more difficult to visualize, such as value, truth, and ability.

2.3.3.2. Organization

Mayer (2006) explains organization is an encoding strategy that involves the clustering of related items of content categories that illustrate relationships. Organization is more effective for the encoding of information. Research indicates that experts learn more than novices because their knowledge in long-term memory is better organized, allowing them to access it and connect it to new information. There are several ways that help learners to organize information. Learners may use charts and matrices, hierarchies, models, outlines, tables, graphs, or maps.

2.3.3.3. Schema Activation

According to Mayer and Witrock (2006) schema activation “is an encoding strategy that involves activating relevant prior knowledge so that new knowledge can be connected to it” (p. 212). The most effective way of activating students’ prior knowledge is to ask them what they already know about a topic, or to ask them to provide some personal experiences related to the topic.

2.3.3.4. Elaboration

Terry (2006) says that elaboration “is an encoding strategy that increases the meaningfulness of new information by connecting it to exiting knowledge” (p. 212). For example, a students who remembers the location of the Atlantic ocean on the globe because it starts with “a” and the Americas and Africa also began with “a”.
2.3.4. Retrieval

According to Williams and Zacks (2001) retrieval is the process of pulling information from long-term memory back into working memory. Many researchers believed that forgetting is actually the inability to retrieve information from long-term memory. We all have the experience of realizing that we know a name, fact, or some other information, but we simply can’t pull it up.

2.4. Memory Problems

Eggen (2010) shows that a common problem that most people encounter at the level of memory is “forgetting”. “It is the loss, or inability to retrieve, information from long-term memory, and it is both a real part people’s everyday lives and an important factor in learning” (p. 214).

Howe (2004) declares that some experts explain forgetting with the concept of “interference”. Moreover, the loss of information because something learned either before or after detracts from understanding. For example, students learn that the rule for forming singular possessives states that an apostrophe is added to the singular noun. If their understanding of the rule for forming singular possessives later interferes with learning the rules for forming plural possessives and contractions, proactive interference, which a prior learning interfering with new understanding has occurred. On the other hand, if the rules for forming plurals possessives confuses their prior understanding, retroactive interference has occurred. So, students of plural possessives and contractions can interfere with their understanding of singular possessives and vice versa.

In addition to this important factor that could affect the human memory, there are other problems that have a negative impact on remembering of information.
2.4.1. Neuropathology

Baddely, koplman, and Wilson (2002) argue that neuropathological underpinnings of memory are generally associated with the damage to the temporal lobes, hippocampus, amygdala, mammillary bodies, injury, inflammation (meningities and encephalitis), atrophy (following febrile convulsions in childhood), and other parts of the brain that are mostly and commonly associated with memory problems. In addition, there may be developmental problems where the brain is malformed and thus memory and learning are compromised.

2.4.2. Psychological

There are some people who are not encountering documented neuropathology problems, but they still have reported problems in learning and memory in general. Therefore, it is important to consider the psychological causes. Koplman (2002) demonstrates that children who are anxious and depressed may be preoccupied with their own concerns and present with complaints about their problems and failure to learn and frequent forgetting, both at home and in school. Additionally, the lack of motivation and cooperation may also be the cause of failure. There is also evidence that children with posttraumatic stress disorder may also present with memory problems. Thus, it is crucial when a child has a head injury, that both psychological and neuropathological causes are considered.

2.4.3. Age, developmental level and age at loss

Baddely (2002) have shown that infants are not born with fully developed memory system or memory capacity, and they don’t have the same complexity for encoding, storing and retrieving information. Moreover, the means that have to access memory in preverbal
children and in children developing but immature language systems is consequently compromised and different need to be employed. Since children are maturing very rapidly, assessment at any one age have to be specific to the child’s developmental level.

In addition, the age of acquisition of memory loss is crucial in understanding children’s memory problems, i.e., Younger children are more vulnerable than older children.

2.4.4. Co-morbid problems

Baddely, Kopelman, and Wilson (2002) claim that:

It is particularly important to insure that the apparent memory problem is not the result of other physical or cognitive problems about which the person may not able to articulate. Visual and hearing problems are obvious areas to exclude. Delayed language development will mean that test instructions and test content may not be understood, even in nonverbal memory test. (p. 686)

That is, those problems that are related to poor memory are more associated with having difficulties in attention or mental processes. Learners with poor visuospatial memory face obstacles mainly at the level of perceptual organization. In other words, if learners used to process information slowly, then failure on some memory tests where information is presented rapidly, or the learner takes time to respond, may be related to this rather memory problem.

2.4.5. Ethnic and cultural context

Mistry (1998) views that the cultural environment will influence the developmental of remembering. Moreover, the different cultural backgrounds will place different emphasis on the practice of remembering. Children who have been to school where memory and organizational strategies have been integrated into a normal classroom instruction may be an
advantage compared to those who are not. So, the rote of learning of spatial texts (for example, the Koran in Muslim cultures) may mean that children from different backgrounds have a specific strength in those tasks where rote learning is crucial. Thus, poor rote learning in these children may have profound cultural implications.

