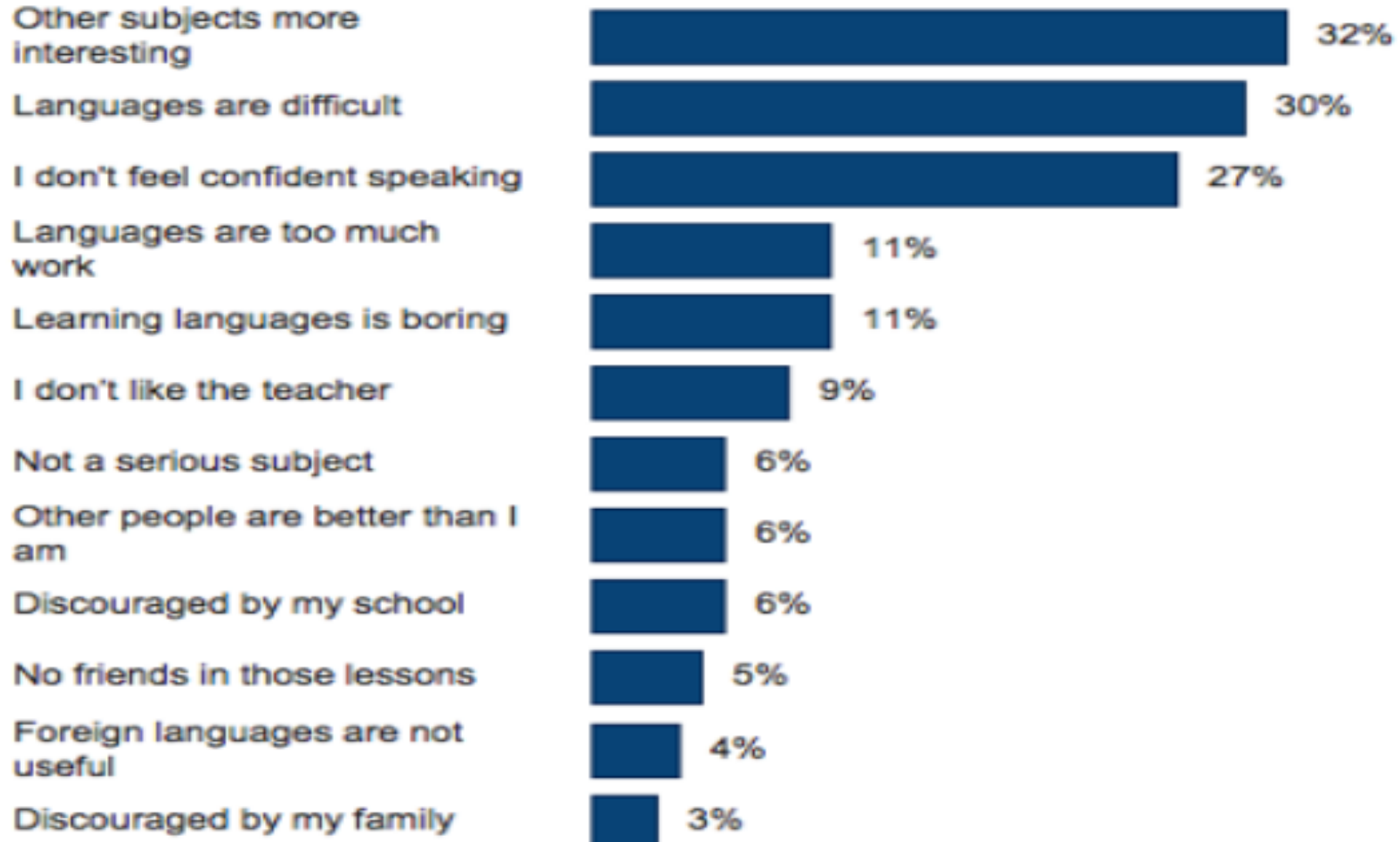


## Memory research and its implications for language teaching and learning

---

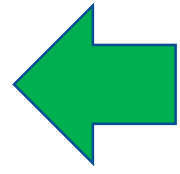
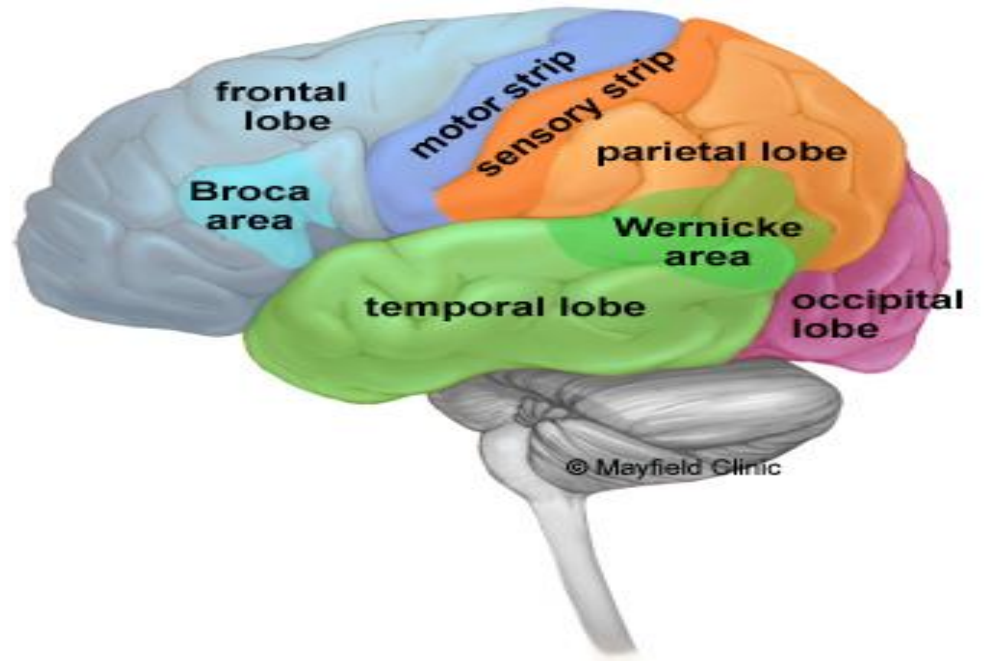
*A cognitive-theory based  
account of memory and learning*

