

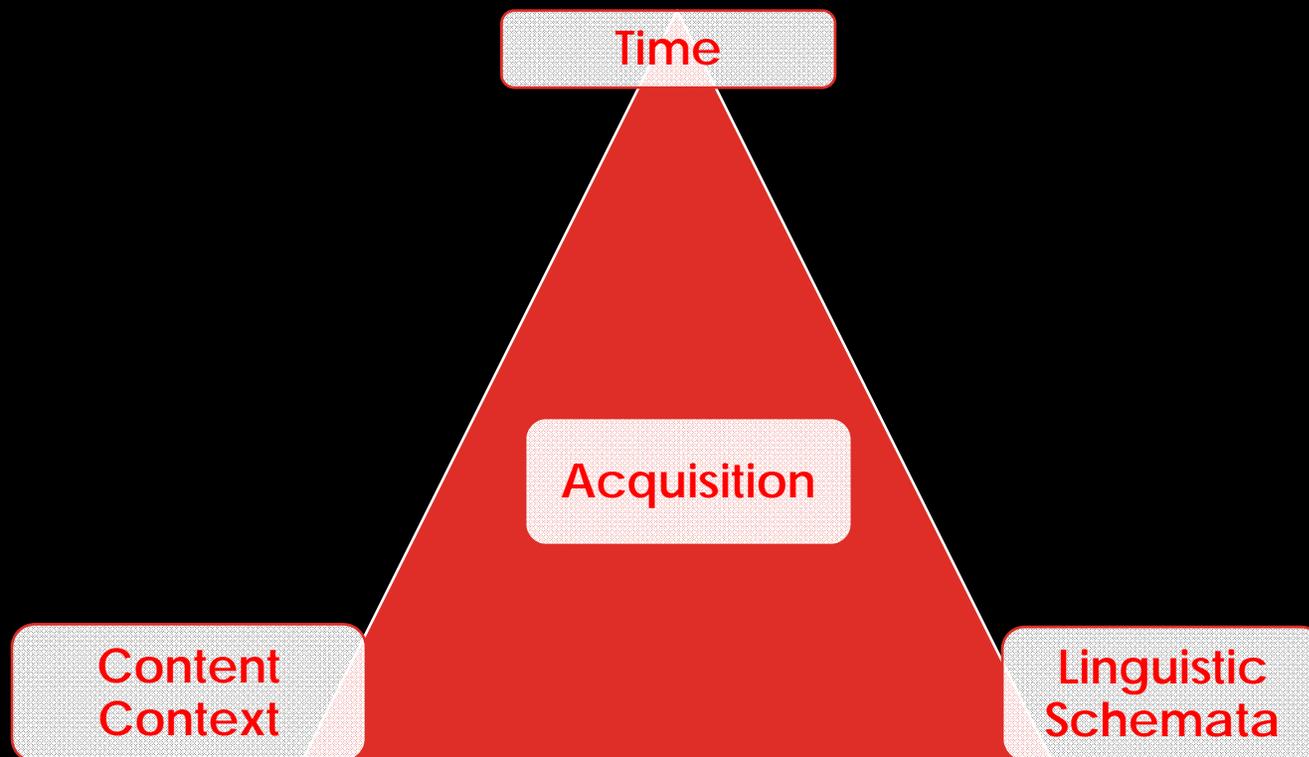
MEMORY:  
SCANDALOUS CONCEPTS

BETTY LOU LEAVER

# WHAT IS MEMORY?

- Types of memory
  - Rote vs Associative
  - Declarative (Brain)
    - Episodic
    - Semantic
  - Procedural (Body)
  - Sensory
- Memory is not a location!
- Memory is action (a process)!