Consequently, it is important to include the concept of helping the learners to illuminate particular problems related to memory whether by teacher through organizing work, promoting, or cuing the learner who has been slow to learn or cannot remember from one day to the next what has been taught, or by parents through complaining that, for instance, specific spelling can be repeatedly taught and retained for a week but will be forgotten by the end of the following week, when new material has been learnt. Baddely (2002).

2.5. Overcoming Memory Difficulties

Here are some solutions or guidelines that may help learners for overcoming certain memory difficulties.

For helping people with memory disabilities (Berg et al, 1991) suggests that we should always make effort and more efficient use of our remaining capacities, the use of external aids as the teacher, peers or parents, paying more attention while we are exposed to important things, spending more time especially during revision, repetition, making associations, organizing things from the major to the minor, and linking the input and retrieval situations.

Another helping factor to overcome memory difficulties is the application of meaningful learning which is the extent to which information in long-term memory is interconnected with other information. That is, to promote meaningful learning, Eggen (2010) confirms that information should be taught as an interconnected ideas rather than isolated pieces. Furthermore, isolated information imposes a heavy load on students’ working memories, which help explain why they seem to retain so little of what they are taught. So, connecting
ideas reduces the load, makes the information more meaningful, and increases learning by providing more places to attach new information.

Because attention is where learning begins, attracting and maintaining student attention are essential. Curtindale et al. (2007) demonstrates that effective teachers plan their lessons so student attend to what is being taught and ignore irrelevant stimuli. Similarly, if students are more actively engaged in learning activities, they are more attentive than they are passively listening to a lecture. Eggen and Kauchak (2006) suggest another strategy which deserves increased emphasis called “calling on students by name”. “The use of students’ name is one of the most powerful attention getters that exists, and effective teachers call on individuals instead of directing questions to the class as a whole” (p. 208).

Interestingly, failure to use strategies to manipulate and organize information will also limit recall on memory system. There are some helpful strategies that students use may to enhance their memory. Terry (2006) states that mnemonic devices are memory strategies that creates associations that do not exist naturally in the content. Mnemonics link knowledge to be learned to familiar information, and they have proven effective in a variety of content areas with learners ranging from children to older adults. Learners use mnemonics to help remember vocabulary, names, rules, lists and other kinds of factual knowledge. Visualization is another significant strategy that promotes remembering. Visual images and pictures are very powerful and imagery is effective for verbal material.

Higbee (1988) argued that “images are inherently more memorable than words, and words that evoke images are coded dually (in both verbal and visual memory) so that there is twice as great a likelihood of remembering them” (p. 57). Additionally, imagery can make the learning process fun, since many people find it interesting rather than memorizing words and repeat them over and over.
Conclusion

In sum, memory is the sum total of what we remember, it the store of the information learned and retained from our activity or experience by which we acquire knowledge of the world. Memory is considered as a significant activity that needs development and practice in order to improve this fundamental cognitive process. Thus, students adopt many strategies or techniques that suit their understanding and facilitate their remembering in addition to solving some memory problems. Among these techniques is the use of highlighting information selectively, a simple technique that would help students to keep concentrating on the most important details in the text, in addition to helping memory for remembering those highlighted and significant data.

CHAPTER TWO: THE FIELD WORK

Introduction

The present study is an attempt to investigate EFL Teachers’ and students’ attitudes towards the role of selective text highlighting in enhancing students’ remembering of information. This chapter explains the used method to explore teachers’ and students’ attitudes. Moreover, it specifies the target sample and the description of the teachers’ and the students’ questionnaires. It also points to the analysis, interpretation and discussion of the results.

1. Teachers’ Questionnaire

1.1. Sample

The total population of the present study compromises the teachers of the Department of English at Larbi Ben M’hidi University. Thus, the sample of this study was the whole population but since some teachers were absent and others did not submit their answers, only sixteen teachers were included; it has been chosen randomly from the total population.
1.2. Administration of the Questionnaire

Administering the questionnaire to teachers was a hard process in the study. We delivered the questionnaire to each teacher, and waited for the responses. Some teachers answered rapidly. However, others took time to fulfill the work.

1.3. Description of the Questionnaire

The teacher questionnaire contains thirteen questions, with different aims and with few justifications of the choice. Questions are organized in three parts: Background information, memory process and the relationship between selective text highlighting and remembering.

The first part aimed at obtaining general information about the respondents, namely, their gender (Q1), and degree they hold (Q2).

The second deals mainly with investigating the teachers’ perspectives about the memory process. It discussed the importance of memory in learning, problems that are faced, and which techniques are used to improve this activity.

The third part of the questionnaire aims at exploring the teachers’ attitude towards the relationship between the technique of selective text highlighting and the remembering of information. It is a confirmation of whether this technique is effective and helpful for the memory process or not. In the last question in the questionnaire the teachers are asked to add any further comments or suggestions.

1.4. Analysis and Interpretation of the Results

Part One: Background Information

Q1: Teachers’ Gender

Table 1.
Teachers’ Gender

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
</table>

23
Table 1 shows that the majority of participants are females; they represent 75% whereas males represent just 25% from the whole sample. This indicates that the majority of teachers of the English department are females.

