



# *Dedications*

*I dedicate this work to my beloved mother Aldjia and father Said. They have always been in my side in failure as in success*

*To my two brothers Ahmed and Yanis*

*To all the members of my family*

*To all my best friends especially: Faiza, Lydia, Zina, Samira and Abdeslam... with whom I shared the best moment of my life*

*DAOUD YASMINE*

*I dedicate this work to my beloved parents Dahbia and Said, to whom I owe everything beautiful in life. I thank them for their encouragement, great support and prayers.*

*To my dear sisters Sadia and Liza*

*To my brothers Mohamed, Hocine, Samir and Akli*

*To all the members of my family*

*And all my friends with whom we shared lovely as well as stressful moment*

*HAMMAD FAIZA*

# ***Acknowledgements***

*First of all, we would like to express our deeper and sincere gratitude to our supervisor Mr AOUINE Akli for his help, guidance, support, orientation and constructive criticism during our research process.*

*We are extremely thankful for the board of examiners for accepting to read this work and for the remarks; they would make to refine it.*

*We would also thank the headmasters and 3<sup>rd</sup> year learners of both “AGHRI Med Said” in Azzefoun and “Beni-Zmenzer” secondary schools who contributed in the practical part of this work and special thanks go to all the teachers of the department of English.*

*Our appreciations also go to all those who helped us to accomplish this work, in a way or another, to achieve this humble work*

## ***Abstract***

This research is intended to investigate the different strategies used by 3<sup>rd</sup> year learners of “Aghri Med Said” in Azeffoun and “Makhlouf Said” secondary schools in Tizi-ouzou, Algeria in their revision for exams. Its objective is twofold. It aims first to identify the strategies used by students to prepare for their exams. Second, it investigates whether students use these strategies effectively while revising for their exams. The results of this study were interpreted relying on Francis P. Robinson (1941) and theory of SQ3R method (Survey-Question-Read-Recite-Review) which is a reading strategy. To conduct this study, a mixed method approach that consists of both qualitative and quantitative methods has been adopted. Therefore, 100 questionnaires have been distributed to third year learners. In order to analyze the data gathered from the questionnaire, the Statistical Package for Social Sciences (SPSS) is used for the statistical data. From the results collected, we have concluded that the use of effective strategies for preparing for exams is of great importance during the learning process of students, since the use the right and the suitable strategies such as mind-mapping, group revision, reviewing past exam papers... to succeed and reach their objectives.

**Key words:** Revision, Strategies, Exams, SQ3R

## *List of Abbreviations*

**ESL:** English as a Second Language.

**L1:** First Language.

**L2:** Second Language.

**H:** Hypotheses.

**MMUTO:** Mouloud Mammeri University of Tizi-Ouzou.

**SPSS:** Statistical Package for the Social Sciences

**SQ3R:** Survey-Question-Read-Recite-Review

**Q:** Question.

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### ▪ Statement of the Problem

In general, the process of learning is followed by examination either in oral or written forms. Exams are important for learners since they evaluate, assess and check their understanding. Therefore, they require revision that consists of using different strategies and techniques to prepare for them. According to Bristol University, (2002: 02) *“Exam is not a memory test that requires learners to retain information by heart, but it requires them to organize their knowledge for revision that is an-going activity in which learners go through again the highlighted points of the lessons”*.

Revision plays an important and crucial role in the learning process, mainly in the period of preparing for exams. In fact, it is the act of reviewing and recalling previous topics or subjects to ensure retention and update with new data if it is necessary. This implies that, revision is the process of looking again at previous lessons that learners have already studied with the aim of increasing their understanding and success in exams. In addition, there is no particular method of revising. Indeed, every student learns in a different ways, that is why it is useful to figure out what technique of revision facilitates for students the retention of information. In other words, each learner has his/her own way and appropriate techniques to prepare his/her exams. However, some learners know different strategies but they fail to choose the appropriate one to revise; even if they are motivated to acquire more knowledge and succeed in their exams. Furthermore, learners find difficulties and problems to revise for their exams. In fact they cannot recall and retain information and data that they have learned.

Revision strategies have been the concern of many studies around the World, for their impact and influence on the learning process. For example, Li-Juan from the Queen’s University Kindstone, Ontario, Canada in 1999 carried out a research which is entitled “Revision

Strategies in English as a Second Language” that aimed to examine the use of revision strategies in ESL academic writing. The results of this work revealed that revision strategies used by the participants in their L2 writing were found to have both similarities with and differences from L1 revision. It was also found that cultural, educational and personal background played a role in explaining the set of strategies the participants brought to their academic writing.

In addition, Sunkover Jana from the University of Masaryk conducted a research in 2011 entitled “Revising Translation Corpus: Investigation of Revision and Self-Revision”, in her Master dissertation, which sought to describe and analyze revision in the process of translation. The outcomes obtained from this research consisted of the revised version of translations that are usually a little longer than their drafts. Also, students applied quite good revision strategy and considered it important but not very enjoyable.

Another work in the Algerian context conducted by Ighil Krim Saliha and Ahadad Wassila entitled “Investigating Students’ Preparation for Their Exams”, the case of Master One students at MMUTO (2016) in Tizi-Ouzou. This work was limited only on Master One students at MMUTO. The results obtained from their work indicated that Master One students at MMUTO used reading, repeating and reviewing for preparing their exams and the strategies used were effective.

This drives us to investigate whether 3<sup>rd</sup> year learners of both “Aghri Med Said” and “Makhlouf Said” secondary schools use the appropriate strategy in the right way to achieve their learning objectives. Therefore, our research will be significant since it will be conducted in another setting and context.

In order to reach our objectives, we have adopted the SQ3R approach (Survey-Question-Read- Recite-Review) which is the most obvious in Robinson’s work, published in (1970).

Robinson claims that, students use different strategies for revision, which consists of the five steps, in order to improve and increase their exam performance.

### ▪ Aims and Significance of the Study

The present research attempts to investigate Third-year learners' strategies for preparing for their exams, the case of secondary school of both "Aghri Med Said" in Azeffoun and "Makhlouf Said" secondary schools of Tizi-ouzou, Algeria. Furthermore, revision strategies are important in the learning process because they help students to improve their understanding and succeed in their exams. The overall aim of our investigation is to identify the main strategies used by 3<sup>rd</sup> year learners of "Aghri Med Said" in Azeffoun and "Makhlouf Said" in Tizi-Ouzou secondary schools. Then the study will discuss whether students use these strategies effectively. Since effective revision depends on the use of appropriate methods, relevant materials and tools (textbook, pertinent notes and documents). It also needs a full concentration and a good time management.

Our study is of great importance because it sheds light on 3<sup>rd</sup> year learners' strategies for preparing for their exams, in both "Aghri Med Said" in Azeffoun and "Makhlouf Said" secondary schools. Indeed, revision is a kind of support for learners in which they reinforce their knowledge, understanding and improve their weaknesses. For this reason, our work focuses on learners' use of effective strategies and techniques that lead them to succeed in their exams.

In fact, most of the previous studies focused on revision in relation either to writing or to translation; whereas the work conducted in the Algerian context was concerned with Master one revision strategies for preparing for their exams at MMUTO.

### ▪ Research Questions and Hypotheses

This dissertation addresses a practical gap by investigating 3<sup>rd</sup> year learners of both

“Aghri Med Said” in Azeffoun and “Makhlouf Said” in Tizi-Ouzou secondary schools strategies for revision for exams.

To investigate our issue, we have asked two questions that are:

- **Q1-** What are the main strategies used by 3<sup>rd</sup> year learners of “Aghri Med Said” in Azeffoun and “Makhlouf Said” in Tizi-Ouzou secondary schools for their exams?
- **Q2-** Do 3<sup>rd</sup> year learners of “Aghri Med Said” in Azeffoun and “Makhlouf Said” in Tizi-Ouzou secondary schools use effective strategies for preparing for their exams?

To answer these questions, we suggest the following hypotheses:

- **H1-** 3<sup>rd</sup> year learners of “Aghri Med Said” in Azeffoun and “Makhlouf Said” in Tizi-Ouzou secondary schools use the SQ3R method when they revise for their exams
- **H2-** 3<sup>rd</sup> year learners of “Aghri Med Said” and “Makhlouf Said” secondary schools do not use effective strategies for their exams.

### ▪ **Research Techniques and Methodology**

The present work intends to investigate 3<sup>rd</sup> year learners of “Aghri Med Said” in Azeffoun and “Makhlouf Said” in Tizi-Ouzou secondary schools revision strategies for preparing their exams. In attempt to reach our aim, we have adopted mixed method approach, which combines both qualitative and quantitative methods, for data collection and analysis. In order to collect or gather data, we have used an instrument that is a questionnaire which consists of a set of questions, distributed to 3<sup>rd</sup> year learners of “Aghri Med Said” in Azeffoun and “Makhlouf Said” in Tizi-Ouzou secondary schools where they are supposed to answer. The latter will be analyzed using a Microsoft software program named statistical package for social sciences (SPSS). It is important to clarify that our research is based only on a questionnaire for

data collection because revision is mainly an individual process which takes place mainly at home. Thus we wanted to get reliable data by asking only the persons who are concerned who are in our case the students.

### ▪ Structure of the Dissertation

The overall structure of this dissertation follows the complex traditional type of dissertations. It consists of a General Introduction that gives the reader insight into the topic of the work, four chapters and a General Conclusion that recapitulates the main points and results of the research. The dissertation then, includes “Review of the Literature” as a first chapter. It consists of theoretical framework presented in details and issues related to the topic of our investigation. The second chapter named “Research Design and Methodology”, deals with presenting the procedures of data collection which is a questionnaire distributed to 3<sup>rd</sup> year learners of “Aghri Med Said” in Azeffoun and “Makhlouf Said” secondary schools. It also describes the procedure of data analysis that is SPSS software program. The third chapter entitled “Presentation of the Findings” presents the results obtained from the questionnaire. The last chapter consist in the “Discussion of the Findings” which discusses the outcomes and the results of the questionnaire distributed to 3<sup>rd</sup> year learners. Finally, the General Conclusion provides an overall summery of the different points tackled throughout of the research.

### Introduction

This chapter of the review of literature attempts to shed light on the theoretical principles that are related to the revision strategies used and explained by authors such as Robinson (1941) and Brown (2001). This literature review is divided into four main sections; the first one is entitled “*Revision in General*” and the second “*Exam, Assessment and Testing*”, the third section is entitled “*Learning Strategies*”. Finally, the last section highlights the different strategies used by learners while preparing their exams, namely the “*SQ3R*”.

### I. Works on Revision in General

#### I-1 Revision Defined

Revision is a personal and individual process. This means that, revision is the key to get in touch with what has been studied. Students need to stress this process if they want to progress in their learning. Furthermore, revision has to do with studying and look over something previously written or learned; especially when preparing for exams. Thus, each learner has particular and specific strategies and techniques for revising for his/her exams. According to Plymouth University (2011: 5)

Revision is the process of consolidating your learning. It is a way of processing your knowledge and understanding by, literally, seeing it again from different angles and context. This process should lead to fuller understanding of the material and will help you to remember important details and principles on the long-term basis.

The quotation indicates that the revision process involves using methods and techniques by students to review the lessons and reinforce their understanding. These techniques help students to get a better understanding and memorize the key ideas that have been studied before.

