

The Effect of Violation of Expectation on the Retrieval of Iranian Learners of English

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ABSTRACT

Ability to retrieve information is so important that Chastain (1976) and Brown (2000) do not consider learners to have learned something if they cannot remember it. This ability can also have practical significance too, since it can lead to successes at the exam time. Due to both theoretical and practical reasons, any method that can help the ability to retrieve is worth the attention and, if possible, applying in language classes.

Meaningful vs. rote learning, mnemonic strategy or method of loci are just a few of the ways proposed to improve memory.

The aim of this study is to do an experiment on the effect of Sokolov's match/mismatch theory on Iranian learners' retrieval. Based on this theory, violation of expectation can arouse attention which in turn can lead to longer retrieval of the material.

The experiment was carried out on 35 students of English in Kish language school. Analysis of data showed that, if used successfully, it can lead to longer retrieval.

Keywords: Violation, Expectation, Match/Mismatch, Retrieval, Memory.

1. INTRODUCTION

Research on learning and memory has been part of psychology since it began as a science in the 1800s. At the height of the behaviorist era, around 1950, learning was perceived as the key issue in psychology.

Behaviorists believed understanding any aspect of human behavior depended on how that behavior was acquired in their paradigm which was mainly feeding the robotic learner with the conditioned stimulus accompanied by unconditioned stimulus in classical conditioning and unconditioned stimulus accompanied by reward or punishment as two