**Q2: Teachers’ Degree**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
<td>25.0</td>
<td>25.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Valid</td>
<td>Female</td>
<td>12</td>
<td>75.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 2 indicates that the majority of the teachers (68.8%) have a Magister degree. 25% have a Doctorate degree, and one teacher has a Masters’ degree. We can deduce that the majority of the teachers studied English in the classical system. This may shed light on problems about the educational system.

**Part Two: Memory Process**
Q3: To what extent is memory important in the learning process?

Table 3. 
The Importance of Memory

| Frequency | Percent | Valid | Cumulative
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Valid Percent</td>
<td>Cumulative Percent</td>
</tr>
<tr>
<td>very important</td>
<td>16</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3 displays that the whole sample, i.e. all the teachers agree that memory is important in the learning process. We may conclude that according to the teachers’ experiences, learning without understanding and storing may lead to the failure of the learner to achieve any task relevant to language learning.

Q4: Facing difficulties at the level of memory process negatively affects the student’s written and oral performance. Do you:

Table 4. 
The Effect of Memory Difficulties

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Valid Percent</td>
<td>Cumulative Percent</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>1</td>
<td>6.3</td>
<td>6.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>6.3</td>
<td>6.3</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>75.0</td>
<td>75.0</td>
</tr>
<tr>
<td>strongly agree</td>
<td>2</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4 states that almost all the teachers 75% agree that memory problems can have a negative effects on the student’s achievement. Besides, tow respondents (12.5%) strongly agree with this idea. However, one teacher (6.3%) disagrees and another strongly disagrees as well. It can be deduced that students who have short term memory or who suffer from the issue of forgetting things quickly, they will have poor oral or written performance.

**Q5: Do you think that memory problems affect the psychology?**

<table>
<thead>
<tr>
<th>Memory and Psychology</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>16</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5 confirms that all the teachers 100% when asked if memory problems affects’ psychology respond with yes. So, if the students would feel shy, for instance, he could not perform well when he is asked to undertake certain task. Thus, psychological problems might be a barrier for the students’ learning.

**Q6: If yes, it will lead to:**

<table>
<thead>
<tr>
<th>Psychological Effects of Memory Problems</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Anxiety</td>
<td>5</td>
<td>31.3</td>
<td>31.3</td>
<td>31.3</td>
</tr>
<tr>
<td>Demotivation</td>
<td>2</td>
<td>12.5</td>
<td>12.5</td>
<td>43.8</td>
</tr>
<tr>
<td>Valid n</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>6.3</td>
<td>6.3</td>
<td>50.0</td>
</tr>
<tr>
<td>a+b</td>
<td>8</td>
<td>50.0</td>
<td>50.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 6 portrays that half of the sample (50%) believe that memory problems lead to (a+b). Five teachers (31.3%) think that memory problems result in anxiety. Two of them (12.5%) said that the result is demotivation. Only one teacher (6.3%) mentions other factors which are low self-confidence and lack of concentration which lead to problems in applying the different rules studied in order to master the language appropriately.

Q7: What is/ are the most useful technique(s) that students should use to improve their memory?

Table 7. Useful Techniques to improve Memory

<table>
<thead>
<tr>
<th>Technique</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlighting</td>
<td>4</td>
<td>25.0</td>
<td>25.0</td>
<td>25.0</td>
</tr>
<tr>
<td>a+b</td>
<td>4</td>
<td>25.0</td>
<td>25.0</td>
<td>50.0</td>
</tr>
<tr>
<td>a+b+c</td>
<td>8</td>
<td>50.0</td>
<td>50.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 7 illustrates that half of the teachers (50%) select the three techniques of highlighting, note taking, summarizing as techniques for improving memory. Four teachers (25%) chose highlighting and note taking, and the rest four teachers select highlighting. This denotes that highlighting is the common technique in all the choices. So, the majority might find that the technique is beneficial activity to enhance memory.
Part Three: The Relationship between Selective Text Highlighting and Remembering

Q8: How can you measure your student use of selective text highlighting?

Table 8.
The Use of Selective Text Highlighting

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>very good</td>
<td>1</td>
<td>6.3</td>
<td>6.3</td>
</tr>
<tr>
<td>Good</td>
<td>7</td>
<td>43.8</td>
<td>43.8</td>
</tr>
<tr>
<td>above the average</td>
<td>2</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Average</td>
<td>5</td>
<td>31.3</td>
<td>31.3</td>
</tr>
<tr>
<td>below the average</td>
<td>1</td>
<td>6.3</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 8 demonstrates that seven teachers representing 43.8% measure students’ use of selective text highlighting as good, five teachers (31.3%) said it is average, two of them (12.5%) saw that it is above the average, one (6.3%) said it is very good and below the
average, another judge it as average. We may conclude that since the students are familiar with the use of this technique, they implement for facilitating certain language problems.

**Q9: Do you think asking your students to highlight the important details while reading passages or while revising is important?**

**Table 9.**

<table>
<thead>
<tr>
<th>Highlighting the Important Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>Valid</td>
</tr>
</tbody>
</table>

Table 10 claims that all the teachers (100%) agree that asking the student to highlight all what is important in the text as crucial. This may indicate that when student are asked to read long passages for instance, it is not possible to focus on all the details since this may create some kind of confusion. Thus, they need to highlight only what is important for them.