In addition, Harris (2003: 577) refers to ‘revision’ as “*Knowable and Intellectual practice*” and he focuses on “*practice*” and “*consciousness of students*” which lead them to understand their lessons. From this definition, we conclude that the process of revision is of great



importance and plays a crucial role since it allows students to think, perform and make efforts to achieve their objectives. In addition, Harris emphasizes on the awareness of students to recognize their strengths and weaknesses and decide what to revise and what not to revise.

Another definition is given by East Anglia University (2008: 1) “*Revision is best seen as an active process. It involves reworking your course material to make it easier to understand, remember and adopt to specific questions. Passive form of revision: simply re-reading or trying to learn them word for word ...*” In other words, active revision is the act of reviewing and recalling information to improve and explore it for a better understanding and retention. In contrast, passive revision consists of just reading several times and learn by heart; learners do not give much importance to their understanding. Their goal is only to memorize concepts without understanding.

### **I-2 Active Vs Passive Revision**

According to Worcester University (2010: 03), “*Active revision is much more effective than passive revision. Passive revision is associated with such activities as reading notes, and copying materials. Active revision is concerned with using and organizing materials*”. In other words, active revision is more efficient than the passive one. Passive revision is related to reading notes and writing the subjects and memorize them easily without doing any efforts. However, active revision implies learners to make more efforts in the sense that they are more creative and productive. They obtain and collect the information and try to improve it. For example, active learners when they revise the three types of “If condition”, they take the rules and try to organize them in a kind of mind-map. They draw a circle in the centre and write the concept “if condition” then associate it with ideas (rules and examples) through drawing an arrow around the circle. Another example of active revision, students tackle past exam papers in order to practice more and familiarize themselves with the type of exam questions.

An active revision involves efforts that might facilitate the understanding of knowledge to go beyond memorization of information. Even if exams require learners to remember a lot of facts, learners are much more likely to retain detailed information if it is related to an underlying understanding (According to Edinburgh University 2013).

It is important that learners make their revision as active as possible. Besides, many students spend a lot of time reading and re-reading their notes. Therefore, they have to be creative rather than just reading their notes several times.

### **I-3 Revision Tips for Each Style of Learners**

#### **Definition of Learning Style**

Allen, et al., (2011: 1) define learning style as *“A preferred way of thinking, processing and understanding information. Each person prefers a pattern of thought and behavior that influences his/her learning process”*. This means that not everyone learn in the same way. Every student has its own techniques and methods that he/she follows during his/her revision. For instance, some of them collect data visually, others while listening to dialogues, also students learn from their mates and colleague when they revise together ...etc.

According to Reid (2005: 92-94), there are different styles of learners that each one has its characteristics.

#### **▪Visual Learners**

According Reid (2005: 93), learners use their imagination for better visualizing events and information. They also used visual strategies for remembering data. Furthermore, visual learning is characterized by using the sight as a learning method to brainstorm facts and ideas; through linking concepts with diagrams and using colors. For instance, learners use the red color for the main ideas to attract attention and facilitate memorizing.

### ▪Auditory Learners

Learners absorb information from listening to talks, lectures and radio programs. This means that, learners study through hearing people's conversations. For example, learners record teachers' explanations, speech and conversations, then they refer to these records during their revision to facilitate the task for them. (Reid, 2005: 93).

### ▪Kinesthetic Learners

Learners enjoy active learning and this is useful for assembling and making product; this help them to demonstrate to others how to do something. In other words, learners tend to revise while doing other physical activities, since it facilitates for them the process of memorizing. For example, they use their hands, gestures, bodies to understand and retain concept. (ibid)

### ▪Social/Emotional Learners

Learners enjoy working with others or in teams. They try to engage others to be involved in the task. Therefore, they may be quite motivating. In other words, learners prefer to work in groups. Their principal concern is the well-being of colleagues and friends. In addition, they share knowledge and information through conversations and debates. (ibid) For example, learners prefer to organize group revision sessions since they appreciate working in groups.

### I-4 Revision Techniques

According to the University of Kent (2011: 3), there is no single "*correct*" way to revise. Effective revision involves engaging with your work in an active, imaginative and varied way, since different types of information lend themselves to begin memorized and recalled in different ways. In addition, what works well for one person will not necessarily work well for another; so, developing effective revision techniques of your own will involve a degree of experimentation. If it works, use it; if it does not, try something else. However, what is true, as a general rule, is that

our brains work much more effectively when seeking answers to questions than from passive reading. Attempting to revise by simply reading and re-reading notes is dull, tiring and ineffective. For instance, some learners tend to revise alone through summarizing their lessons by omitting the details and keep the key ideas and concepts. While, others prefer to study in groups through practicing past exam papers, exchange and share their ideas (University of Kent (2011:3).

As regards learners' revision techniques and strategies, they consist of short summaries that include the essential information of the topic. In some cases, they transfer their notes into mind-maps and spider diagrams to facilitate the learning process. To attract attention, they use colors, images and shapes since visuals serve as an effective tool for recalling and memorizing easily. This make learners to become active, creative and productive. (University of Kent, 2011:4).

### **I-4-1 Group Revision**

According to University of Kent (2011: 5) group revision is done with friends and mates that learners trust and feel are competent. They can do revision notes, make summaries, find responses to the questions, make photocopies, etc. The team can retain answers together; they take notes and practice past exam papers through solving the problems. At the end, they combine and gather all their answers in order to debate and discuss the possible answers to each question. Furthermore, learners may benefit through working together, by organizing group revision sessions. Since they share, exchange knowledge and ideas. They will also have the opportunity to get others' opinions about the topic that can facilitate for them the difficulties and solve the problems (University of Kent, 2011: 5).

For example, third year learners organize group revision sessions for specific topic “Active and Passive voice”. Therefore, each one brings with him/her all the information that possess about the topic. Thus, one of them plays the role of the teacher and tries to explain and clarify the rules for the others. This way facilitates for them to grasp information and improve their level. In addition, this strategy allows them to remember concepts better.

To reach efficiency in revising, revision should be active and organized. This means students learn through using different materials and tools and arrange their notes in different shapes and forms. They also test themselves through reviewing past exam papers and focus on practice. In addition, learners should plan their revision in order to cover the main topics in a specific period of time. (According to Brighthon College, 2018: 3)

### **I-4-2 Mind-maps**

According to Open University (2007: 24) “*Mind-maps are visual methods of taking notes, also known as spray notes, or patterned notes. They show how different aspects of a subject relate to one another*”. That is to say, mind map is a visual draw used by learners to arrange their thoughts and simplify ideas and information. It demonstrates the relationships between the different parts of the topic or concepts. Briefly, it is a schema in which information is shown visually, with the main idea placed in the middle and associated ideas arranged around it. Mind maps help learners to arrange their ideas and knowledge and push them to be creative and productive. Therefore, it facilitates for them the memorization of data. For example, learners put the title of the lesson in the center of the mind map and the supporting ideas are sprayed around the title in different forms as: circles, squares and shapes.

According to Mapman (2014: 13-25) learners use mind mapping for many reasons. First, it helps to improve memory in the sense that it focuses on important and essential ideas and

concepts. Second, it enhances learners' creativity through organizing their thoughts, summarizing and broaden their ideas. Third, it simplifies complicated information through making the complex topics as clear as possible and save time. Finally, it improves learning through increasing the way learners think and communicate. It also helps them to organize and memorize data.

### **I-4-3 Drawing timetable**

According to Cambridge dictionary (2008: 1336), "*Timetable is a detailed plan showing when events or activities will happen*". Accordingly, revision timetable is the best way to plan and carry out your revision. It aims to design your revision schedules, which is a specific amount of time in which you revise for a subject. In other words, it is a plan indicating the subjects and the times; when and what to revise. This enable students to vary the topics and subjects of revision. Time is of great importance since learners' brain needs to take breaks and rest. Timetable is of great importance because it enables learners to see the amount of the work they have to do and the time needed to accomplish it. In addition, it helps learners to do things on time and see the progress they are doing.

### **I-4-4 Revising Using Past Exam Papers**

According to Deen Tutors (2017: 1)

Ideally, past exam should be the primary way to revise. Learning from book and class notes are well and good, but it has been shown that students are more effective in their learning when they start from exam paper questions. These questions should then lead students to refer to notes and other materials

In other words, using past exam papers is part of students' exam preparation. They can find what they already know, and what they do not know well or what they do not know at all. Past exam papers are very helpful since they serve to familiarize learners with the terms, concepts and the questions used in the exam. Besides, they are among the important instruments and tools to

prepare for exam as they provide learners with an idea about the coming exam questions. They help to identify key topics and subjects' to focus on during revision.

### **I-4-5 Revising Using Note Taking and Note Making**

#### **▪Note taking**

##### **▪Definition**

According to Atkinson (1999: 2763) “*Note are permanent record of information prepared for seminars, presentations, assignments and examination... Notes are an aid to memory. They are virtually re-creation of main ideas in writer’s and speaker’s mind*” (cited in Scholarly Research Journal for Interdisciplinary Study, 2015)

According Clara (1996: 2764) “*Note taking is a passive process which is done at lectures, copying the words of other words- for-words without taught and discrimination*”. This means that note taking is an important tool that helps to highlight key points. It is considered as an important skill since it permits to learners to record the lecture, which may not exist in their textbook. It also acts as a summary and reinforcement of the main points. Learners write down the main ideas in phrases that they will remember and ignore the details.

Taking notes is of importance since it contributes to the process of active reading. Besides, it helps students to emphasize on the subjects they are learning. Note taking allows learners to be selective and highlight on the important concepts that will be helpful for them when revising for exams (Open University, 2007: 18).

### ▪Note Making

#### ▪Definition

Note making can be defined as “*Preparing a brief and organized written records of a given material without changing its original meaning and use as an aid to memory. Note making requires both reading and writing skill*” (Koneru, 2011: 2764, cited in Scholarly Research Journal for Interdisciplinary Study, 2015). Thus, note making is a way that helps students to organize, review and connect their ideas from the lecture. It helps learners to avoid plagiarism and study more efficiently. It also serves to highlight and summarize the key ideas.

#### ▪The Importance of Note Taking and Note Making in Revision

According to many studies, students who take/make notes perform better than those who do not. In addition, it is effective on recalling since it assists students learning during both encoding and storage stage (Fisher and Harris, 1973 cited in Scholarly Research Journal for Interdisciplinary Studies). In other words, learners who take and make notes understand better. Making and taking notes reinforce memory and help learners to remember the key points. It is a useful technique for them because they mention everything and do not skip information.

#### I-4-6 Revision through Summarizing Technique

Kaushik (2011: 1) defines a summary as a “*condensed version of the original text expressed in one’s own words, keeping the main ideas of a text. A summary is much shorter than the original text*”. Thus, summarizing involves taking the main ideas from a piece of text and rewriting them in your own words. It is significantly shorter than the original text and tends to give an overview of the topic area. In fact, students do not include their own opinion or add extra information. It is a relevant technique that permits to learners to take a large text and reduce by



omitting the details and keeping the main points. Through summarizing, learners retain information and learn more effectively when they put data in their own words (Kaushik, 2011: 1).