## Which of the following reasons describe why you chose not to study a foreign language at GCSE?



# The Language Gym



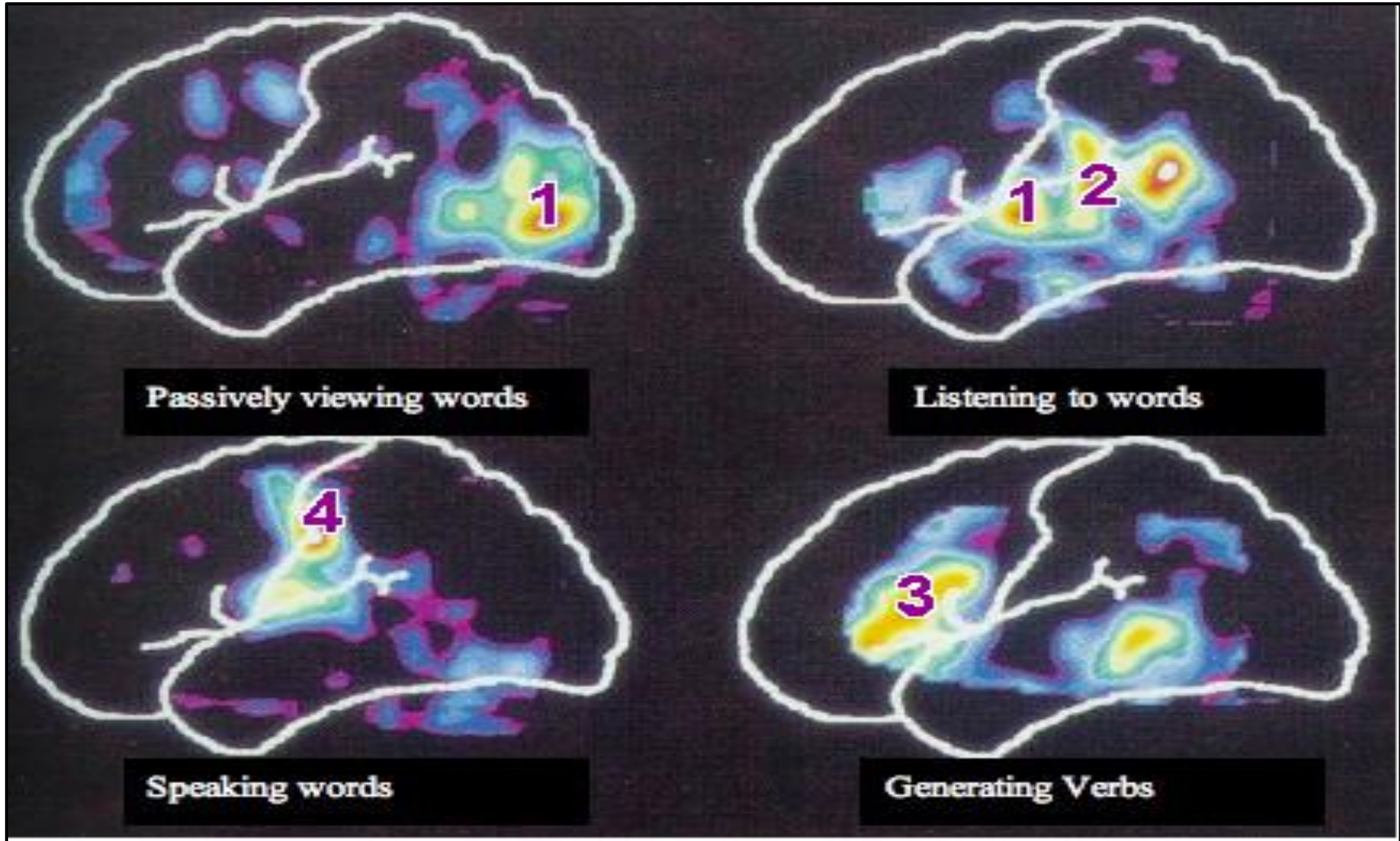


Cognitive empathy

Emotional empathy

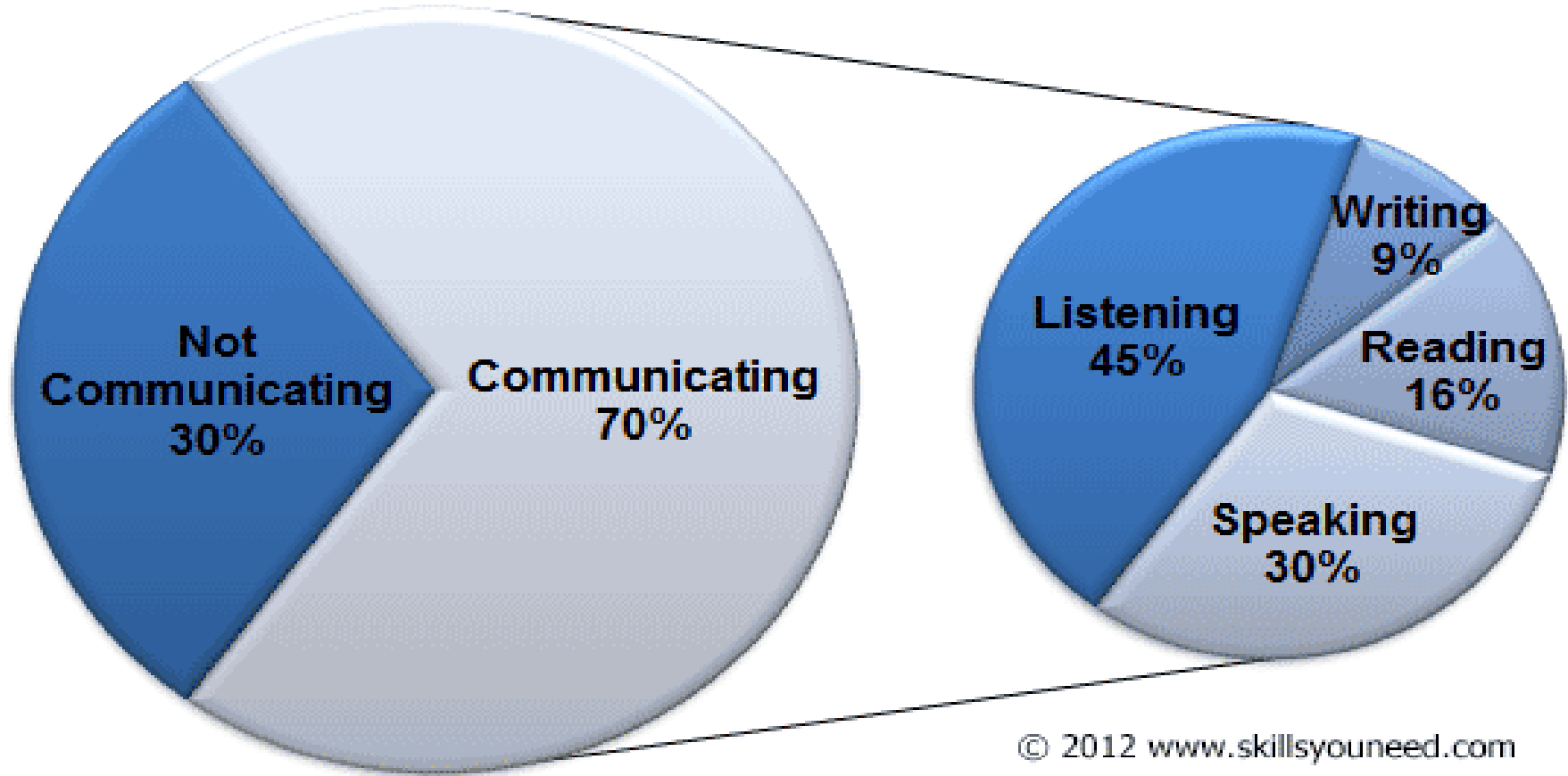


PET scan of brain: language processing areas



## The most crucial skill set

### Time Spent Communicating



Adler, R., Rosenfeld, L. and Proctor, R. (2001)

## Listening...the 'Cinderella skill'

Listening is the skill L2 teachers...