**Q10: If yes, is it because the strategy of selective text highlighting:***

**Table 10.**

<table>
<thead>
<tr>
<th>Reasons behind Using Selective Text Highlighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>Valid</td>
</tr>
<tr>
<td>facilitates the process of remembering</td>
</tr>
<tr>
<td>a+b+c</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Table 10 portrays that the majority of teachers (81.3%) agree that the main purpose behind using the strategy of selective text highlighting is facilitating the process of remembering. Just
few of them (18.8%) opted for the three reasons (helps student to understand texts, facilitating the process of remembering, allow students to acquire new information). The results indicate that highlighting selectively the most important details leads to retaining information.

**Q11: Do you think that selective text highlighting is helpful strategy for enhancing the memory process?**

<table>
<thead>
<tr>
<th>Selective Text Highlighting</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes</td>
<td>16</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 11 indicates that all the teacher answer (100%) answer with yes. The respondents believe that the selective text highlighting have a positive effect on the process of remembering information. They were asked to justify their answers; one teacher explained that “reading entails remembering. Then highlighting fosters memory”. Another added that “if selective highlighting process is well applied, it can help the student remember the most important information”. Another teacher argued that “It facilitates remembering key words and notions especially for visual learners”. Another justification was “The highlighted information is easily stored in memory and easily recalled”. The last one was “Most students read automatically without great attention. Thus, if a word or a passage is highlighted, it may attract their attention, and it helps develop critical thinking, analyzing, and synthesizing”.

**Q12: If students adopt the selective highlighting, they will easily remember complex arguments or subjects.**

<table>
<thead>
<tr>
<th>Remembering Complex data by Using Selective Highlighting</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid strongly disagree</td>
<td>1</td>
<td>6.3</td>
<td>6.3</td>
<td>6.3</td>
<td>6.3</td>
</tr>
</tbody>
</table>
Table 12 clarifies that eight teachers (50%) agree about the fact that if students adopt selective highlighting, they will remember complex information, 25% of them strongly agree, 12.5% of them neither agree nor disagree, and 6.3% of them disagree and strongly disagree. This indicates that complex information is usually hard to remember. So, if students focus on the information by highlighting selectively, they will facilitate storing them in their memories and retain them easily.

Q13: If student highlight selectively and consciously, they will remember the information learned effectively.

Table 13.

The Effectiveness of Selective Highlighting

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>9</td>
<td>56.3</td>
<td>56.3</td>
</tr>
<tr>
<td>strongly agree</td>
<td>7</td>
<td>43.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table 13, we notice that the majority of the teachers (56.3%) agree on the idea that selective highlighting when is used consciously or intentionally, it will work effectively.
43.8% of them strongly agree on this idea. Consequently, we may conclude that the main aim behind the usefulness of selective highlighting is to be aware about the information highlighted so that the remembering will be easy.

1.5. Summary of the Results

In the light of the results obtained from the teachers’ questionnaire, we notice the following:

1. Learning a foreign language is a hard task, it needs techniques and strategies applied by the learners in order to facilitate the process of learning. Among the most noticeable techniques used by EFL learners’ is highlighting information selectively in order to make the process of remembering at ease.

2. Memory plays a vital role in the learning process and which may negatively affect the students’ psychology, specifically those who face difficulties in remembering.

3. The information that is highlighted is more likely to be remembered and the effectiveness of the technique is when students use it selectively and consciously.

4. Students interest only on the important textual details. So, highlighting help them to keep concentrating on the significant elements in the text.

5. Selective highlighting is considered as a helpful memory device that facilitates later revision and the process of reading especially when learners are exposed to long passages.

2. Students’ Questionnaire

2.1. Sample

The population of the current study is fifty six second year master students of TEFL at Larbi Ben M’hidi University, Oum El Boughi, for the academic year 2017-2018. We have chosen second year master students, since they have generally developed an adequate use of many techniques for facilitating the process of reading and revising. In addition, we believe,
they are aware enough because they have improved many language skills. Thus, their responses would be more valuable than those of other levels. It is not possible for us to study the whole population (56 students), since the absence of some students. So, we adopted to use a sample made up of 40 students in order to represent the whole population.

2.2. Administration of the Questionnaire

Contrary to the teachers’ questionnaire, administering the questionnaire to the students was an easy task. The respondents, who were classmates, were very helpful. The questionnaire was delivered to the sample. Each student took approximately five minutes to answer the questionnaire, and then handed it back.

2.3. Description of the Questionnaire

The students’ questionnaire is composed of fourteen questions divided into three main parts.

The first section (Q1-Q2) is composed of two main questions. The first question investigates students’ gender; the second is about measuring the level of English.

The second section (Q3-Q8) of this questionnaire is composed of six questions. It aims at exploring the students’ attitude towards the usefulness of memory.

The third section (Q9-Q17) is consisted of nine questions, which aim at investigating the students’ perspectives towards the relationship between the technique of selective text highlighting and the process of remembering of information.

2.4 Analysis and Interpretation of the Results

Section One: Background Information

Q1: Students’ Gender
From the table 14, we notice that the majority of the participants 85% were females, whereas the males represent only 15% of the sample. This indicates that the females are dominating in the department of English more than males.