### **I-4-7 Revising Through Paraphrasing Technique**

Paraphrasing is an important skill for academic writing. Kaushik (2011: 1) defines a paraphrase as the rewording of a text keeping the same meaning as the original. In addition, paraphrasing can be equal or slightly shorter than the original text.

Particularly, students re-write information from an outside source in their own words without changing its meaning. In paraphrasing, students must retain the essential ideas of the original passage, significantly change the style and grammatical structure to fit the context. Paraphrasing is significant for students because it helps them to get the ideas and reformulate them using their own words. It also allows them to be creative and improve their understanding.

### **I-4-8 Quoting Technique**

According to South Australia University (2015: 2) quoting is *“When you take a phrase, sentence or passage straight from reading and incorporate to your own writing. You must always provide reference when you quote another source directly, and certain punctuation must be used to show where the quote begins and ends”*. That is to say, quoting is an academic technique which consists of mentioning the exact someone’s saying by including a reference to avoid plagiarism with special punctuation. For example, learners include quotations said by authors and researchers in order to make their essays more relevant and worthy.

According to Plotnick (2002, Director of the University College Writing Workshop), quotation is used:

- To confirm the credibility of your arguments;
- The language of the passage is particularly elegant, powerful and memorable.

### **I-4-9 Memorizing Techniques**

Memorization in the most general sense refers to methods of learning in which the individual recalls information. Memorization can be defined as a *“Strategy that focuses on storage and retrieval of language. Through strategies such as drill and repetition might be considered the same as memorization strategies, the storage and retrieval process are the focus of attention in the case of memorization”*. (Wenden & Rubin, 1987: 22). This means that memorization is the technique based on recalling information and data through repeating them again and again in order to fix them in their mind. In addition, memorization consists on reciting concepts and terms.

According to Oxford dictionary (2001: 833), memorization is the process of committing something to memory or learning something by heart. Moreover, memorization is the process of committing something to memory. Mental process undertaken in order to store in memory for later recall items, such as experiences, facts and auditory or tactile information.

#### **•How to memorize notes for exam**

Most learners panic and worry about how to memorize a huge amount of notes for their exams. Learners’ aim while revising is to convert information from their working memory to long-term memory. Therefore, they are able to retrieve this information later in exam. Long-term memory is responsible for storage and recall of information for long period of time. Whereas, short-term memory is the ability to retain information for a brief period of time (Baddeley, 1992: 255, 256-559).

### **I-4-10 Revising Using Mnemonic**

According to Dr. Mcphernon (2000: 12), mnemonics are aids to memory such as:

acronyms, rhymes, linking information by creating visual images or making up a story. Mnemonics strategies have been recommended as appropriate for remembering: information, vocabulary, facts, ideas, etc.

That is to say, mnemonic (memory device) is any learning technique that helps the retention and retrieval (remembering) of information in the human memory. It makes use of elaborative encoding retrieval cues as a specific tool to encode any given information in any way that allows for efficient storage and retrieval. Moreover, it can also help learners to learn basic facts and new vocabulary which they need to acquire when learning a new subject. Although mnemonics are, the basic strategies for memorizing by roots for most tasks there are easiest strategies that are sufficiently effective to be preferable for many people: written and electronic records and rote repetition. (According to Belleza, 1983)

### **I-5 The Aims of Revision**

Based on what have been explained, we reach the following conclusion: revision is of great importance in the process of preparing for exams. Since students learn to find their weaknesses and to improve their understanding, reading and analytical skills. Furthermore, it allows learners to check their strengths and enhance their different skills, this permit them to challenge their own ideas, thus reinforce their arguments. Finally, through revision students become autonomous, depend only on themselves and do not always refer to their teachers. Therefore, students become productive and active learners

## **II-Works on Exam, Testing and Assessment**

### **II-1 Exam**

According to Bristol University (2002: 02), exams are not memory tests that require learners to write everything they know about a given topic. Instead, they require learners to

demonstrate how much they know and understand about the topic, ideas, principle; skills how to evaluate, interpret data. Preparing for exam is a task most students dread; it begins the day students' course begins though it involves time and hard work.

### ▪Learners' Difficulties toward Preparing Exams

The exam period is the most anxious and stressful phase of the year because many students are under a high amount of pressure to improve their level and get high grades. Furthermore, learners face many difficulties and obstacles while preparing for their exams. They cannot focus and concentrate on their revision since they feel worried and disturb; as a result, they cannot make decisions and manage their time. They also think negatively that they will not succeed; this influence on their way of revising. In fact, most of time learners find themselves demotivated and do not know how to organize themselves, so they give up. In some cases, learners suffer from lack of materials, means and they do not find adequate environment for preparing for their exams (Roussos, 2018: 1).

## II-2 Testing

Testing is the practice of making objective judgement regarding the extent to which the system (device) meets, exceeds or fails to meet stated objectives.

A test, *"In a simple term is a method of measuring a person's ability, knowledge or performance in a given domain"*. (H.D.Brown, 2003 :03) This means that, a test is a technique and an instrument to evaluate and measure the learners' performance.

### ▪Achievement tests

Brown (1994:259) defines achievement tests as "tests that are limited to particular materials covered in curriculum within a particular time frame". This means, they are assessment

designed to evaluate competences or to check performance of the learners. They aim to identify the weaknesses and strengths of learners.

### **II-3 Assessment**

According to Hanna and Dettmer (2004) : “*Assessment is the process of gathering data, more specifically, it is the ways instructor gather data about the teaching and students’ learning*”. This definition reveals the amount of information teachers gather in their classroom and may help them understand their learners. This process identifies where the learners are in the their learning.

#### **▪Summative Assessment**

Chappuis and Chappuis (2007: 14) assert that “*Summative assessment sometimes refers to assessment of learning. Typically document how much learning has occurred at a point in time, its purpose is to measure the level of students, school program success.*” That is to say, summative assessment is the act of evaluating and judging the effectiveness and performance of students. It is also a way to measure the level and the improvement of the learner in specific period of time. It takes place after the learning has been completed. Therefore, it provides information and feedback that summarize and recapitulate the teaching and learning process.

### **III- Works on Learning Strategies**

#### **III-1 Definition of Strategy**

According to the Oxford Dictionary (2001), the word ‘strategy’ goes back to the 19th century. It has a French origin ‘Strategie’ and Greek origin ‘Strategia’, which means ‘general ship’.

According to Steiner (1979: 4) “*Strategy is generally considered as a key figure in the origin of development of strategic planning*”. In other words, it means the planning of action

made for a long term and the desired goal. Moreover, in language planning, the word strategy is regarded as synonym to ‘paths’, ‘techniques’, ‘tactics’... (Ammam and Touat, 2015)

Another definition is given by Rubin (1975: 9) “*Strategies are techniques that learners employ to acquire knowledge*”. That is to say, strategies are the methods that a student use to collect information and data during his/her learning process.

### ▪ Learning Strategies

The term “Learning Strategies” has been defined in EFL context. Wenden and Rubin (1987:19) defines learning strategies as: “...*any sets of operations, steps, plans, routines used by the learners to facilitate the obtaining, storage, retrieval and use of information*”. Said differently, learning strategies is the use different techniques and paths by students to promote and simplify the retention and recall of data. In addition to the ways data are used by learners.

Richards and Platt (1992:209) states that learning strategies are “*Intentional behavior and thoughts used by learners so as to better help them understand, learn, or remember new information*”. Recently, there is a focus on the learning strategies, where it is the learner who is centered. While in the past, there was a complete focus on teaching strategies, teacher who is centered.

Oxford (1992/1993: 18) defines language learning strategies as

Specific actions, behaviour, steps or techniques that student (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval or the use of the new knowledge. Strategies are tools for the self-directed involvement necessary for developing communicative ability.

In addition, Oxford (1990: 49) states that “*Learning strategies are behaviours that help learners become more fluent in what they already know and may lead learners to gain new information about what is appropriate or permissible in Target language.*” This means that, students who use different paths and methods when dealing with a second language skill have a chance to improve

and develop their communicative competence autonomously. Thus, each learner has its own technique and strategy to grasp meaning and information that promote learners to remember and provide them an easy understanding of concepts. It also facilitate acquisition, storage or retrieval of knowledge learned. For instance, learners when reading a text, article or document, they adopt a strategy that fits and suits their purpose; either fast reading to get an overview and familiarize with the topic or slow reading to go deeper on the material and get a better understanding (Oxford, 1990: 49).

### **III-Works on SQ3R (Survey, Question, Read, Recite and Review)**

Exam period is the most stressed and nervous period of the year. Thus, students should learn how to revise effectively to succeed. Sine revision is an important part of the learning process; it gives students the opportunity to reflect on what they are learning. In addition, during the preparation for exams, students give importance to revision.

Many studies provided learners with different methods and techniques to help them succeed in their revision. Among them, SQ3R method which is introduced by Robinson (1970). This reading strategy is designed to help learners to improve their understanding and achieve efficiency in reading. It consists of five main steps, which are: Survey, Question, Read, Recite and Review.

#### **IV-1 Definition of SQ3R**

SQ3R is a reading strategy designed to help students improve their comprehension, memory and efficiency in reading. Briefly, this strategy aims to familiarize students with the material for easier understanding and to illustrate the importance of active review so that information is stored not only in the short-term memory, but also in the long term memory. A basic premise is that we remember information when it is connected to our emotions and when

we can interconnect the ideas. Finally, this is an excellent strategy to cut down wasted reading time.(Robinson, FP 1970. SQ3R : Effective Study (4ed). New York : Harper and Row)

Survey → **Q**uestion → **R**ead → **R**ecite → **R**evue.

•**Survey** : according to Robinson (1970: 28)

Read the objectives, introduction, bolded words, conclusion, summary, headings, subheadings, and the diagrams. This will give you a broad sense of the direction and scope of the topic and allow you to become familiarized with new terms. As you survey, activate any prior knowledge you have regarding the topic and show interest in the steps the authors take to reach their conclusion.

(Robinson, FP 1970. SQ3R : Effective Study (4ed). New York : Harper and Row)

This means that, survey is the first step in which learners scan their text and get an overview. They activate their pre-knowledge and scan the headings, subheading, tables and words in italics, introduction and conclusion. It is also called skimming and scanning because it helps students to extract and grasp concepts and thoughts without going deeper on the text and look for particular facts and meaning to answer the questions that are in their minds.

•**Question**

Formulate your own questions based on the information you have gathered at the pre-reading stage: turn heading into questions, turn boldface or italicized phrases into questions, use the chapter's questions and use the course objectives to focus on particular objectives. (ibid)

In other words, based on the information gathered in the first step (Survey), learners formulate questions by turning titles and sub-titles into questions by using the “Wh” questions (who, what, when, where and how). Therefore, they ask questions about the text scanned in the previous step. Through these questions, they become curious and ask themselves what they already know about the topic and try to understand what the author tries to convey. In this step students learn and train themselves to ask and develop questions that come in their minds and try to find answers for them through reading.



- **Read**

Read actively by underlining and making in your text and by answering your questions. Mark your text and answer your questions using your own words rather than using the phrases in your text. Match your rate of reading with your comprehension level and show down and/or re-read if you do not understand.