- ...understand **the least**;
- ...usually have **fewer resources** for;
- ...feel the **least confident** teaching;
- ...**neglect the most**.



## Listening: the challenges

- Aural comprehension requires to juggle simultaneously several cognitive demands (**parallel processing**);
- The time window available to comprehend each utterance is ridiculously small : **2 SECONDS !!!**;
- Listeners are just **1 syllable (0.25 second)** behind the speaker;
- Any incoming speech signal **erases the previous one**.
- Words in isolation **sound different in connected speech**



# The Language Gym



**Dylan Wiliam**

@dylanwiliam

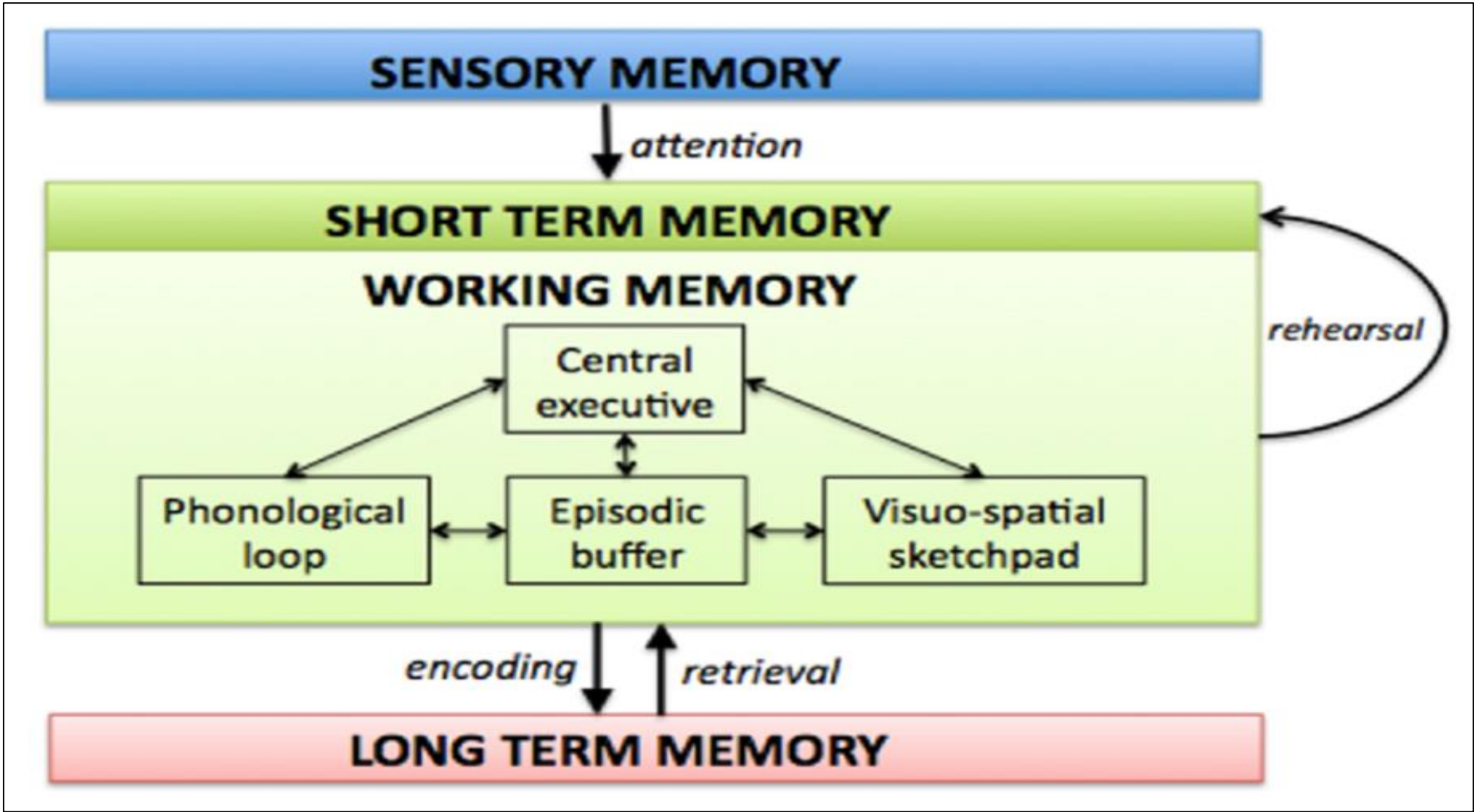
I've come to the conclusion Sweller's Cognitive Load Theory is the single most important thing for teachers to know [bit.ly/2kouLOq](https://bit.ly/2kouLOq)