**Q2: How do you consider your level in English?**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>very good</td>
<td>5</td>
<td>12.5</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>good</td>
<td>23</td>
<td>57.5</td>
<td>57.5</td>
<td>70.0</td>
</tr>
</tbody>
</table>
From table 15, it is clear that 57.5% of the respondents measure their level in English as good. 30% of them say that their level is average. Few of them (12.5%) consider their level. This may due to the level reached (master two), students have developed many skills, that is the majority of them consider that their level is good or improved.

**Section Two: Memory Process**

**Q3: To what extent is memory important in the learning process?**

**Table 16.**

The Importance of Memory

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Percent</td>
</tr>
<tr>
<td>very important</td>
<td>34</td>
<td>85.0</td>
<td>85.0</td>
</tr>
<tr>
<td>Moderately important</td>
<td>6</td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 16 shows that 85% of the participants consider that memory is very important in the learning process. Only 15% of them see that memory is moderately important. This means that students through their learning carrier have discovered that memory plays a vital role in learning especially when they are exposed to examinations.

**Q4: How often do you face difficulties in remembering information or material that you learn?**

**Table 17.**
From the table 17, it is noticed that 45% of the participants sometimes face difficulties at the level of memory. Others who represent 35% report that they often have difficulty in remembering, whereas 17.5% of them confirm that they always struggle to remember. The ones who do not face memory difficulties or who rarely do represent 17.5%. This indicates that memory capacities differ from one student to the other. In other words, there are some students who always work hard to better store what they have revised, but when it comes to examinations they fail to recall what they have stored. Unlike other learners who have a good memory, they remember things for the first time especially those who have a visual memory.

Q5: Do you think that memory problems can affect your psychology?

Table 18.
Memory and Students’ Psychology

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>yes</td>
<td>40</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 18 shows that all the students (100%) agree that memory problems can affect their psychology. We may conclude that the inability of remembering information can lead to psychological problems in learning.

Q6: If yes, it may lead to:

**Table 19.**

<table>
<thead>
<tr>
<th>Psychological Effects of Memory Problems</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>12</td>
<td>30.0</td>
<td>30.0</td>
<td>30.0</td>
</tr>
<tr>
<td>Demotivation</td>
<td>14</td>
<td>35.0</td>
<td>35.0</td>
<td>65.0</td>
</tr>
<tr>
<td>Embarrassment</td>
<td>2</td>
<td>5.0</td>
<td>5.0</td>
<td>70.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Valid</th>
</tr>
</thead>
<tbody>
<tr>
<td>a+b</td>
</tr>
<tr>
<td>a+b+c</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Table 19 denotes that 35% of the respondents see that memory problems can lead to demotivation, 30% of them think that it can lead to anxiety, 20% of them see that it may cause both anxiety and demotivation, 5% think that problems in memory can cause embarrassment, whereas 10% have chosen anxiety, demotivation and embarrassment. This implies that problems in memory can lead to different psychological problems that may differ from one learner to the other or even from male to female since the male don’t depend too much on their memory but on their knowledge, unlike some females whom their learning depend on memorization that’s why they suffer from psychological problems.

Q7: What is/are the most important technique(s) that you use to improve your memory?
Table 20.
Useful Techniques to improve Memory

<table>
<thead>
<tr>
<th>Technique</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlighting</td>
<td>16</td>
<td>40.0</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>note taking</td>
<td>7</td>
<td>17.5</td>
<td>17.5</td>
<td>57.5</td>
</tr>
<tr>
<td>Summarizing</td>
<td>4</td>
<td>10.0</td>
<td>10.0</td>
<td>67.5</td>
</tr>
<tr>
<td>a+b</td>
<td>9</td>
<td>22.5</td>
<td>22.5</td>
<td>90.0</td>
</tr>
<tr>
<td>a+b+c</td>
<td>4</td>
<td>10.0</td>
<td>10.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

From table 20 we notice that 40% of the students chose highlighting as an important technique to improve their memory, 17.5% chose note taking, 10% chose summarizing, 22.5% use highlighting and note taking, and only 10% use the three techniques. We may conclude that due to the problems of remembering, each student looks for the technique that suits his abilities, and from the above table we notice that the majority prefer to use highlighting as a helpful technique for memory.

Section Three: The Relationship between Selective Text Highlighting and Remembering of Information

Q8: Do you use highlighting when you are reading or when you revise your lessons?

Table 21.
The Use of Highlighting

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>38</td>
<td>95.0</td>
<td>95.0</td>
<td>95.0</td>
</tr>
<tr>
<td>no</td>
<td>2</td>
<td>5.0</td>
<td>5.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 21 shows that a great majority of students (95%) report that they use highlighting when reading or when revise their lessons. Only 5% do not use. This means that the majority of participants adopt the technique of highlighting during reading and revising, and this demonstrates its importance for learners.