(Robinson, FP 1970. SQ3R : Effective Study (4ed). New York : Harper and Row)

Simply, reading is an active process in which learners read by emphasizing and focusing on the main ideas in their texts. This means that, they highlight and make comments in the margin. They always rely on their notes and their background information. At the same time, they try to answer the questions of the previous step (Question) by using their own words. It is the most important step since learners take more time to read and re- read the complicated parts of the text in order to solve the problems, to comprehend the meaning of concepts and to increase understanding.

- **Recite**

Recite, from memory as much as possible, the important points under each heading, after you read a section. Out loud and in your own words, recite the key features of the topic and how it relates to previous sections. This recitation can be done by writing but doing it aloud benefits auditory learners and take less time. (ibid)

In other words, recall or repeat is an important step that helps learners to retain, memorize and avoid forgetting data. It is a kind of summary made at the end of the reading step, in order to know if learners have really understood what they have read. In some cases, they play the role of the teacher and try to explain what they have read to others. Simply, they recall the key points that they have learnt and relate them to the previous knowledge.

- **Review :**

Review immediately after reading a section. This should be relatively brief, not more than five minutes, and can encompass answering your questions and outlining sections out loud and from memory. To inhibit forgetting, try reviewing weekly, and every time you read another section, review the previous section in the same way. (ibid)

Review is the last step and the most effective one. It consists of reviewing all the work and check if the learners remember the most important points and see if they have answered the questions

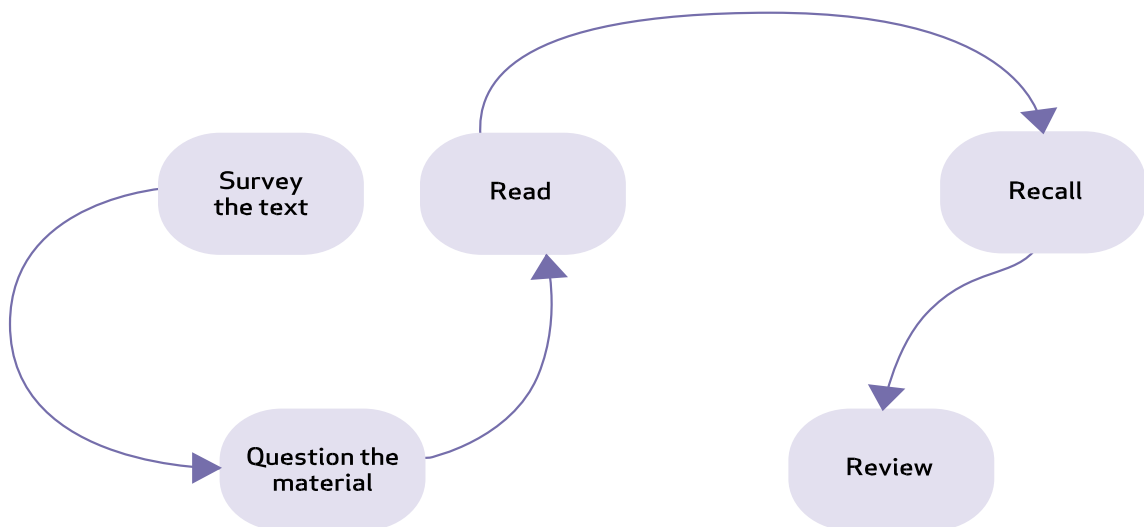
they developed at the beginning. It helps them to learners to study materials on a deeper level.

### IV.2 The Importance of SQ3R

On the basis of what has been explained we reach the following conclusions.

- SQ3R helps to figure out the key points or ideas from the topic and the lessons.
- SQ3R allows students to memorize and fix the important ideas and information in their memory.
- The approach enables students to ask questions and look for answers, and it helps them to retain ideas.
- The approach activates learner's thinking and check their understanding throughout their reading.
- It can be used to promote students' understanding of what they have been taught.
- It permits to learners to improve their reading comprehension.
- SQ3R allows students to be selective.
- Permits to students to revise and review efficiently for the exams.

#### ▪ How to Use SQ3R Technique



**Figure 1. The SQ3R technique**

(Open University (2007) Reading and Taking Notes, 9)

### Conclusion

This chapter has dealt with revision strategies. It has provided definitions of the terms and the different concepts related to revision; in addition, it includes different techniques and methods used by learners to prepare for their exams. These concepts have been defined by making reference to different scholars. Afterwards, it has dealt with Robinson's theoretical framework SQ3R (1970) with some definitions of the main concepts related to this theory. Finally, it has dealt with the importance and significance of SQ3R theory for students while they revise for their exams.

## **Chapter Two: Research Design and Methodology**

This chapter is devoted to the research design of the present study. It focuses on the main research techniques and methods used to conduct our study and achieve the objectives in order to answer the research questions asked in the General Introduction. It is also divided into two main sections. The first section provides a detailed description of the tools and instruments used to collect data whereas the second section deals with the data analysis that presents the mixed method approach that includes both quantitative and qualitative methods for the interpretation and analysis of data.

### **I. Procedure of Data Collection**

In this study, the primary source of data collection consists of a questionnaire administered to pupils in both “Aghri Med Said” in Azeffoun and “Makhlouf Said” in Tizi-Ouzou secondary schools, in order to gain more insights into the techniques and strategies they use to revise for their exams. The questionnaire includes both close-ended questions (quantitative) and open-ended questions (qualitative); the two methods are used to analyze the data collected. Accordingly, a mixed method is used in order to link the research questions and hypothesis with the data collected.

#### **I.1 Questionnaire**

Mc Donough.J. & Mc Donough.S. (1997: 172) defines a questionnaire as *“A list of research questions to respondents, and designed to extract specific information about specific topic, more precisely, obtaining statistically useful information from a sample of individuals. In addition, it is convenient to administer and has unified standard form”*. This means that questionnaire is an important tool or instrument for data collection that is drawn by researcher to get the appropriate information from the participants about a particular topic.

The data collection process went through two stages. The first one consists in designing the questionnaire; it was in March 2019. The second stage consists in the distribution of the questionnaire to the sample population, in April 2019, to one hundred pupils, studying in the Secondary schools: “Aghri Med-Said” in Azeffoun and “Makhlouf Said” in Tizi-Ouzou. It was distributed to third year students of two different branches: Foreign Languages and Letter and Philosophy. We have chosen this sample (3<sup>rd</sup> year learners of two different secondary schools) since they have an important exam at the end of the year (Baccalaureate exam). This lead them to make more effort and use different strategies to prepare their exams.

We have selected both “Aghri Med-Said” in Azeffoun and “Makhlouf Said” in Tizi-Ouzou in our investigation because they are classified among the first ten secondary schools in the results of Baccalaureate exam. In addition, these two secondary schools are situated in two different region. So, this allow us to get more credible data.

### ▪ **Learners’ Profiles**

The population encompasses forty six (46) third year foreign languages pupils and forty four (44) third year letter and philosophy pupils , in both “Aghri Med-Said” and “Makhlouf Said” in Tizi-Ouzou secondary schools. The majority of the participants are female (about 65%) and the age of the respondents’ ranges from 17 to 21 years. The reason behind the choice of this particular sample lies in the fact that the topic of our research; that is “Students Strategies for Preparing for Their Exams” suits better 3<sup>rd</sup> year learners of secondary schools, since they use different techniques and strategies for an effective revision.

### ▪ **Description of the Questionnaire**

In our work, most of the questions used are close-ended because pupils’ level prevents them to write meaningful and coherent statements. Furthermore, the questionnaire was explained and translated to French and Arabic since they faced difficulties in understanding English,

despite the use of simple and clear English that suits their level. The questionnaire consists of 17 close-ended items that are gathered according to their purpose and objectives in four main sections:

- The first section is about the respondents' profiles. It includes two questions;
- The second section contains three items about the students' opinion about revision;
- The third section is devoted to students' strategies for revision for their exams. It includes nine items;
- The last section is about students' use of SQ3R to prepare their exams. It contains five items.

## **II- Data Analysis**

This section covers the methods that the present research relies on to analyze the collected data and to answer the questions and hypotheses. So data analysis is the process of applying statistical and appropriate methods to describe and evaluate data.

### **II.1 Statistical Analysis**

The data gathered from our questionnaire which, consists of close-ended questions is analyzed by using both quantitative and qualitative methods. Thus, the numerical data is analyzed using a computer program named Statistical Package for the Social Scientists (**SPSS**). It is used for the interpretation of the outcome of the questionnaire.

#### **▪ Statistical Package for the Social Scientists**

SPSS is a system commonly used in the social sciences which analyses data from almost any type of file; for instance numeric, binary, date, time formats. Within SPSS, the results obtained from the questionnaire are presented in tables, graphs and charts; they are made visible. It is one of the most advanced statistical packages that are able to perform highly complex data

manipulation and analyses with simple instructions. SPSS is capable of treating huge amounts of data and can perform all of the analyses covered in the text. (IBM SPSS Statistics 21 Core System User's Guide, 2012).

### II.2 Mixed method

According to Dörnyei (2007: 161)

A mixed methods study involves the collection and analysis of both qualitative and quantitative data in a single study with some attempts to integrate the two approaches at one or more strategies of the research process. In other words, mixed methods research involves the mixing of qualitative and quantitative research methods or paradigm characteristics.

Therefore, our work is based on the mixed methods in order to collect and analyze data. In addition to this, we have used the mixed methods to get a full understanding of the topic and link the research questions and hypothesis with the data collected.

According to Johnson and Onwuegbuzie “*mixed method involves mix (ing) or combine (ing) quantitative and qualitative research techniques, methods, approaches, concepts or language in a single study*” (2004: 17).

In other words, mixed methods is the association of both quantitative and qualitative methods. First, quantitative method refers to the collection of numerical measurement of a specific aspects of topics and phenomena. Second, qualitative is used to gain an understanding of reasons, opinions and motivation. It seeks meaning rather than generality. Therefore the mixed methods is used to gather and interpret numerical and non-numerical data.

### Conclusion

This chapter has introduced the methodological design of our work. It presents the

context and the participants under investigation as well as the data collection tools that are followed in this work. Concerning the data collection tools, a questionnaire is used as a research instrument to collect information from the third year learners of both “Aghri Med said” in azzefoun and “Beni-Zmenzer” in Tizi-Ouzou secondary schools about their revision strategies. Then, the data gathered are analyzed through the statistical package for the social science (SPSS).

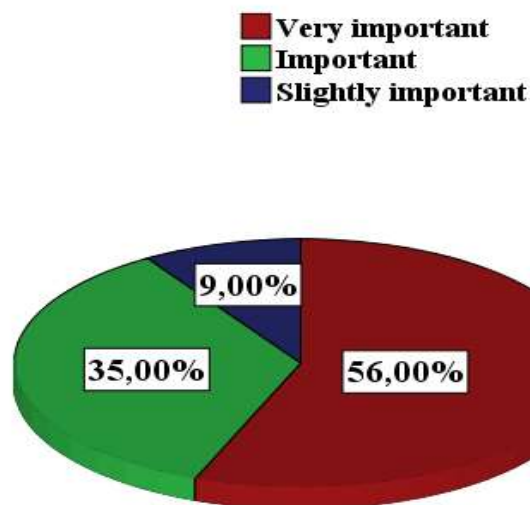


### Introduction

This chapter is mainly empirical. It is devoted to the presentation of the results obtained from the questionnaire that we have handed to third year students in the Secondary School at “Aghri Med Said Azeffoun” and “Beni-Zmenzer” in Tizi-Ouzou. The aim of our research is to investigate Students’ Strategies used while preparing for their exams. Moreover, it seeks to determine whether students are aware to choose the appropriate strategies that are useful for the preparation of their exams. The findings are presented using diagrams and charts.