# THE MEMORY TRIANGLE



*Acquisition = Content/Context + Linguistic Schemata + Time*

*Associative Memory = LS and/or CC + Time/(LS+CC)*

*Rote Memory = Time x 3*



**MEMORY TYPES**

**&**

**LEVELS OF FOREIGN LANGUAGE  
PROFICIENCY**

# ROTE MEMORY

- Best for upper levels
  - Upper levels: +CC+LS-T
  - Lower levels: -CC-LS+T
- Genres
  - Poetry & songs
  - Nursery rhymes & games
  - Literary quotes
- Applications
  - Templates from scripts (authentic texts)
  - Models for grammar
  - Advanced & archaic lexical items
  - Sociocultural competence

# ASSOCIATIVE MEMORY

- Lower levels
  - L1 & C1
  - Emerging L2
  - Possibly L/C 3, linguistics, English specialties
- Upper levels
  - L1 & C1
  - L2
    - Phonetics (sounds, spelling, intonation)
    - Sociolinguistic phenomena
  - C2
    - Sociocultural phenomena (humor, attitude, etc.)
    - Literature
    - History, “great themes,” etc.

# EPISODIC MEMORY

- Language embedded in experience
  - Study abroad/OCONUS immersion
  - Interaction with émigré communities
  - Extramural activities (music, speech, lit clubs)
  - FTX activities/Iso-immersions
  - Lower value at lower levels
- Language embedded in classroom activities
  - Briefings based on self-conducted research
  - Real-life, transferable tasks
  - Content study
  - EFAs
  - Greater variability at upper levels

# SEMANTIC MEMORY

- Lower levels
  - Develop through preferred learning styles
  - Practice through non-preferred styles
  - Include reading, writing, listening, speaking
  - Include professional translation & interpretation
- Upper levels
  - Word building, etymology, synonymy
  - Grammatical equivalence
  - Register shift activities
  - Genre, discourse, text – wide range of types
  - Creative writing

# MEMORY IN ACTION

- Storing (gathering potential supplies)
- Recalling (selecting specific supplies as needed)
- Getting to Work (procedure in using supplies)

*In other words, making the soup!*

# GATHERING THE SUPPLIES (STORING)

- Attention at upper levels
  - Common patterns
  - Unusual attributes
- Short-term “holding”
  - Repetition
  - “Ah-hah!” (constant comparison & analysis)
- Long-term/permanent
  - Chunking & chaining
  - Personalization/meaning-making
  - Elaboration (e.g., mnemonics)
  - Disassembly & encoding (biological function)

# SELECTING SUPPLIES (RECALLING)

- Recall
  - Re-accessing (remembering)
  - “Act of creative re-imagination”
- Recognition (1 step) vs Reconstruction (2 steps)
- Retrieval errors
  - Incorrect recombination/from wrong “shelf”
  - Distorted forms/incorrectly “shelved”
  - Inability to retrieve
    - Pathway blockage
    - Environmental or semantic interference
    - Trace decay

# GETTING TO WORK (WORKING MEMORY)

- Combining stored “supplies” (making the soup)
  - Processing new input/new combinations
  - Producing new sentences & neologisms
  - Individualization of expression
- Transactions (mix of new & old information)
- WM holds new words in abeyance
  - Common trait at upper levels
  - Cognitive overload at lower levels



*WORKING MEMORY CAPACITY  
DECLINES WITH AGE!*

*Strengthen through frequent use, creative reimagining, memory-building games like Lumosity, and memory-friendly food like potatoes and bananas).*

*Compensate through backward build-up and increased schemata (cultural & linguistic experience).*

# MEMORY IN ADVANCED CLASSROOMS

- Understanding
  - Attention needed for storing
  - Building new linguistic and content schemata
- Linguistic analysis as a reading strategy
  - Reading strategies for reducing working memory
- Discussion of content and context/spiraling the same
- Chunking & categorizing
- Rhyming
- Storytelling
- Writing
- Rehearsing (including singing)

# SUGGESTED HOMEWORK

- Activities for repetition & practice, not new learning
- Homework as exploration
  - Using models (new lexicon, known grammar)
  - Using already processed authentic texts as templates
- Music & songs – alone or in groups/rehearsing
- Talking
  - Gathering data from native speakers
  - Movie, speaking, & discussion clubs
  - Preparing for a briefing or a storytelling period
- Writing
- Playing games
  - Games prepared by DLIFLC
  - Games from foreign websites
- Reviewing (right before sleep)  
(followed by a banana at breakfast)

# BOTTOM LINE

BE AWARE OF THE COGNITIVE LOAD  
CAPACITY BY LEVEL!

ACTIVATE MEMORY BY  
REMEMBERING THAT MEMORY IS AN  
ACTION!