Q9: If yes. How often do you use selective text highlighting?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>14</td>
<td>35.0</td>
<td>35.0</td>
</tr>
<tr>
<td>Often</td>
<td>17</td>
<td>42.5</td>
<td>77.5</td>
</tr>
<tr>
<td>Sometimes</td>
<td>7</td>
<td>17.5</td>
<td>95.0</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>5.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 22 demonstrates that 42.5% of students often use selective text highlighting. Moreover, 35% of them always highlight information, and 17.5% of them sometimes use it.
Finally, a portion of 5% rarely use the technique. This may indicate that most of students are interested in using the selective text highlighting which enable them to do certain language tasks.

**Q10: Do you highlight selectively only:**

**Table 23: Selective Highlighting**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>major ideas</td>
<td>35</td>
<td>87.5</td>
<td>87.5</td>
</tr>
<tr>
<td>extra or minor ideas</td>
<td>2</td>
<td>5.0</td>
<td>92.5</td>
</tr>
<tr>
<td>both major and minor ideas</td>
<td>3</td>
<td>7.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 23 shows that a great majority of students (87.5%) prefer to highlight only major ideas. 5% of students highlight the minor ideas, but only 7.5% of them highlight both minor and major ideas. This implies that almost all the students are interested only in what is recognized as important and beneficial for them.

**Q11: The main objective behind adopting selective text highlighting is:**

**Table 24. The Objective of Selective Text Highlighting**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>understanding texts</td>
<td>4</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>facilitating the process of remembering</td>
<td>30</td>
<td>75.0</td>
<td>85.0</td>
</tr>
</tbody>
</table>
A quick look on the table 24 shows that the majority of the sample (75%) claim that the aim behind using selective text highlighting is to facilitate the process of remembering. Furthermore, 10% of the students specify that the objective of the technique is to understand the text. Moreover, 15% of the students choose both objectives. This indicates the importance of selective text highlighting in enhancing remembering of information.

Q12: Do you think that highlighting selectively is a helpful strategy for remembering in information?

Table 25.
The Usefulness of Selective Text Highlighting

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>39</td>
<td>97.5</td>
<td>97.5</td>
<td>97.5</td>
</tr>
<tr>
<td>Valid No</td>
<td>1</td>
<td>2.5</td>
<td>2.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 25 shows that a great majority of students (97.5%) claim that the selective text highlighting is a helpful technique for the process of remembering. However, only 2.5% of the participants see that the technique is not helpful for remembering.
Those whose answers were with yes provided different justifications. One student justified that “when I highlight it helps me in remembering and recalling information later, since the brain pick up those colors or highlight information easily than the other written in dull colors”. Another student argued that “because I’m a visual learner, highlighting helps me a lot, colors help sticking the information in mind”. Other student said that “I only highlight the major ideas and this will make remember what is important, it helps to focus on the important ideas”.

Q13: Highlighting information selectively facilitates the process of remembering complex arguments/topics.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree</td>
<td>5</td>
<td>12.5</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5.0</td>
<td>5.0</td>
<td>17.5</td>
</tr>
<tr>
<td>neither agree</td>
<td>3</td>
<td>7.5</td>
<td>7.5</td>
<td>25.0</td>
</tr>
<tr>
<td>disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>52.5</td>
<td>52.5</td>
<td>77.5</td>
</tr>
<tr>
<td>strongly agree</td>
<td>9</td>
<td>22.5</td>
<td>22.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 26 shows that a great majority of students (52.5% and 22.5%) agree and strongly agree that selective text highlighting facilitated the process of remembering complex information. 12.5% of students strongly disagree, 5% of them disagree, and only 7.5% neither agree nor disagree with the idea. Therefore, complex information is likely to be remembered through selective text highlighting.

Q14: It is necessary that you receive training from your teacher on how to use selective highlighting effectively for the sake of remembering information.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>strongly disagree</td>
<td>4</td>
<td>10.0</td>
<td>10.0(^a)</td>
<td>10.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>17.5</td>
<td>17.5</td>
<td>27.5</td>
</tr>
<tr>
<td>neither agree nor disagree</td>
<td>12</td>
<td>30.0</td>
<td>30.0</td>
<td>57.5</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>35.0</td>
<td>35.0</td>
<td>92.5</td>
</tr>
</tbody>
</table>
Table 27 shows that fourteen students (35%) agree on the idea of receiving training on how to highlight the information selectively, and only 7.5% of them strongly agree. Besides, 30% of the respondents neither agree nor disagree on that. 10% and 17.5% of them strongly disagree and disagree. So, training students on how to use highlighting selectively may not be of a great importance since the task can be undertaken by any learner depending on his understanding of the text.
2.5 Summary of the Results

In the light of the results obtained from the students’ questionnaire, we notice the following:

1. The great majority of students are females, in addition to considering that their level is good in general. Hence, they have an inclination to learn the English language, since their number exceed the number of males.

2. Memory is important for the students’ learning, and if the student faces difficulties in remembering, his psychology will be affected.

3. The lecture information can be remembered through using highlighting selectively, especially when the learners are engaged in a deep concentration.

4. Students confirmed through their justifications that highlighting selectively paid attention to what is being highlight through the use of colors. Besides, it helps them to capture important information that most students will focus on.

5. Students are interested in the major details in the text. So, they consider selective highlighting as a useful technique that facilitates the process of remembering the important information.