#### I. Presentation of the results of the questionnaire

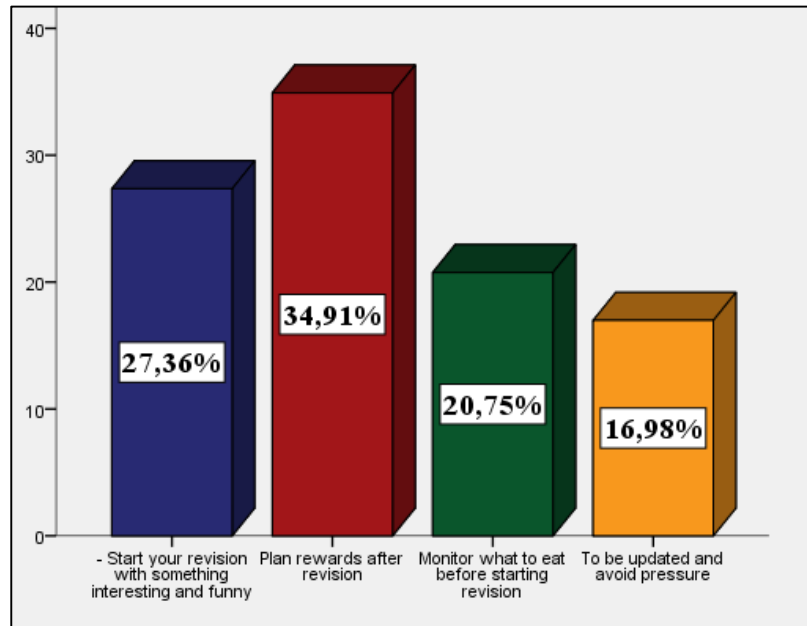
##### 1. Question one: How much is revision important for you?



**Diagram 1: The Importance of Revision According to Students**

From the above pie chart the results show that 9.00% of the participants find that revision is slightly important. 35.00% of the participants find it important. The majority of the respondents 56.00% find it very important. So, for third year learners revision is crucial and very essential for their exams’ preparation.

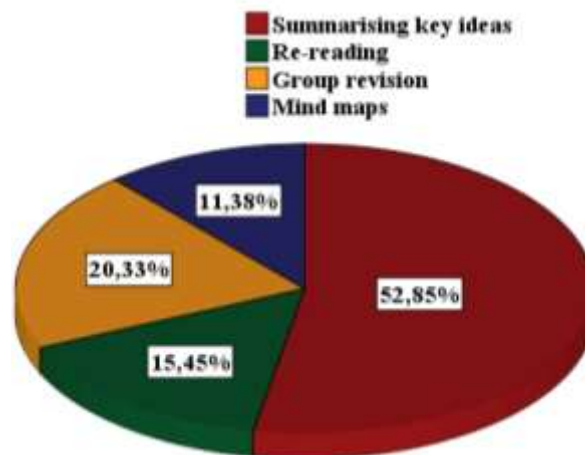
**2. Question two:** How you motivate yourself for daily revision?



**Diagram 2: The Ways Students Motivate Themselves for Daily Revision.**

As indicated above and from the respondents' answers, 34.91% of the participants prefer to plan rewards after revision. 27.36% are attracted to start revision with something interesting and funny. 20.75% tends to monitor what to eat before starting revision. However, 16.98% of learners favour to be updated and avoid pressure.

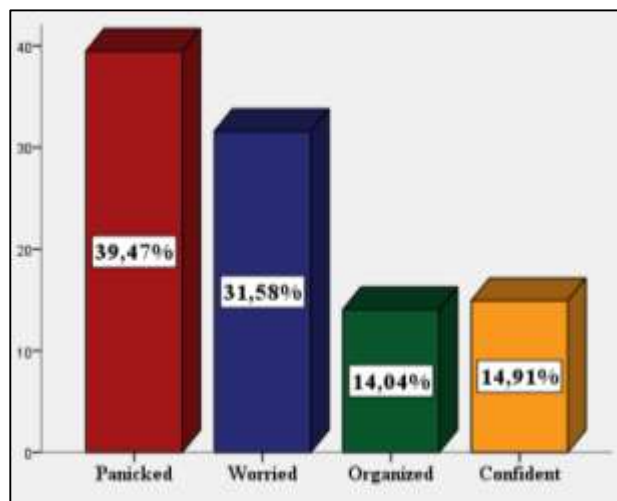
**3. Question three:** According to you, Which strategy you find effective for revision?



**Diagram 3: The Effective Strategies for Revision According to Students.**

As seen in diagram three, the findings indicates that 52.85% use to summarise key ideas. 20.33% prefer to revise in groups. 15.5% find that re-reading is effective for them. While 11.38% prefer mind-maps strategy.

#### 4. Question four: How do you feel when you think about your revision?

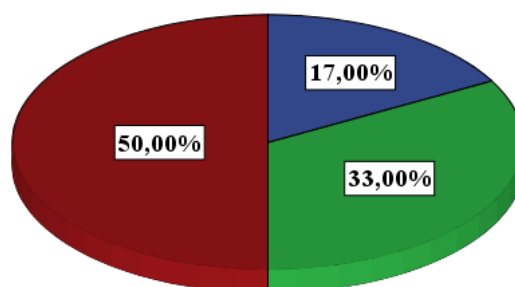


**Diagram 4: Learners' Feeling about Revision for Exams.**

The question is about students' feelings about revision for exams. The results reveal that 39.47% of learners feel panicked. 31.58% of learners also feel worried. However, 14.91% of learners feel themselves confident and nearly the same percentage 14.04% are organised.

#### 5. Question five: which of the statement best describe your revision skills?

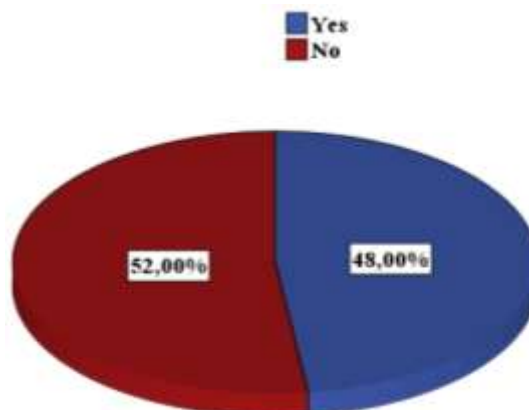
- My revision skills are good and I know how to revise effectively
- I know different ways to revise, but I can't choose the appropriate one
- I try to revise but most of time I can't remember the most important things for the exam



**Diagram 5: Students Revision Skills.**

The results of the diagram show that the most of learners' 50.00% try to revise but most of time they cannot remember the most important things for the exam. 33.00% of learners know different ways to revise but they cannot choose the appropriate one. As far as 17.00% possess a good revision skills and know how to revise effectively.

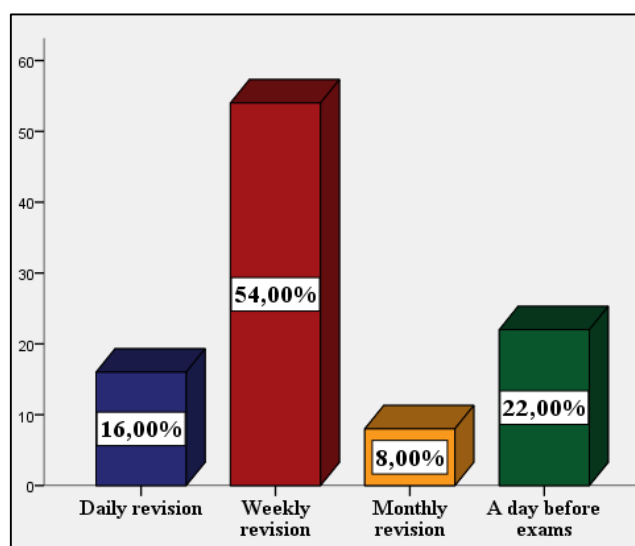
### 6. Question six: Do you use to draw a timetable?



**Diagram 6: Drawing a Timetable for Revision.**

As presented in chart six, 52 participants standing for 52.00% do not use to draw a timetable. Whereas, 48.00% prefer to draw timetable even if they do not respect it.

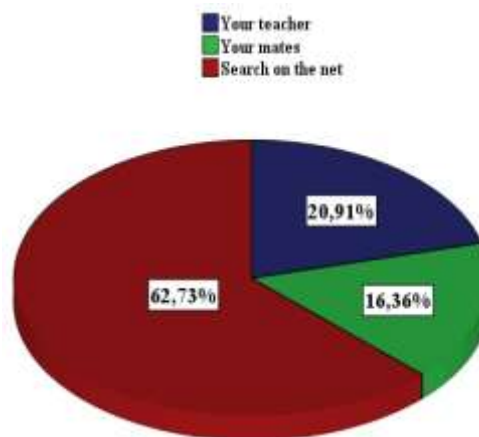
### 7. Question seven: How do you use to revise?



**Diagram 7: The Way Learners Revise**

The outcomes clearly demonstrate that 54.00% of learners do their revision each week. 22.00% of learners let their revision until a day before exams. 16.00% find that daily revision effective for them. The last category of learners 8.00% do their revision each month.

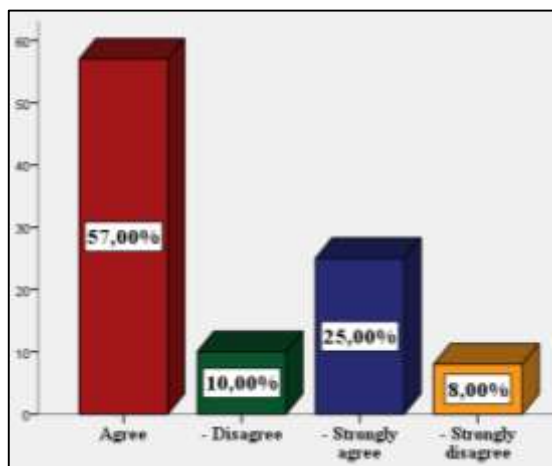
### 8. Question eight: To whom learners ask for help?



**Diagram 8: To whom Learners Ask for Help**

The results obtained denote that 62.73% of learners prefer search on the net. 20.91% rely on their teachers. Whereas only 16.36% tend to ask their mates. Though, from these outcomes, we notice most of learners prefer to be autonomous, do things by themselves and do not depends on their teachers.

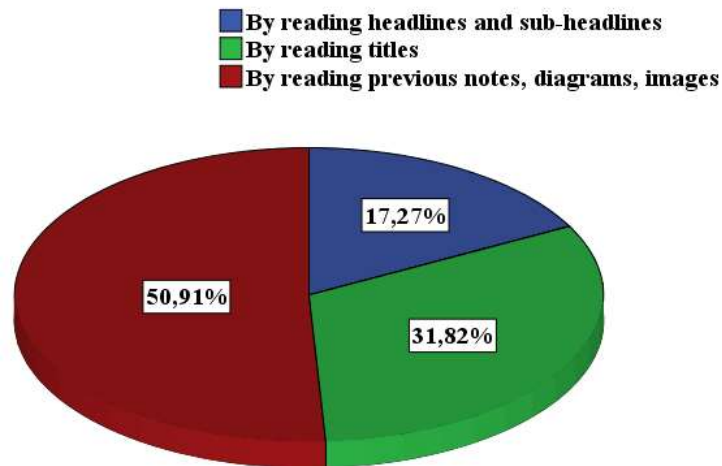
### 9. Question nine: Are classroom revision beneficial for students before exams?