6:16 PM · Jan 26, 2017 · Twitter Web Client

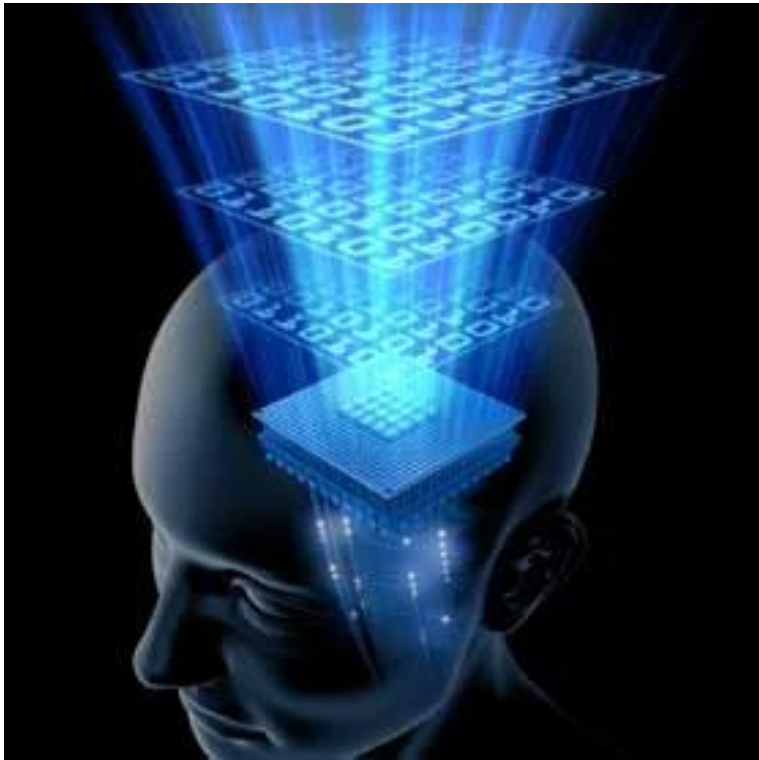
**417** Retweets   **644** Likes

LONG TERM MEMORY

# The architecture of memory (Baddeley, 2008)



# The Language Gym



# RAM

4GB, 8GB, 16GB



## And now a little experiment...

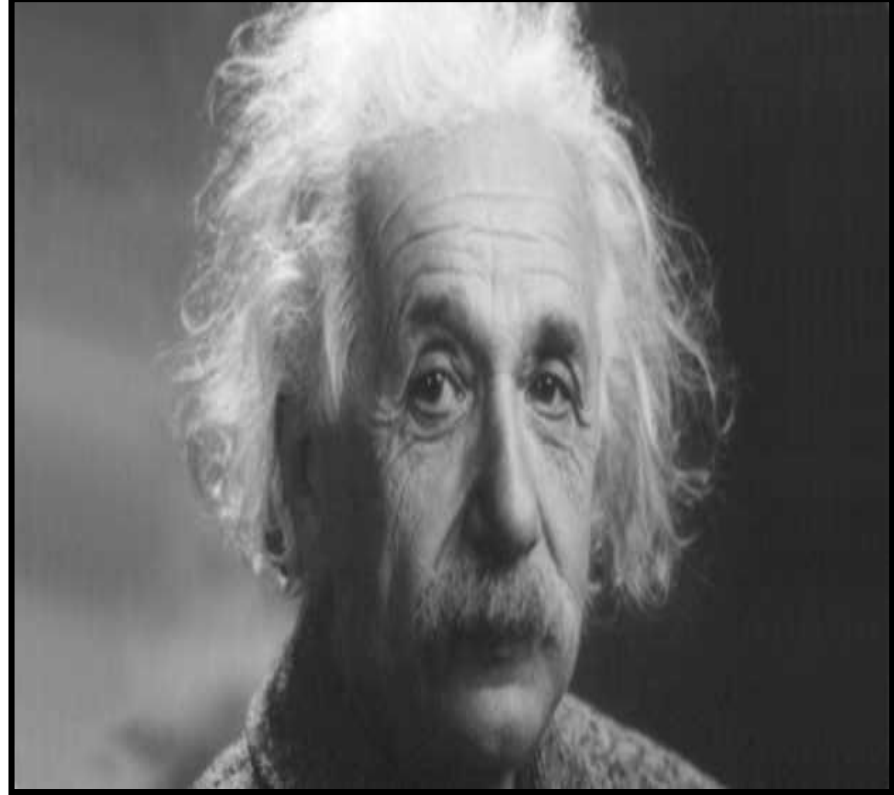
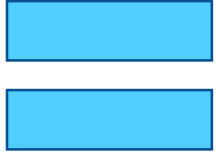
- If I say **one** you will say **one**
- If I say **two** you will say **one, two**
- If I say **three** you will say **one, two, three,...**
- If I say **four** you will say **one, two, three, four, ...etc.**



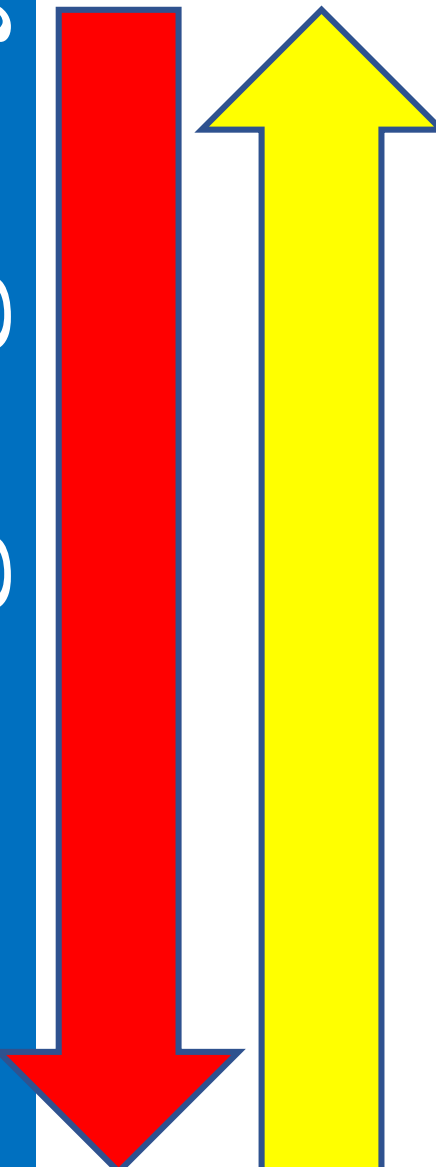
= 4 items



# The Language Gym



# Understanding listening

- 
- **Discourse construction** (relating current utterance meaning to previous and ensuing discourse)
  - **Meaning building** (understanding current utterance)
  - **Parsing skills** (recognizing patterns)
  - **Lexical Search** (retrieving lexica items from LTM)
  - **Segmenting phase** (identifying word boundaries)
  - **Syllable processing** (identifying syllables)
  - **Phonological processing** (identifying sounds)

## The 3R technique

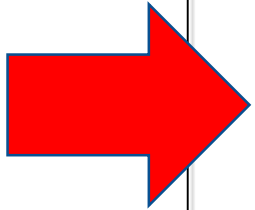
- the 3R technique a self-controlled method of learning the McDaniel, Howard, and Einstein (2009) create but shortening an older technique (Robinson, 1941).
- The 3R technique involve
  - **reading the text**
  - **reciting aloud all information that can remembered** without looking the text, and then
  - **rereading the text** (i.e., read-recite-review—hence 3R name)
- The 3R technique incorporate : retrieval practice (the recite part the technique) and processing feedback (obtained when the text reviewed)