Conclusion

This chapter has presented information regarding the data analysis and the result of students’ and teachers’ questionnaire. Findings reveal that both the teachers and the students have positive attitudes towards the role of selective text highlighting in improving the students’ remembering of information.
Pedagogical Implications

Memory represents one of the significant cognitive processes which needs generally techniques and mechanisms in order to be developed. Students who encounter weaknesses in this process should always look for solutions to these problems that hinder their cognition. Each learner follows his appropriate way of learning that’s why students adopt many learning styles and strategies. This study implies the following:

- Selective highlighting helps the student memory to concentrate well on the important information in the text. So, the student usage of this technique should be done appropriately because highlighting information randomly has no effect on the student memory.

- During presentation of the lectures by using the data show or when giving printed lectures, teachers may highlight the important or the key words so that student will pay attention to those points and can remember them later.

Limitations of the study and Further Suggestion

There are some limitations that should be noted:

1. In this current study, the number of females exceeds the proportion of males, and this will result in nonequilibrium of the results, in addition the disability of generalizing the final results to all the EFL learners.

2. The time was limited; we could not conduct an experimental study to measure the effectiveness of the selective text highlighting technique. The questionnaire helps to investigate attitudes; however, we suggest further studies tackle the topic, conducting an experiment.

3. The sample of the study was limited in the sense that some teachers and students did not hand back the questionnaire; others did not give complete answers, which had an impact on the findings.
General Conclusion

This study investigates EFL teachers’ and learners’ attitudes towards the role of selective text highlighting in remembering information in EFL classrooms. A descriptive study was conducted at the Department of English at Larbi Ben M’hidi University. Two questionnaires were administered to both teachers and learners. Forty Master second year students and sixteen teachers answered the questionnaires. From the results obtained, indicate that selective highlighting has important role in students’ remembering of information.

Based on these results, the following conclusions are drawn; many students are left behind some memory difficulties, which is described as an important factor in the learning process. Selective text highlighting is included among the effective techniques that help students’ to improve their remembering of information. It is beneficial for concentrating on the most significant details in the text so that facilitating the process of remembering the important information.

Thus, student should take in account the benefits of this technique that would serve certain learning goals, and try to expand the research in the area in order to make the technique more useful and practical.
Bibliography


Appendices

Appendix1: Teachers’ questionnaire

Appendix2: Students’ questionnaire
Teachers’ Questionnaire

Dear Teacher,

This questionnaire is designed to gather information as part of the research work to achieve a Master’s degree. It aims at investigating teachers’ and students’ attitudes towards the role of selective text highlighting in remembering information.

We would be grateful if you could answer the following questions; your answers are of great interest for the validity of the research. Please, tick (√) the box (es) that best represents your answer, and provide statements whenever it is necessary.

Thank you in advance for your collaboration.

Definition of Selective Text Highlighting

Selective text highlighting is a strategy that most students rely on. It is used after a deep reading of the whole material and then selecting the important or the main aspects in the text by highlighting or underlining them.

Ms Khawla ATBA
Department of English
Larbi Ben M’hidi University, Oum El Bouaghi
Section one: Teachers’ Background Information

1. Gender:
   a. Male
   b. Female

2. Degree held:
   a. License
   b. Master’s
   c. Magister
   d. Doctorate

Section Two: Memory Process

3. To what extent is memory important in the learning process?
   a. Very important
   b. Moderately important
   c. Not important at all

4. Do you think that memory problems affect the student’s psychology?
   a. Yes
   b. No

5. If yes, memory problems may lead to:
   a. Anxiety
   b. Demotivation
   c. Embarrassment
   d. Others
6. What is/are the most useful technique(s) that students should use to improve memory? (you can tick more than one)
   a. Highlighting
   b. Note-taking
   c. Summarizing
   d. Others,…………………………………………………………………………………

Section Three: the Relationship selective highlighting strategy-remembering

7. How can you measure your students’ use of selective highlighting strategy?
   a. Very good
   b. Good
   c. Above the average
   d. Average
   e. Below the average

8. Do you think that asking your students to highlight the important details while reading passages or while revising is important?
   a. Yes
   b. No
9. If yes, is it because the strategy of selective text highlighting: (you can tick more than one box)
   a. Helps students to understand texts
   b. Facilitates the process of remembering
   c. Allows students to acquire new information
   d. others

10. Do you think that selective highlighting is a helpful strategy for enhancing the memory process?
   a. Yes
   b. No

11. If yes, please justify.

12. If students adopt selective highlighting, they will easily remember complex arguments or subjects.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree
1. If students highlight selectively and consciously, they will remember the information they learned effectively.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree

Section Four: Further suggestions

Please, write any further comments or suggestions about the role selective text highlighting in enhancing students’ remembering of information.

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………………………………………………..

Thank you!
Students’ Questionnaire

Dear Student

I will be extremely grateful if you could answer the following questionnaire. You are asked to express your attitudes towards the role of selective text highlighting in enhancing the process of remembering information. Your participation will be highly appreciated. Please, tick (√) the choice that corresponds to your answer and provide full statement whenever it is necessary.

Thank you in advance.