**Diagram 9: Classroom Revision According to Learners.**

As the participants are asked whether classroom revision is beneficial for them, the statistics of diagram 9 indicate that the majority of them 57.00% agree. 25.00% of respondents strongly agree. However, 10.00% of participants disagree and find that classroom revision is ineffective for them. Nearly the same percentage 8.00% strongly disagree and see that classroom revision is not beneficial at all.

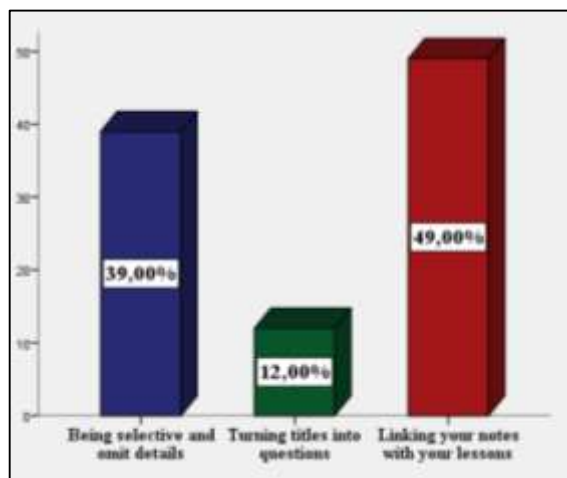
**10. Question ten:** How do you use to start you revision?



**Diagram 10: The Way Student Start their Revision.**

As seen in diagram ten, the findings indicates that 50.91% of learners use to review their previous notes, diagrams and images to start their revision. 31.82% state that they start their revision by reading titles. Only 17.27% prefer to start their revision by reading headlines and sub-headlines.

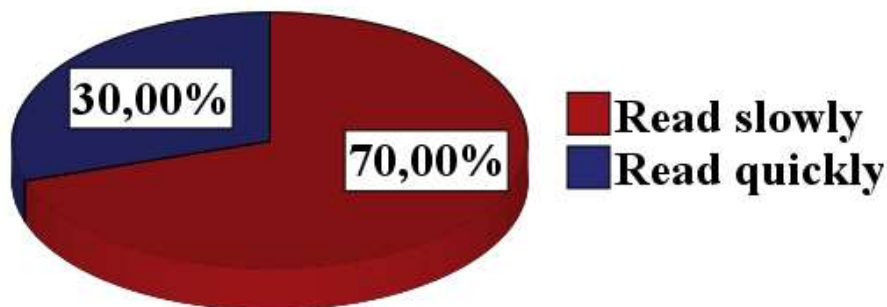
**11. Question eleven:** Which strategy you find effective when reading for exams?



**Diagram 11: The Effective Strategies for Reading for Exams According to Learners.**

The above diagram, it is apparent that most of learners 49.00% prefer linking their notes with their lessons. 39.00% try to be selective and omit details. Only 12.00% of learners relies on the last strategy that consist of turning titles into questions.

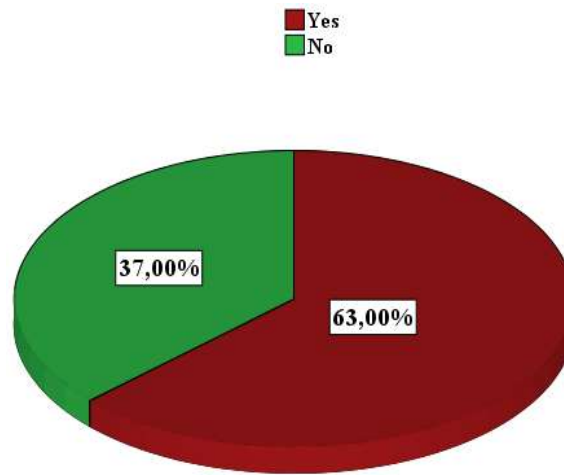
**12 Question twelve: How students use to read?**



**Diagram 12: How students use to read**

This present diagram shows that 70% of learners use to read slowly and carefully for a better understanding. While 30% of learners read quickly to get a general idea.

**13. Question Thirteen:** At the end of your revision, have you obtained your objectives?



**Diagram 13: The Percentage of Learners Achievement of Their Objectives.**

From this present chart, the outcomes show that the majority of the participants 63.00% assert that they achieved their objectives at the end of their revision. While 37.00% have not succeeded to achieve their goals.

### Conclusion

This chapter has presented the findings obtained from the questionnaire distributed to third-year learners. The answers of students have provided accurate data on the learners' strategies for revising for their exams. The results obtained from the questionnaire have indicated that third-year learners use different strategies when they revise for their exams. These outcomes will be interpreted and explained in details in the coming chapter labeled the discussion of the findings.



### Introduction

This chapter is concerned with the discussion of the findings about students' strategies for revision for their exams, obtained from the 100 questionnaires distributed to 3<sup>rd</sup> year learners in "Aghri Med Said" in Azeffoun and "Makhlouf Said" secondary schools in Tizi-ouzou, Algeria. The outcomes of the research are going to be interpreted according to Robinson's (1970) theoretical framework.

This chapter contains three main sections. The first is about students' opinions about revision. The second accounts the students strategies used for revising. The last section deals with students' use of SQ3R for preparing for exams.

### 1- Students' Opinions about Revision

This section is concerned with the general overview of learners about revision. Revision plays a crucial role in the process of learning and it is an important task that must be taken into consideration by learners while preparing for their exams. Furthermore, learners should be aware of what they are revising and should focus on the quality rather than quantity. Therefore, they have to focus on key and worthy points and avoid wasting time in revising less appropriate elements. The results of the questionnaire indicate that the majority of learners 91% have found revision important during the learning process, whereas the minority of learners 9.00% have found it slightly important, as it is shown in (diagram 01). The term revision is introduced by many scholars such as Robinson (1970) and Harris (2003:577-592) who refers to revision as "knowable" and "intellectual practice". This shows the great importance of revision since it allows learners to become autonomous, active and do not depend on teachers. They also learn to improve their understanding and distinguish their weaknesses from their strengths.

Revision always starts with motivation. Broussard and Garrison (2004: 106) broadly define motivation as *“The attribute that moves us to do or not to do something”*. (cited in Motivation: A Literature Review-Pearson Assessment: 2011). Our analysis of the results of diagram 2 reveals that, when students are asked what make them motivated for their exams, most learners (34.91%) answer that planning rewards after revision motivate them to revise every day. In addition, 27.36% prefer to start their revision with something interesting and funny as it is shown in (diagram2). Motivation is the motor that moves learners’ revision process it improves persistence and effort also it improves overall performance. This goes hand in hand with Vroom’s idea (1964) that motivation is *“A process governing choice made by persons...among alternative forms of voluntary activity”*. Locke and Latham (2004: 388-403) also define that *“Motivation influence people’s acquisition and the extent to which they use their ability”*. This means that, motivation is related to the behavior that influence the performance of learners that have a clear focus to achieve their goals. For example, parents to motivate their children to do their best and succeed in their exam, they promise to give them a special gift, this means that, parents reward their children in their way. It is also concerned with the strategies that learners find more effective for their revision.

After having analyzed the findings of diagram 03, it becomes clear that 52.8% of 3<sup>rd</sup> year learners in both “Aghri Med Said” and “Makhlouf Said” secondary schools prefer summarising key ideas. The majority of the participants apply the technique of summarising since they find it more useful for them while revising. In his book, Diane Hacker in *A Canadian Writer’s Reference* (2008: 62) explains that *“Summarizing involves stating a work thesis and the main ideas simply, briefly and accurately”*. That is to say, summarising key points is to sum up the main ideas of the course. Besides, it is taking a lot of information and creating condensed

versions that covers the main points. Furthermore, summarising is one of the activities in activeness of a good reader. It is useful for long term remembering (Tearney, Readence, & Dishner, 1990).

Simply, summarizing is one of the techniques that helps learners to better memorise key ideas through surveying and reading the whole lesson. These two techniques are mentioned in Robinson's (1970) SQ3R strategy. Therefore, 3<sup>rd</sup> year learners tend to skim and scan the titles, the introduction, the headings and subheadings and the conclusion, to form ideas, establish the purpose, to get the main points of the text and formulate questions in their minds that will be answered through the reading technique. These techniques allow 3<sup>rd</sup> year learners to recapitulate their lessons to form condensed and meaningful summaries that include the main ideas and concepts through omitting the details. This facilitates for them the understanding and retention of data.

Whereas, 20.33% of 3<sup>rd</sup> year secondary school learners prefer group revision. Important to realize that studying in-group give learners the opportunity to share and exchange ideas for better understanding. Certainly, learners discuss with their classmates difficult concepts, derive energy from being together and surrounded by their friends. Sometimes, learners when revising alone, they feel a bit isolated and miss company. So, they tend to participate in group study sessions and combine them with their own courses, notes and ideas. Revising in group makes the process more interesting, important and worthy. Hence, it makes revision easier when learners meet together and try to discuss difficult topics and solve the problems they face while revising alone. Before the exams, 3<sup>rd</sup> year pupils organize group revision sessions either in the library or at home, in order to practice on past exam paper together, familiarize themselves with the format of exams and get an idea about the coming exam questions. For instance, they predict the number

of sections, the types of questions either multiple choices, structured short answers, long answers or essays. Then learners identify the gaps and problem; once they are in the classroom, ask their teachers about the unclear points to clarify them and get more explanations and clarifications. Furthermore, when learners revise together, one of them plays the role of the teacher and tries to explain in easier way with simple language to understand things better and to explore ideas. Learners mainly make conversations or dialogues to discuss different points, this help them to remember better what they listen rather than what they read.

However, 15.45% tend to use re-reading strategy, which consists of repeating and memorizing ideas through re-reading several times. Nuttall, (1989: 192) argues that *“Reading is not only an active process, that it is also an interactive process because both the reader and the writer depend on one another in which the reader interacts with the text”*. To rephrase it, reading a text is the act of constructing meaning. It is also the transformation and transmission of data or information from mind to mind especially from writer to reader. Thus 3<sup>rd</sup> year participants rely on reading techniques that allow them to understand and comprehend written text in order to find the main idea and specific information to answer the previous questions. Furthermore, in this step learners use the four skills together (listening, speaking, reading and writing). Moreover, rereading has proven to be a powerful study technique, despite the lack of attention given to it. Moreover, repetition facilitate the retention of main ideas and reinforce learners’ understanding. Therefore, re-reading is an essential part in the fourth step (Recite) of SQ3R method. Recite or recall according to Robinson (1970) *“Recite, from memory as much as possible, the important point under each heading after you read a section. Out loud and in your own words, recite the key features of the topic and how it relates to previous sections. This recitation can be done by writing, but doing it aloud benefit auditory learners and takes less time.”* Briefly, learners try to

recall, identify and memorize the major and key points that they develop by themselves in their own style. This can be done in an oral or written format. This is in line with what has been mentioned by Robinson (1970) in his SQ3R theory. Robinson found that rapid forgetting was reduced by reciting from memory immediately after reading. Answering the question asked at the beginning of the section act as a check on comprehension and fixes the ideas in long-term memory.