## Meaning vs Form

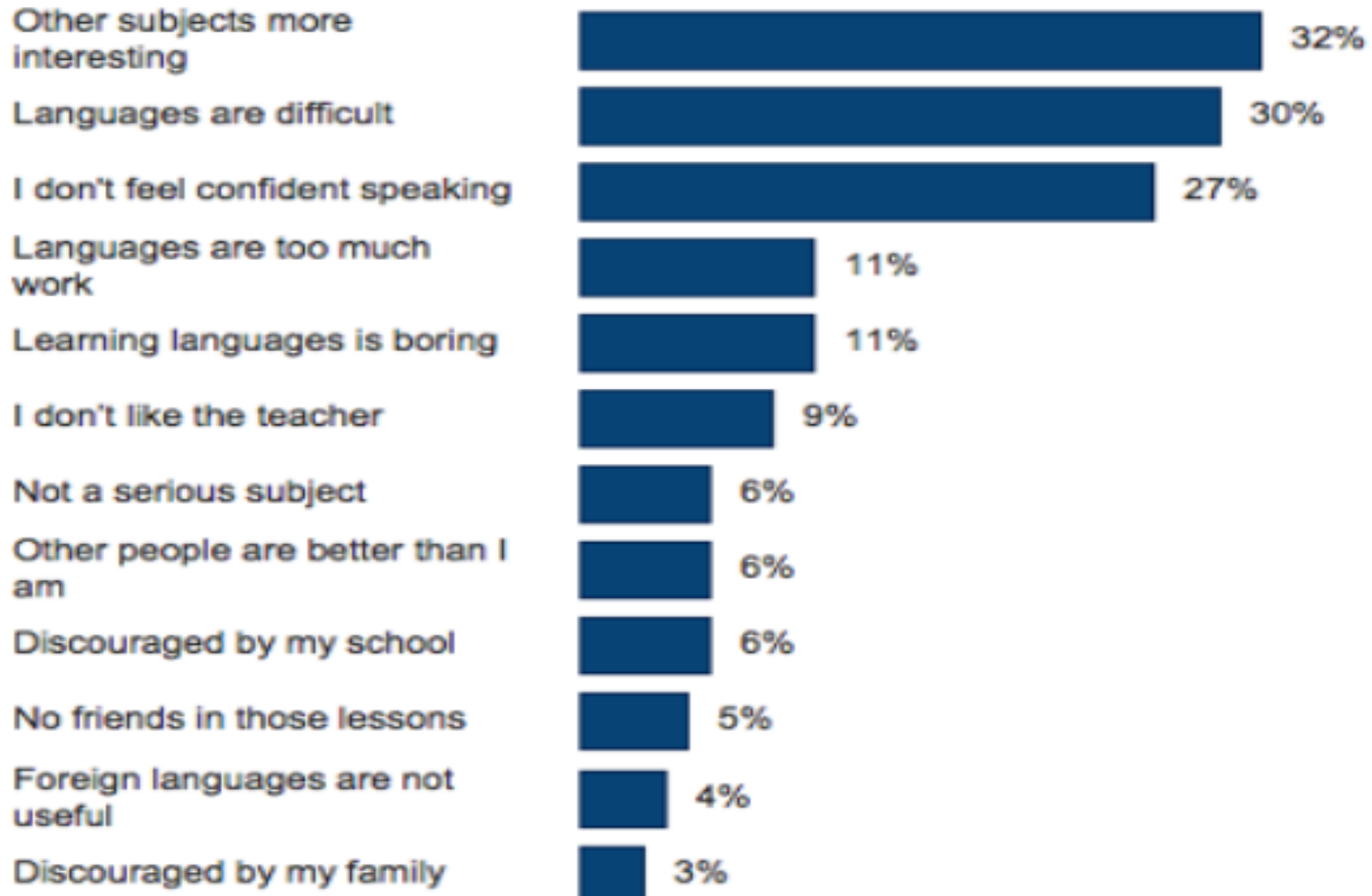
No longe for de Pekino estas la ĉina muro. La ĉina muro estis farita antaŭ ĉirkaŭ 1800 (mil okcent) jaroj. La ĉinoj faris ĝin por protekti sin kontraŭ militemaj mongoloj. Mi aŭdis, ke la ĉina muro estas la sola hom-farita afer, kiu videblas de la luno. Morgaŭ mi vojaĝos al la luno kaj kontrolos tion...

1. How far is the Great Wall from Beijing?
2. When was it built?
3. Why did they build it?
4. Where can this structure be seen from?
5. What is the author hoping to do one day?

# The Language Gym



## Which of the following reasons describe why you chose not to study a foreign language at GCSE?





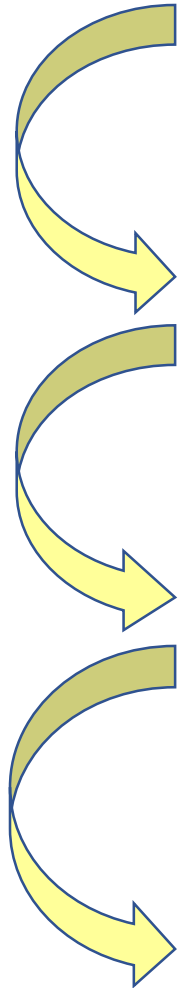
**Speaking: the oral production process**

