

# Teacher Development Document – “Memory Strategies”

## (Strategy Object MX2003-4)

### Summary

This strategy object uses a theatre setting in which four employees of the theatre demonstrate their use of three memory strategies to learn six French words related to emotions. The students are then given an opportunity to try each strategy with the words. Students select images, sounds or personal experiences that they want to use to help them remember the emotion words. Students reflect on the strategies that worked best for them and then try these strategies in a memory game they play in pairs

### Strategies Taught

- Remember New Words By Using Sounds
- Remember New Words By Using Experiences
- Remember New Words By Using Images

### Class Time Required

Approximately 30-40 minutes of Computer Lab time.

### Instructional Design

This resource is designed primarily for beginner language learners. It is illustrated in such a way that it can be used at a grade 4 level but can also be used in higher grades. This section briefly summarizes the major components of the instructional design (as outlined in the Understanding by Design approach).

### Learning Outcomes Addressed

#### Specific Learning Outcome Language and Culture Programs of Study

- A-2.1 share ideas, thoughts, opinions, preferences
  - a. Express simple preferences
  - b. Express a personal response (Learning Log activities)
- LC-1.1 phonology
  - a. Pronounce some common words and phrases comprehensibly
  - b. Use intonation to express meaning (Listening to audio and practicing words)
- LC-2.2 oral production
  - a. Produce simple words and phrases in guided situations (practice saying the word)
- LC-4.3 variations in language
  - a. Experience a variety of voices, i.e.. Male female young old (Listening to audio)

#### French as a Second Language Program of Studies

- Production Strategies, Grade 4

- Cognitive: -repeat a word, an expression, a pattern, a presentation, etc., silently or aloud
- Memory Strategies, Grade 4
  - Practice a word, an expression or a grammatical pattern  
Repeat a new word or expression, silently or aloud

<b>1. MEMORY STRATEGIES Oxford</b>	Strategies from Language and Culture and FSL programs
<b>Creating Mental Linkages</b>	<i>Please note this column has not been edited nor summarized</i>
<b>Associating elaborating</b> -relating new language information to concepts already in memory	<ul style="list-style-type: none"> <li>• Use elaboration techniques associate a new word or concept with a familiar concept, with personally meaningful information, reuse vocabulary and expressions in new contexts and situations use visualization (memory)</li> <li>• Associate new words or expressions with familiar ones, either in Ukrainian or in own language</li> </ul>
<b>Applying Images And Sounds</b>	
<b>Using imagery</b> -relating new language information to concepts in memory by means of meaningful visual imagery	<ul style="list-style-type: none"> <li>• Use mental images to remember new information</li> <li>• Use mental images to remember new information (7)</li> <li>• Associate a gesture, a symbol or an illustration with a message (comprehension, cognitive)</li> <li>• Repeat a new word silently and associate it with an image (memory strategy)</li> </ul>
<b>Representing sounds in memory</b>	

### Evidence of learning

The evidence of learning will be part of the learning object itself. The strategy object will include printable student learning log pages in which students will note their use of the different strategies in shared reading as well as their self-monitoring, evaluation and reflection on the usefulness of each strategy in enhancing their language learning. Teachers may wish to combine this with student conferences, observations or any other evidence of learning they deem appropriate.

### Assessment

The process of strategy assessment is one of observation rather than evaluation. The use of many language-learning strategies takes place mentally and therefore cannot be observed by the teacher. However, actions such as cooperating with peers, asking for clarification, etc. are directly observable and can yield the information needed to understand how students are using and incorporating language learning strategies. The teacher may wish to couple formal observations with student interviews to assess the learner's comprehension of the strategies, their experimentation with various strategies, their awareness of what works and what doesn't work for them.

## Technical Specifications

### Software Requirements:

- Flash Player 8 Plug-in  
([http://www.adobe.com/shockwave/download/download.cgi?P1\\_Prod\\_Version=ShockwaveFlash](http://www.adobe.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash))

### Minimum Hardware Requirements

#### PC

Processor	Intel Pentium III 450 MHz or comparable AMD
Operating System(s)	2000, XP
Memory	512MB RAM
Display Settings	1024 X 768, 16 bit colour
Sound Card	16 bit
CD-ROM (for CD-ROM versions only)	8X

#### Macintosh

Processor	G4
Operating System(s)	Mac OS X
Memory	512 MB RAM
Display Settings	1024 X 768, thousands of colours
Sound Card	16 bit
CD-ROM (for CD-ROM versions only)	8X