Finally, 11.38% of learners use mind-maps, since it facilitates for them remembering ideas, concepts and data through drawing graphs, pictures and figures. As Buzan (1968) called mind-mapping “clustering ideas”, which is a way of collecting ideas around particular topic and defining connections. Mind mapping is a kind of brainstorming process that is a creativity technique by which efforts are made to gather a list of ideas around a central topic (Osborn, 1941). In short, mind-mapping diagram is the visual representation of knowledge, ideas, information and the message of the paragraphs.

The results refute the hypothesis which claimed that 3<sup>rd</sup> year learners of “Aghri Med Said” in Azeffoun and “Makhlouf Said” in Tizi-Ouzou do not use different and effective strategies when they prepare for their exams.

## **II. Students Strategies for Revising for their Exams**

We understand from the results of diagram 04, that most of students 39.47% claims that they feel panicked when they think about revision. Nearly, the same percentage 31.48% also feel worried. Many studies affirm that learners experience tension, pressure, worry and anxiety during examination. Therefore, anxiety is the negative emotion that creates trouble in learning process for students. Anxious learners do not learn well as well as do not revise effectively. This confirms what is mentioned in Global Journal of Multidisciplinary Studies (2014: 31), “...*Students*

*experience high stress due to various reasons such as a lack of preparation, style of their study and lack of needed information... It leads to anxiety before and during examination and ultimately affects their academic achievements”.*

While 14.04% of learners assert that they feel themselves organized, this means that “Aghri Med-Said” and “Makhlouf Said” secondary schools participants know and choose the right strategies and techniques that they should follow while revising and know how to manage their time. Nearly the same percentage 14.91% feel confident and ready to start their revision and take their exam, since they are well prepared and updated. Hence, it is important for learners to be positive while preparing for their exams. Success depends upon learners’ attitudes, this means when they are positive and take a positive out-look at what confront them, and they are successful. Consequently, their attitudes and confidence will take them toward success along with their awareness of their strengths and limitations.

The findings of the diagram 5 indicate that 50.00% of learners try to revise but most of time, they cannot remember the important points because they do not use the suitable memorizing techniques such as: mnemonics that help them to retain and recall information through using associations and acronyms. Additionally, learners’ stress and pressure are the main causes that harm memory. While 33.00% of learners know different ways to revise but they cannot choose the appropriate strategy to revise. This means learners let their revision preparation for their exams until the last minutes. Sometimes, they are less confident to make the right decisions to choose the appropriate strategy that fit their revision objectives. Only 17.00% of participants, their revision skills are good and they know how to revise effectively since they are organized, active and set objectives from the beginning of their learning process and are ready to take their exams. They also arrange a plan to follow during their preparation for exams.

The outcome of the research reveals that 52.00% (diagram06) of learners do not draw

time table since they do not respect it and find it ineffective. The participants avoid using timetable since they find it useless and unproductive. Furthermore, they prefer not to limit themselves to revise a specific topic or module in a specific time. Whereas, 48.00% used to draw it, this category of learners prefer to draw timetable for their revision process. Since it is a schedule that indicates the amount of time in which learners revise for a specific subject. It helps them to organize themselves and avoid pressure. According to Monash University (2018), setting up an exam study timetable can be a very effective time management strategy. Exams test more than just your content knowledge, they also test your ability to manage your time effectively (before and during the exam). In order to succeed in exam, one should allocate enough study time to prepare effectively for all subjects. Briefly, it is to make a plan for what and when something will happen and when the different activities should be completed.

Learners should follow their exam study timetable in order to succeed in their revision process, through allocating enough time to do sufficient revision before exam; for example, they should accord 3 hours instead of day-long sessions for specific subjects or topics. They should also consider the difficulties of each subject thereby, knowing which topic need to spend more time and the easier that requires less time.

One can say that the results of diagram 07 reflect that the majority of learners (54.00%) of “Aghri Med Said” and “Makhlouf Said” secondary schools used to revise every week. 3<sup>rd</sup> year learners start their revision when they decide and feel themselves ready to begin. Since all the days of the week they study and work in the classrooms, once they come at home they focus only on doing their activities and preparing the following lesson. Consequently, some learners tend to revise for their exams during the week-end, since they have more time to review and combine their notes to their lectures. They also condense the key points to make summaries which

facilitate for them the task or revising. Because for them, they have time only during the weekend to combine their notes with their lectures, also they make summaries and mind-maps. However, 22.00% of 3<sup>rd</sup> year learners revise a day before exam. In one hand, they are lazy, on the other hand; they revise just in order to get a general idea or an overview about the subject. Likewise, in this kind of revision, learners use to skim their lessons quickly since they do not have enough time to go deeper in their revision. They just have a look to some lessons to get a general idea about them. In this case, learners find themselves in difficult circumstances and surrounded only by pressure and stress.

As it is shown in diagram 07 nearly (16.00%) revise daily in order to be update, avoid pressure, better understand and memorize their lectures. According to Birmingham City University (2011), students revise 15 to 20 hours per week for their exams, which might a lot until they break it down. They have probably worked it out for themselves, but the recommended time equates to three to five hours of revision per day with weekends off. Between 15 and 20 hours is the average revision time for a massive community of students...In short, learners devote approximately 5 hours each day to revise and review their lessons to refresh their memory and stay updated and confident. This kind of revision is considered as a routine (a habit of studying daily) and a solution for students that face problem of forgetting everything during exams. Besides, daily revision is very important because it facilitates the process of revision since they get ready to take the exam at any time.

Only 8.00% of 3<sup>rd</sup> year learners are concerned with monthly revision. This kind of learners prefer to gather their notes and lecture to do a general revision at the end of each month. The participants tend to revise their lessons once a month because they wait until they gather necessary data to start their revision. Furthermore, this category of learners prepare for their final



exam. In fact, they focus only on their Baccalaureate exam and do not give much importance to tests and trimester exams. This way of revising is not really effective because it is not sufficient to revise all the lessons one time in a month.

Such findings of diagram 08 allow us to say that, the majority of 3<sup>rd</sup> years (62.73%) of both “Aghri Med- Said” and “Makhlouf Said” secondary schools search on the Net when they need help. This type of learners prefer to be autonomous and rely only on themselves and prefer to learn in a more independent way. In this context, Holec (1981) describes autonomy as “*The ability to take charge of one’s learning*”. Furthermore, autonomous learning is more effective in the sense that learners need to take charge of their own learning in order to make the most of available resources, especially outside the classroom. In addition to this, some learners tend to use the Internet to get answers, more data and avoid asking their teachers. Since they are either shy to ask questions or afraid of the reaction of their teachers. 20.91% of learners in “Aghri Med-Said” and “Makhlouf Said” secondary schools ask their teachers for help when they face problems. Therefore, they depend on their teachers and it is the easiest way to get information and solve their problems. This category of learners follow only the instruction of their teachers and are satisfied with the data, information and answers given by the instructor. Moreover, 16.36% of third year learners prefer to ask their mates since they lack confidence, or sometimes they are lazy participants and each time rely on their mates to solve problems and get answers.

A possible interpretation of diagram 09 reveals that, 82.00% of the participants agree that classroom revision before exams is beneficial because it helps them to remember and get an overview about the lessons and the methodologies covered some times ago. Classroom revision reduces anxiety during the preparation for exams and increase confidence. In addition to this, teachers play a vital and an important role in the learning process of their learners in the classrooms. They teach them all curriculum as well as they organize revision sessions in

classroom where they provide their learners with different tasks and activities to explain and clarify things better for them. These sessions are an opportunity for learners to ask questions for more clarification. They also allow them to discuss different topics that are not clear for them and highlight the key elements of the lessons. Besides, the instructors give an effective paths and strategies that fit learners' need for their revision for their exams. During classroom revision, teachers notice the weaknesses of their learners and try to improve them with more practice and activities in catch up sessions.

While 18.00% of 3<sup>rd</sup> year participants of “Aghri Med- Said” and “Makhlouf Said” secondary schools disagree and are against revising in classroom. They prefer to revise alone at home and prefer to be autonomous since each students has its way and strategy for revising for exams. This category of learners feel bored during these sessions because they tend to revise in their own way and techniques. They use to revise what and when they decide, this means, this kind of students plan and organize their revisions sessions according to their needs and what suits their objectives.

### **III. Students' Use of the SQ3R to Prepare their Exams**

The results of the questionnaire distributed to 3<sup>rd</sup> year learners indicate the way learners use to start their revision (in diagram 10) 50.91% prefer to start their revision process by reading and reviewing previous notes, diagrams, images... to remember the most important points about the lecture and get an overview; this facilitate for them the task of revision, since they use colours, images, figures ( their own style of writing, taking notes and expressing ideas). Note making goes hand in hand with what is mentioned in Koneru's (2011) *“Preparing a brief and organized written record of a given material without changing its original meaning and used as an aid to memory”*(cited in Babu, 2015: 2764). Therefore, it acts as a summary of all the

information given in the lecture. These notes are clear and easy to retain in their minds since they are done by learners.

31.82% of the participants prefer to read just titles to get general idea and the different elements the lessons covered. This kind of learners tend scan the titles in order to get an overview about the main parts of the lecture. This is in the line with what has been stated by Open University (2007: 14) *“Scanning is useful when you want to quickly extract some specific information from a text but you don’t want have to read the entire text”*. This means that 3<sup>rd</sup> year learners seek out particular data from their speed-reading without referring to the whole content. While 17.27% of learners start their revision by reading headlines and sub-headlines. Headlines allow learners to identify the different parts of the lecture and go through the most interesting points. Subheadings are under the headlines, they help learners to get more details about the lesson.

Diagram (11) is about effective strategies when preparing for exams. After having analysed the findings, it becomes clear that 49.00% of 3<sup>rd</sup> year learners prefer to join their notes with their lessons, since it provides students with directions, keeps them organized and these notes provides them an opportunity to engage with content (lessons) in deeper way. This technique allow students to better understand and memorise information. This validates what Howe, (1970), in Longman and Atkinson, (1999) say, *“Researchers found that if important information was contained in notes, it had 34% chance of being remembered. Information not found in notes had only 5% chance of being remembered”*. For example, when 3<sup>rd</sup> year learners revise grammar, more precisely passive voice, they combine the rules given by their teacher with their notes that contains concrete examples, more explanations and details. In this way, they facilitate the process of practicing and focus more on the details that teachers provide the

morally.

However, (39.00%) prefer to be selective and omit details. According to Cambridge Dictionary (2000:1132) to be selective means “*Intentionally choosing some things and not others*”. This means that learners choose only the important points for them and ignore the details; learners decide what kind of information should be included and neglected. As a result, they become active learners by taking only effective elements of the lessons. However 12.00% of the participants tend to turn titles into questions. This means that, after surveying their subjects or texts, learners use to ask questions through turning titles, headings and subheadings into questions. This goes hand in hand with what Robinson’ said about the second step of SQ3R method, “*Question is to ask question about what he/she wishes to get out of the text*”. For instance, the lesson is about relative pronouns and their functions to avoid repetition. In this case, learners ask the questions 'When and How these pronouns are used to avoid repetition'.