**Idea generation: proposition is generated**

**Lexical retrieval: proposition is worded**

**Pattern application: words are arranged in a sentence**

**Articulation: sentence is uttered**



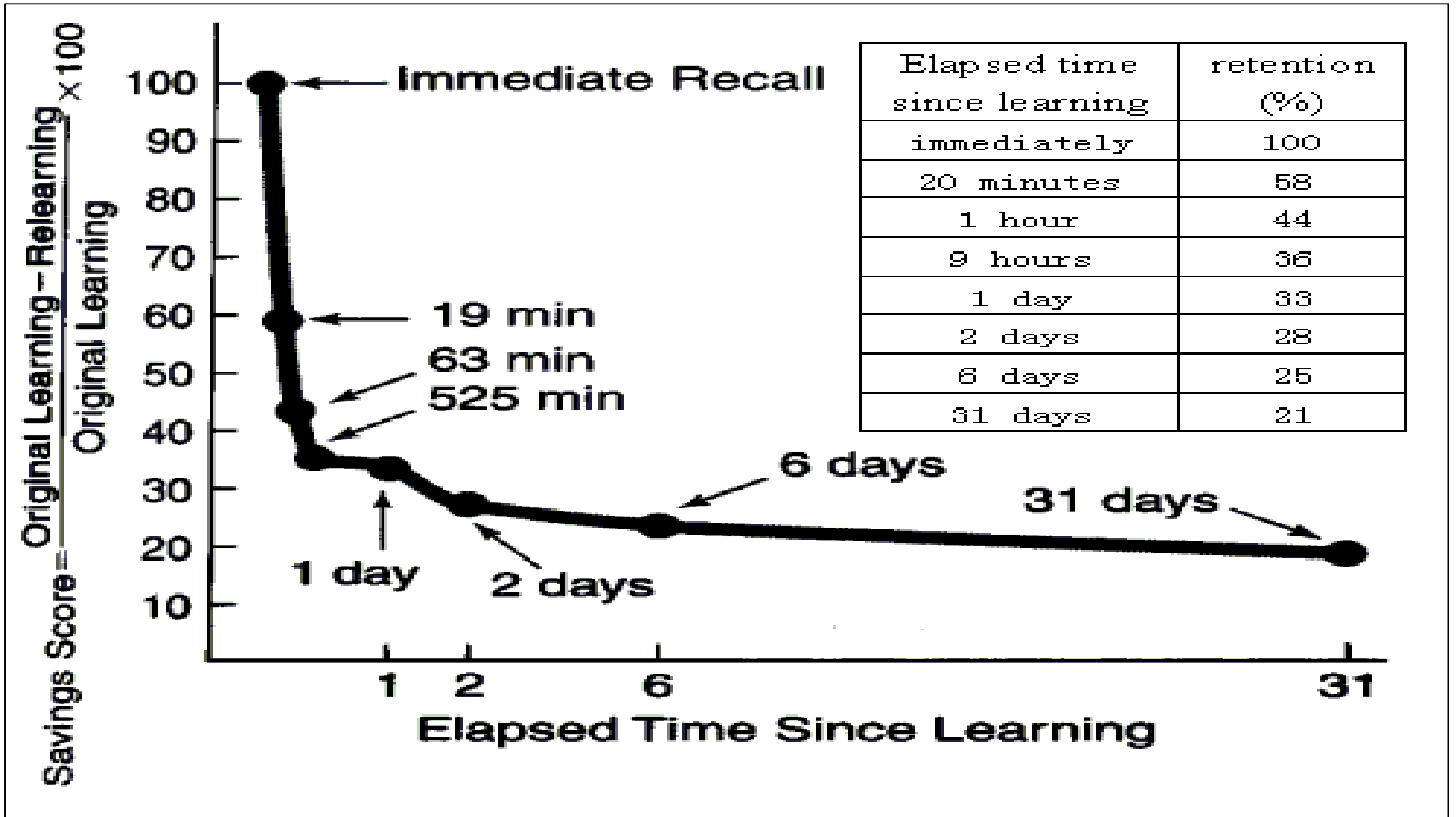
## Performance errors

- Now you should have a better understanding of why your students make mistakes due to **cognitive overload**
- We call such mistakes '**processing inefficiency errors**', caused by the WM's inability to juggle all the demands of language processing
- Take the sentence '**I love my mother because she is affectionate and understanding**'
- Easy to see why a student of Italian, Spanish or French **may fail to make the two adjectives agree** in gender with the noun 'mother'.

## Does CF work ?

- Research evidence is **mixed**
- Take Chandler (2003)'s findings: she calculated that teachers' marking time amounts on average to around **1 minute per 100 words**, the time being slightly less ( around 48" ) if one simply underlines errors. Then consider that
  - correction of whole texts can achieve significant results (i.e. 10% reduction in error rate) **provided the students write in the region of 5,000 words a semester** on first drafts.
  - many types of error are **resistant to eradication** (Alroe,2011).
- In other words, improvements accompany large amounts of writing and consequently large amounts of correction.
- Now do the maths: **is this modest benefit worth the effort?**

## Human rate of forgetting



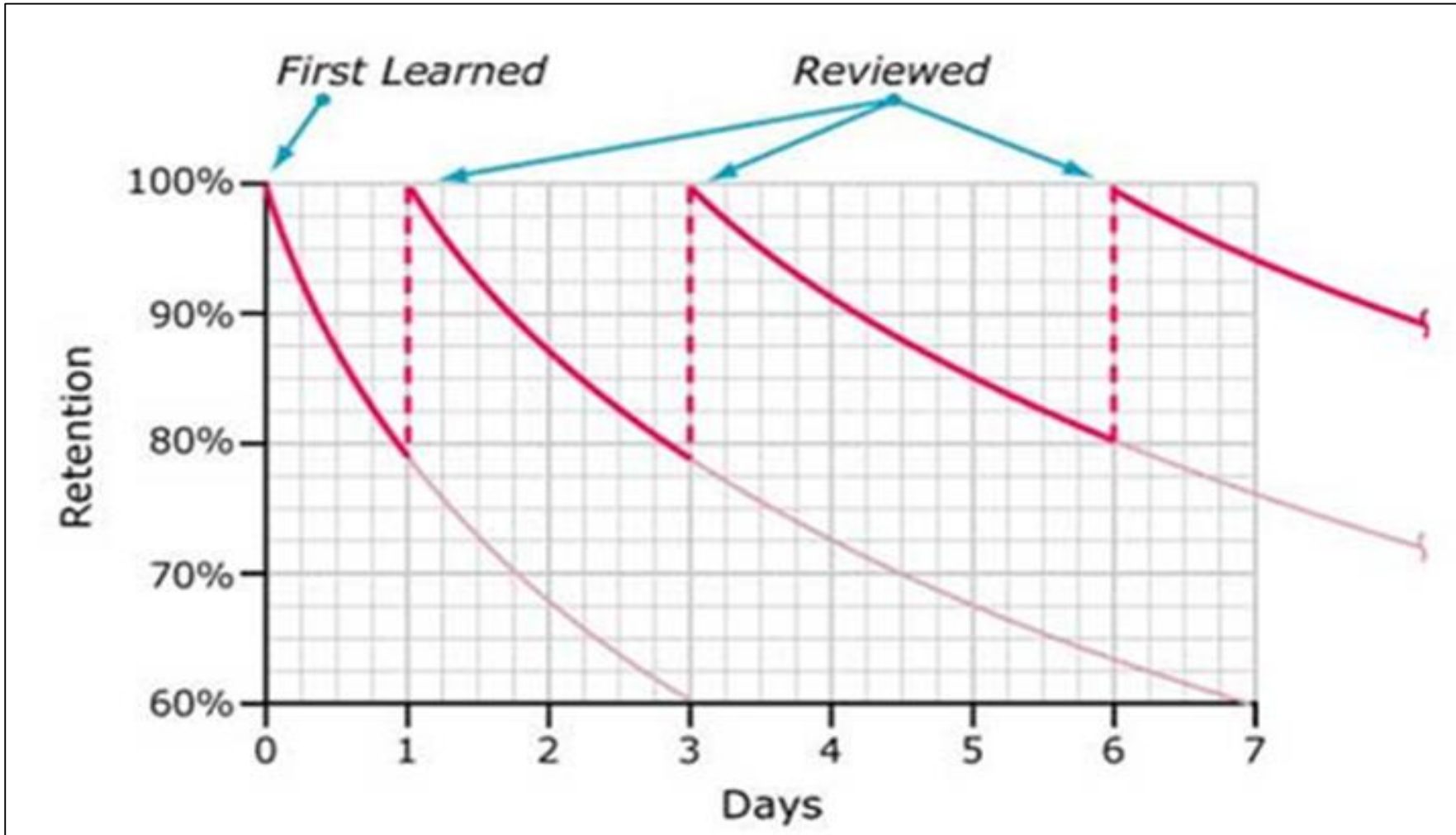
## Primacy of LT over ST planning

Elapsed time since learning	(%)
Immediately	100
20 minutes	58
1 hour	44
9 hours	36
1 day	33
2 days	28
6 days	25
31 days	21

- Major memory loss within the first 20 minutes from first processing the word
- Second major memory loss within the first 9 hours
- Within 31 days without rehearsal of target item 79 % is lost
- Primacy of long-term planning over short-term planning
- Too much zooming in too little zooming out