Submitted by: Ms khawla ATBA

Definition of selective text highlighting

Selective text highlighting is a strategy that most students rely on. It is used after a deep reading or revision of the whole material and then selecting the important or the main aspects in the text by highlighting or underlining them.
Section one: Students’ Background Information

1. Gender:
   a. Male □
   b. Female □

2. How do you consider your level in English?
   a. Very good □
   b. Good □
   c. Average □
   d. Below the average □
   e. Poor □

Section Two: Memory Process

3. To what extent is memory important in the learning process?
   a. Very important □
   b. Moderately important □
   c. Not important at all □

4. How often do you face difficulties in remembering information or material that you learn?
   a. Always □
   b. Often □
   c. Sometimes □
   d. Rarely □
   e. Never □
5. Do you think that memory problems can affect your psychology?
   a. Yes □
   b. No □

6. If yes, it may lead to:
   a. Anxiety □
   b. Demotivation □
   c. Embarrassment □
   d. Others, ..............................................................................................................................

7. What is/ are the most important technique(s) that you use to improve your memory? (you may tick more than one box)
   a. Highlighting □
   b. Note-taking □
   c. Summarizing □
   d. Others, please explain. .....................................................................................................

Section Three: The use of selective text highlighting to enhance remembering

8. Do you use highlighting when you are reading or when you revise your lessons?
   a. Yes □
   b. No □

9. If yes. How often do you use selective text highlighting?
a. Always 

b. Often 

c. Sometimes 

d. Rarely 

e. Never 

10. Do you highlight selectively only:

   a. Only major ideas 

   b. Extra or minor details 

   c. Both major and minor ideas 

   d. Others, please explain.

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

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

11. The main objective behind adopting the strategy of selective text highlighting is: (you can tick more than one box)

   a. Understanding texts 

   b. Facilitating the process of remembering 

   c. Getting new information 

   d. Others..........................................................................................................

   ..................................................................................................................
12. Do you think that highlighting text selectively is a helpful strategy for remembering information?

   e. Yes  
   f. No  

Whatever your answer, please explain why.

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

13. Highlighting information selectively facilitates the process of remembering complex arguments/topics. Do you:

   a. Strongly disagree  
   b. Disagree  
   c. Neither agree nor disagree  
   d. Agree  
   e. Strongly agree  

14. It is necessary that you receive training from your teachers on how to use selective highlighting effectively for the sake of remembering information.

   a. Strongly disagree  
   b. Disagree  
   c. Neither agree nor disagree  
   d. Agree  
   e. Strongly agree  
Section Four: Further suggestions

Please, write any further comments or suggestions about the role selective text highlighting in enhancing student remembering information.

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

Thank you.
Résultat

L’échec ou l’incapacité de souvenir l’information est parmis les affrontements les plus Commons dans plusieurs activités études. Les étudiants qui souffrent de ce genre de difficulté, ils cherchent toujours de trouver des solutions ou des mécanismes pour dépasser ces affrontement, parmis les meilleures qui obtenu par les étudiants techniques c’est la technique de suprême electique qui sert à aider les étudiants de réaliser leurs buts académique aussi elle aide la capacité de mémoriser et souvenir les information plus importante. Cette étude cherche les points de vues des enseignements et les apprenants envers le rôle de la suprême electique dans l’amélioration de la mémoire des étudiants à l’université l’Arbi Ben M’hidi. Pour obtenir les résultats voulu, on a fait deux questionnaire, le premier pour size enseignements de l’anglais, le deuxième pour trente neuf master deux. Les résultats des questionnaires prouvent que la technique de suprême electique a un rôle positif a l’aide de appeler les informations. A partir de ces résultats en proposant apparentant d’intéresser beaucoup plus de cette technique et aussi les enseignements douvains encourager et pousser leurs étudiants de chercher plus dans ce domaine.
الملخص

يعد الفشل أو عدم القدرة على تذكر المعلومات من بين التحديات الشائعة في العديد من النشاطات التعليمية. الطلبة الذين يواجهون هذا النوع من الصعوبات غالباً ما يحاولون إيجاد طرق أو تقنيات تتجاوز هذه التحديات. من أهم التقنيات الملحوظة التي يتبناها الطلبة هي تقنية الإبراز الانتقائي. تهدف التقنية إلى مساعدة الطلاب على تحقيق أهدافهم الأكاديمية إضافة إلى زيادة القدرة على حفظ و تذكر أهم المعلومات. تبحث هذه الدراسة في وجهات نظر المعلمين و المتعلمين نحو دور تقنيات الإبراز الانتقائي في تحسين ذاكرة الطلاب في جامعة العربي بن مهدي. للحصول على النتائج المرغوبة تم تخصيص استبيانين. خصص الأول ل 16 معلم اللغة الإنجليزية والثاني ل 38 طالب السنة الثانية ماستر. أثبتت نتائج كل الاستبيانين أن تقنية الإبراز الانتقائي لها دور إيجابي في المساعدة على استرجاع المعلومات. على أساس هذه النتائج يقترح على المعلمين جذب المزيد من الاهتمام لهذه التقنية وعلى المعلمين بتشجيع طلابهم بالبحث أكثر في هذا المجال.