A careful reading of the results of diagram (12) indicates that, most of the participants (70.00%) of “Aghri Med Said” and “Makhlouf Said” secondary schools tend to read slowly and carefully for a better understanding whereas the minority (30.00%) read quickly to get general ideas. Reading is an important process, indeed it is something related to the activity of inquiring and absorbing information. Some learners use to read slowly to increase their comprehension, the retention of what they read and gain more knowledge. It also helps them to fix the information in their mind. In contrast, other learners prefer to read quickly to just skim the whole text to get an overview or a general idea about the present material. Therefore, 3<sup>rd</sup> year learners read to obtain more data and information in different ways either silently or aloud to understand the meaning and integrate with the background of the readers.

According to Smith (1973:2): “*Reading is an act of communication in which information is transferred from a transmitter to a receiver*”. This means that reading is an interactive process

or activity between the reader and the material (text). According to Royal Literary Fund (2019), five sequential techniques can be used to read a book or an article. Firstly, survey is to look through the book and try to get a sense of whether it is useful or not. Look at the index, the content, page, the chapter titles and the introduction. Secondly, question is to ask yourself the five 'Wh' questions about what you are reading (Who, What, When, Where and Why). Then, read is to read the sections in two ways.

First, read quickly, make sure you get a general sense of what is being said and what is relevant and what is not. Second, read the section again but this time make notes of the important points. Next, recall is to go over the section in the reader's mind several times to know if he can summarize the key points without referring back to the book or to his notes. Finally, review is to go back through the text again and make notes of everything missed out in the original reading. If necessary, expand the existing notes and make them more detailed and ask yourself questions at this stage too. In short, learners start their reading skill through surveying their text; in this stage, they skim their material or text, they try to read the headings and sub-headings, introduction and summary, also, they notice any diagrams, charts, and maps; furthermore, they pay attention to the writing style boldface and italics word or sentences.

After surveying the text, different questions come to 3<sup>rd</sup> year learners' mind; for instance, they turn the title, headings or sub-headings into questions; in addition, they ask themselves and check their background knowledge of the present topic. The most relevant step comes after surveying and questioning, that is reading. It is the basic element of SQ3R. In this phase, learners engage in an active search for the answers to the questions asked in the previous step. In addition, they familiarize themselves with the materials and read each section of the text slowly and carefully to get a better understanding. Additionally, they highlight the key points in order to keep them in their minds. This lead to the fourth step of Robinson's theory, which is recite or

recall. It consists of repeating what they have read in their style and train their minds to grasp, absorb information and check their memory through answering questions. For example, learners after understanding and memorising their lessons, they check their understanding and memory through reviewing past exam papers. In this final step, that is review, learners read the text again in order to fix the information on long- term memory. Moreover, they look back again to retrieve the important elements of the lesson. These outcomes confirm the hypothesis claimed that 3<sup>rd</sup> year learners of both “Aghri Med Said” and “Makhlouf Said” secondary schools use the SQ3R (Survey-Question-Read-Recite-Review) during their revision for exams.

The last diagram (13) shows that (63.00%) of “Aghri Med Said” and “Makhlouf Said” 3<sup>rd</sup> year learners have obtained their objectives. Setting study goals is the first step to achieving exam success. Latham and Lock (2002:705) define goals as *“The object or aim of an action, for example, to attain a specific standard of proficiency, usually within a specified time limit”*. In other words, goal is a designed purpose that motivate and guide learners to achieve their desires and wishes in a specific period of time. In fact, goal setting is *“The process of establishing an outcome (goal) to serve as the aim of one’s action in educational setting, the ultimate outcome is usually some form of learning as operationalized by the instructor and/or the students”*. (Marzano, Pickering, & Pollock, 2001: 93). This means, at the beginning of the revision process, 3<sup>rd</sup> year learners set objectives that motivates them and give them the right directions to follow to reach their aims. For instance, the use of effective strategies and paths during their revision process help and allow them to obtain their objectives.

However, (37.00%) of learners did not obtained their objective because they do not give importance to goal setting; since they ignore this step and are not aware of its benefits. This lead learners to feel lost and without a specific goal. For example, when third year learners revise

English module without setting specific goal, they find themselves lost and do not know what and why revising. They also do not care about their understanding of the lessons and neglect the reasons behind doing those lessons.

### **Conclusion**

This chapter discussed the findings of the present research for the sake of providing the answers to the research questions advanced in the general introduction. We have discussed the findings obtained from our research instrument (questionnaire). In addition to that, we have confirmed the first-hypothesis and refuted the second hypothesis set in the general introduction. In short, the outcomes confirmed that most learners of “Aghri Med Said” in Azeffoun and “Makhlouf Said” in Tizi-Ouzou secondary schools use different strategies for revision for exam.

The present study aimed to investigate 3<sup>rd</sup> year learners' strategies for revision for exams, in "Aghri Med Said" in Azeffoun and "Beni-Zmenzer" in Tizi-Ouzou secondary schools. Two main objectives were set for this research. First, it aimed at identifying the main strategies used by 3<sup>rd</sup> year learners of secondary schools. Second, it sought to investigate whether learners use these strategies effectively when they revise for their exams.

This study has been conducted in the light of the theoretical framework entitled SQ3R method, which is a reading strategy used to increase comprehension and familiarize learners with materials (textbooks, documents, articles...). In addition, it helps learners to improve their memory. It was developed by Francis Robinson (1970). It consists of five steps: survey-question-read-recite and review, which are useful for reading more effectively. We integrated this theory with its different steps since our research dealt with different revision strategies used by 3<sup>rd</sup> year learners of "Aghri MedSaid" in Azeffoun and "Beni-Zmenzer" in Tizi-Ouzou when they prepare for their exams.

In order to check the hypotheses and answer the research questions advanced in the General Introduction, mixed method was adopted. It consists of both qualitative and quantitative methods. For the data collection instruments, we have distributed 100 questionnaires to 3<sup>rd</sup> year learners of both "Aghri MedSaid" in Azeffoun and "Beni-Zmenzer" in Tizi-Ouzou secondary schools. As to the data analysis procedures, we used statistical package for social sciences (SPSS) which is a system to analyse the results of the questionnaire. In fact, the results gathered from this research tool have been interpreted relying on Francis Robinson (1970) SQ3R theory.

The results of the investigation indicated that 3<sup>rd</sup> year learners of both "Aghri Med Said" in Azeffoun and "Beni-Zmenzer" secondary schools used different strategies and techniques to revise for their exams. In fact, 3<sup>rd</sup> year learners were aware of the importance of revision in their



process of learning since it is the key of success and progress for them. Most of time learners' revision starts with motivation, which plays an essential role for learners when they prepare for their exams, because it is the motor that moves them to improve their performance in the exams. Moreover, learners tended to draw a timetable to plan and organize their revision process, therefore they relied on different and effective strategies such as summarising key ideas, rereading several times, revising in groups and mind –mapping; that they found more useful for them. Indeed, they facilitated the task of revising for a better understanding and memorising key points and concepts. In addition, learners needed help, more explanations and clarifications to understand and get more data. For this reason, they searched on the net since it was the easiest way to get information. They also asked their mates and their teachers during the classroom revision sessions that were beneficial; in a way that teachers checked the weaknesses and the strengths of their learners then corrected their mistakes.

In order to obtain their objectives and succeed in their revision process, most of 3<sup>rd</sup> year learners of “Aghri Med Said” in Azeffoun and “Beni-Zmenzer” in Tizi-Ouzou secondary schools followed the effective and useful techniques and strategies that are included in the five steps of SQ3R method (Survey-Question- Read-Recite and Review) to understand and retain written information.

The current study encountered some limitations and constraints. Time limitation is one constrains encountered during this study. If not restricted in time, we would have adopted an experimental study with 3<sup>rd</sup> year learners of secondary schools. This could permit us to gather more concrete, valid and reliable data about the strategies they use while revising. In addition to this, the lack of documentation that deals with learners' strategies for revising for their exams.

We hope that further researches on the same issue in different setting with different levels can be conducted through using experimental study. Because revision for exams is of great

importance in the learning process of students. From our research, we have noticed that this topic of investigation is neglected by researchers and less consideration and attention is given to it.

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## Questionnaire

**Dear Students,**

This questionnaire is part of our research dealing with the revision strategies used by Third Year Students in the Secondary School. Your answers will be anonymous and the results of this questionnaire will be used only for academic purposes.

*Thank you in advance for your collaboration.*

### **Section One: General Information about the Respondents**

**1/How long have you been learning English? ..... Years.**

**2/ Do you like learning English?    Yes ☐    No ☐**

### **Section Two: Students' Opinion about Revision**

**1. How is revision important for you ?**

- Very important** ☐
- Important** ☐
- Slightly important** ☐
- Unimportant** ☐

**2. How do you motivate yourself for daily revision ?**

- Start your revision with something interesting and funny.**
- Plan rewards after revision.**
- Monitor what to eat before starting revision.**
- Be updated and avoid pressure.**
- Others : .....**

**3. According to you, which strategy do you find more effective for revision?**

- Summerizing key ideas ☐
- Re-reading several times ☐
- Group revision ☐
- Mind Maps ☐

**\*Others** .....

**Section Three: Revision Strategies used by students for their exams**

**4. How do you feel when you think about your revision for exams?**

- Panicked ☐
- Worried ☐
- Organised ☐
- Confident ☐

**Others** :.....

**5. Which of these statements best describe your revision skills?**

- My revision skills are good and I know how to revise effectively ☐
- I know different ways to revise, but I can't choose the appropriate one ☐
- I try to revise but most of time I can't remember the most important things for the exam ☐
- Others.....

**6. Before starting the revision process, do you usually use to draw a time table?**

Yes ☐

No ☐

**7. If you draw a time table, do you respect it?**

Yes ☐

No ☐

**8. Do you find the time table helpful and effective for your revision ?**

Yes ☐

No ☐

**If yes, how ?**

.....  
.....

**9. How do you typically revise ?**

- Daily revision ☐
- Weekly revision ☐
- Monthly revision ☐
- A day before exams ☐

**\*Others :**.....

**10. When you need help, do you ask :**

- Your teachers ☐
- Your mates ☐
- Search on the Internet ☐

**11. Do you set objectives before starting revision ?**

Yes ☐

No ☐

**12. Classroom revision is beneficial for students before exam**

Agree ☐

Disagree ☐

Strongly agree ☐

Strongly disagree ☐

**Section four :Students' use of the SQ3R to prepare their exams**

**13. How do you start your revision ?**

- By reading headlines and sub-headlines ☐
- By reading titles ☐
- By reading previous notes, diagrams, images... ☐

**14. Do you consider reading as an effective strategy for your revision?**

Yes ☐

No ☐

**15. Which strategy you find effective when reading for exams?**

- Being selective and omitting details ☐
- Turning titles into questions ☐
- Linking your notes with your lessons ☐

**16. How do you use to read :**

- Slowly and carefully for better understanding ☐
- Quickly to get general ideas ☐

**17. At the end of your revision, have you reached your objectives that you set at the beginning?**

Yes ☐

No ☐