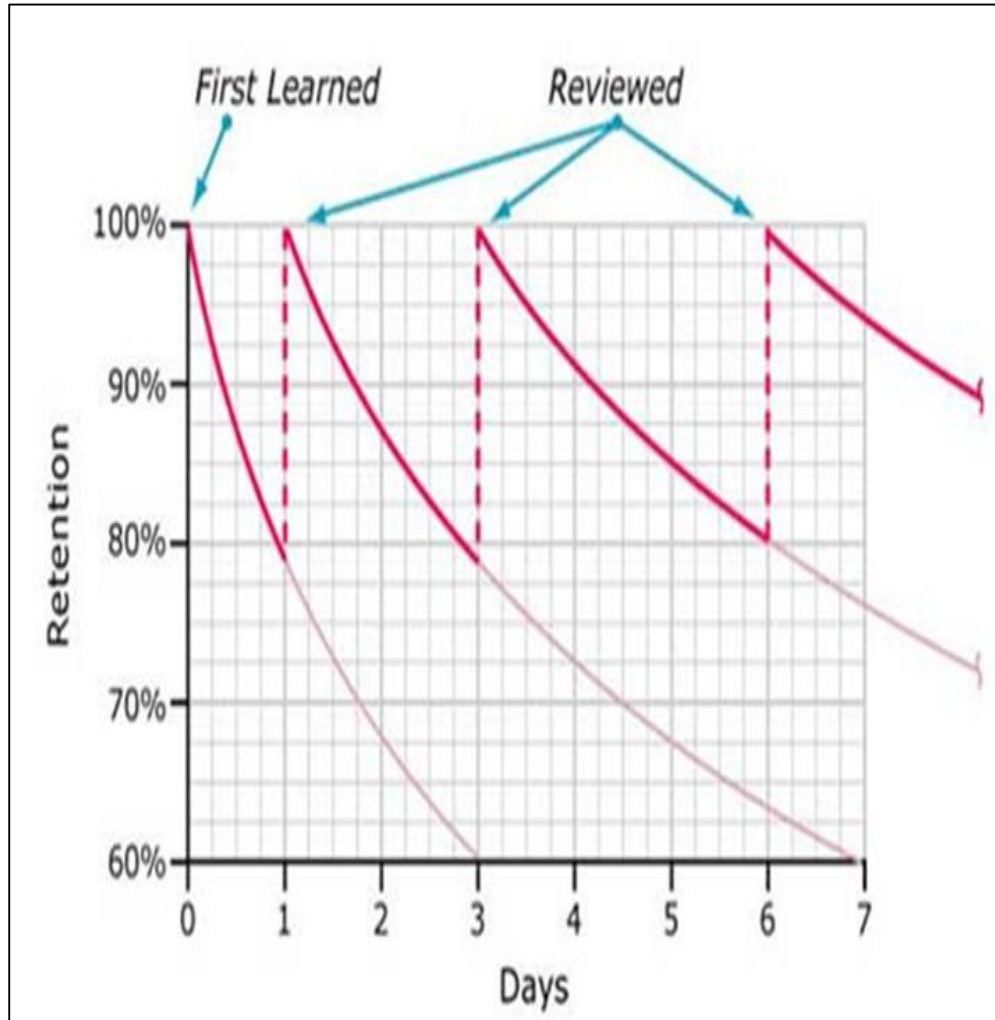
## Spaced practice



# Transfer Appropriate Processing



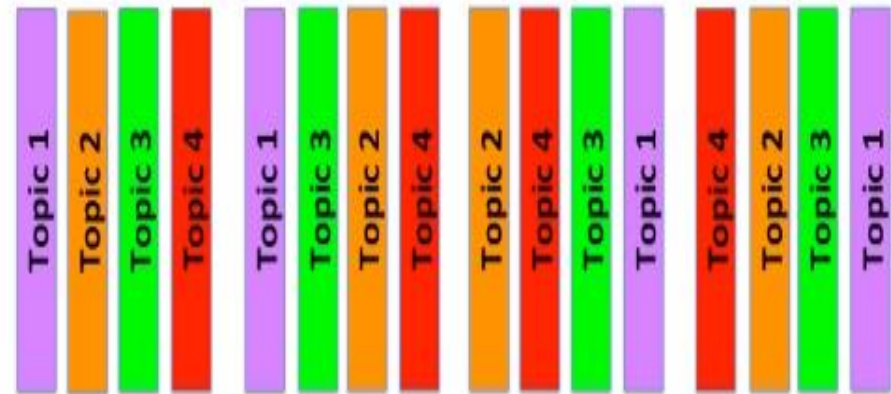
## Spaced practice + Interleaving



Massed presentation



Spaced and interleaved presentation



Less is more : mastery over coverage



## A principled framework



The man who grasps principles can successfully select his own methods. The man who tries methods, ignoring principles, is sure to have trouble.

~ Ralph Waldo Emerson



## Lists of useful Modern Languages blogs

### Blogs

[The Language Teacher Toolkit](#) by Steve Smith and Gianfranco Conti is now available from Amazon.

Blogs seem to come and go, but here are some (hopefully) up to date and interesting blogs. If you have a good, regularly updated blog or wiki please send me your link and I'll add it to my list. Blogs are so easy to set up. Popular platforms are Blogger, Weebly and WordPress. Some of the blogs below are aimed at students, some at fellow teachers, some at both.

Updated November 2018

The Language Gym (Mal) is by Gianfranco Conti. Gianfranco teaches at the Garden International School in Kuala Lumpur. It is a rare type of blog, featuring practical classroom advice based on a detailed knowledge of research and theory. Gianfranco and I co-wrote a handbook called The language Teacher Toolkit.

Tales from the salle de classe (USA) is from Megan Sulewski in Detroit.

Crafting a French Blend (USA) is a reflective blog by Jessica Gillespie.

@MissMeyMFL (UK) is from inventive teacher Kayleigh Meyrick and features ideas for colleagues.

Madame Michael (USA) is a reflective blog for other teachers.

Nathalie FLE (Fr) is a very professional blog by Nathalie Porte. Lots to explore.



<https://www.frenchteacher.net/links/blogs/>

## Steve Smith's MFL blog

**LANGUAGE TEACHER TOOLKIT** SUBSCRIBE SEARCH

*News, views and reviews about language teaching since 2009*

### Easy sentence builder frames

November 11, 2018

I've uploaded to frenchteacher.net a number of easy sentence builder frames for near-beginners. These are aimed at the full range of ability and could be exploited in a number of ways to maximise recycling of high frequency verbs and chunks. The example below is followed by a possible teaching sequence. You could probably find alternative ideas. See what you think. Other examples on frenchteacher so far are: last weekend, school, holidays and pastimes.

- Résumés d'articles dans un langage simple et accessible
- Pédagogie
- Des milliers de petites astuces pour enseigner
- Exemples de leçons

<https://frenchteacher.net.blogspot.com/>



## Lists of useful ESL/EFL blogs

Top 50 EFL blogs : [https://blog.feedspot.com/tefl\\_blogs/](https://blog.feedspot.com/tefl_blogs/)

### 4. Larry Ferlazzo | English Education Blog



📍 Sacramento, CA

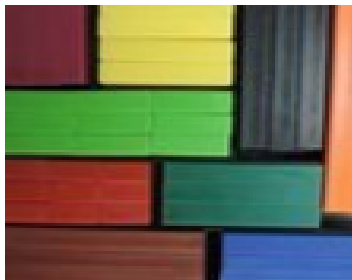
**About Blog** Larry Ferlazzo talks about websites that will help you teach ELL, ESL and EFL. I teach English, Social Studies and International Baccalaureate classes to English Language Learners and mainstream students at Luther Burbank High School in Sacramento.

**Frequency** about 42 posts per week.

**Website** [larryferlazzo.edublogs.org](http://larryferlazzo.edublogs.org)

Facebook fans n/a. Twitter followers 66,159.

### 6. ELT planning



📍 H? Chí Minh, Vi?t Nam

**About Blog** TEFL tips, ideas and thoughts from a developing teacher.

**Frequency** about 1 post per month.

**Website** [eltplanning.com](http://eltplanning.com)

Facebook fans 3,176. Twitter followers 1,080.

## Scott Thornbury's blog

### An A-Z of ELT

Scott Thornbury's blog



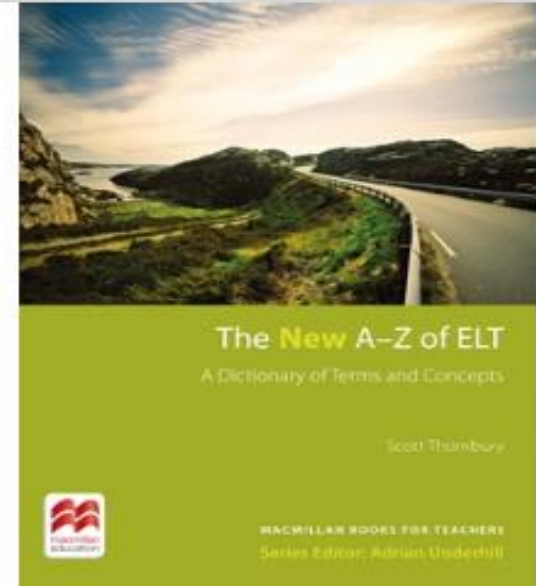
HOME

ABOUT

INDEX

### Index

1. [A is for Accent](#)
2. [A is for Accommodation](#)
3. [A is for Accuracy](#)
4. [A is for Affordance](#)
5. [A is for Age \(of onset\)](#)
6. [A is for Aims](#)
7. [A is for Approach](#)
8. [A is for Articles \(1\)](#)
9. [A is for Articles \(2\)](#)



## Scott Thornbury's blog

### C is for Creativity

I've just come back from a conference, the theme of which was creativity - a conference for teachers of Arabic, as it happens. I'm not a speaker of Arabic, much less a teacher. But I have a long association with the Arab world - I calculate I've done work in 14 of the 22 states that belong to the Arab League.

26  
11  
2017

Moreover, irrespective of the language they are teaching, language teachers share many of the same challenges and experience many of the same successes. For me it is both salutary and enlightening to be able to exchange stories about these challenges and successes. It was appropriate, therefore, that the organization that hosted the conference - in conjunction with the University of Westminster - is an Arabic language school whose mission statement is "We believe language & culture are better shared than taught."



# The Language Gym

My Sites Reader

Write



## THE LANGUAGE GYM

*by Gianfranco Conti, PhD. Co-author of 'The Language Teacher toolkit', winner of the 2015 TES best resource contributor award and founder of [www.language-gym.com](http://www.language-gym.com)*

[www.gianfrancoconti.wordpress.com](http://www.gianfrancoconti.wordpress.com)



## Twitter (e.g. #mfltwitterati)

The screenshot shows the Twitter profile of Dr Gianfranco Conti (@gianfrancocont9). The profile includes a circular profile picture, a header with the text 'teacher 10', and statistics: 12.4K tweets, 45 following, 7,260 followers, 8,913 likes, 2 lists, and 1 moment. The bio identifies him as a speaker/CPD provider, award-winning blogger, co-author of 'The Language Teacher toolkit', 2015 TES Award winner, and founder of language-gym.com. It also lists his location (Kuala Lumpur, Malaysia), website (gianfrancoconti.wordpress.com), and that he joined in February 2014. A section for 'Global Innovative Language Teachers' is visible, showing a pinned tweet from Jun 1 about 'SECRET SENTENCES' - a zero-prep writing activity. The tweet text reads: 'SECRET SENTENCES - A zero-prep writing activity that can be used as a pre-writing task and a plenary - from a thread in Global Innovative Language Teachers (on Facebook) #mfltwitterati #GILT\_FB'. Below the tweet is a preview of a Facebook post from the 'Global Innovative Language Teachers' group, which describes a 'zero prep writing game' where students guess secret sentences. The Facebook post text includes: 'A zero prep writing game - 'Guess the secret sentences' A very simple zero prep writing game that you can use as a lesson starter or as a pre-writing task. Give them a topic (e.g. 'what I did and did not do yesterday afternoon after coming back from school') and tell them that you have come up with and secretly written down five sentences on that topic. The task is for the students, in groups of two or three, to brainstorm and write down as many sentences as they can in 4 or 5 minutes (or longer, depending on the level). The group(s) that match the teacher's secret sentences win(s). You can, of course, require the students to use specific structures or narrow down the topic in order to elicit a specific vocabulary set. With lower ability groups or at the early stages of teaching a topic, writing mats or sentence builders could be made available for support. The game models 'idea generation', helps promoting speed of retrieval and can be used to recycle old material.'

Nov 9 Nov 15  
View your top Tweets

**Who to follow** · Refresh · View all

- HERE Developers @heredev ×  
Follow  
Promoted
- MFL London @mflondon ×  
Follow

## Who to follow on Twitter

- #mfltwitterati
- GILT\_FB
- #langchat
- #fslchat
- @spsmith45
- @gianfrancocont9
- @MissMeyMFL
- Dan\_MacPherson1 (Chartered College of teaching)
- @teacherhelpmate (Deakin University)





## Specialist ML Facebook groups

- Secondary MFL matters
- MFL Resources and Ideas
- MFL teachers' lounge
- Primary Languages Teachers
- New GCSE MFL
- iFLT /NTPRS / CI teaching
- Teaching English British Council

# Global Innovative Language Teachers

What are the MAGIC BEANS for a language classroom?  
Crowdsourced

## Global Innovative Language Teachers

<https://goo.gl/KQbBfB>

The image shows a hand holding a globe. Overlaid on the globe are 25 blue ovals, each containing a language teaching strategy. The strategies are arranged in a roughly circular pattern around the globe. The strategies listed are: Less is more, Feedforward Feedback, Technology, Interesting Stories, High Frequency Words, Patterned Input, Motivation, Recycling of patterns, Routines, Application of Skills, Flexibility, Spaced Learning, Breaking it down!, Comprehensible Input, Consistency, Support, Modelling, Target Language, Competition, Questioning, Assessment, Relationships, Promoting Thinking, Inclusive, Reflection, and Evoking Emotion.

#sharingiscaring