

# LEARNING WITHOUT (MUCH) FORGETTING

Presenter: Šárka Miková





**"Tell me and I forget.  
Teach me and I remember.  
Involve me and I **learn**."**

**Benjamin Franklin**

# LEARNING

depends on our



# MEMORY



without it everything would be new and unknown everyday

*'You have more brain cells in your head than the number of trees in the Amazon rainforest. You have more connections between brain cells than the number of leaves on all the trees in the Amazon rainforest.'*

# What is memory?



*Memory is our ability to receive, retain and retrieve ideas and information.*

But let's focus on the specific features of memory with primary pupils and lower secondary pupils:



Which is more...

long-term or short-term?

factual or emotional?

mechanical or logical?

abstract or sensoric?





more short-term

more emotional

more mechanical

more sensoric



more long-term

more factual

more logical

more abstract

So, let's start with young school children:

Memory of young school children is: short-term, mechanical, emotional and sensoric but what does it mean?

- because it's short-term, they: *learn a poem very quickly but then they equally quickly forget it*
- because it's mechanical, they: *easily memorise, learn by heart, even without understanding*
- because it's emotional, they: *remember much better if the language is connected with emotional experience*
- because it's sensoric, they: *learn better if learning happens directly through their senses*



# MEMORY PROCESSES:

1. RECEPTION

2. RETENTION

3. RECALLING

Teachers can influence  
But how?



*Which phase do you struggle with the most?*



# 1. RECEPTION

Imprinting/encoding into young learners' memory is positively influenced by:

PREVIOUS EXPERIENCE

FEELINGS

INTENSITY OF PERCEPTION

ATTENTION



HOW CAN WELL-KNOWN STORIES AND MOVIES CHARACTERS IN A PRIMARY COURSE SYLLABUS SUPPORT RECEPTION?

# PREVIOUS EXPERIENCE

- children know the story characters from the movies

CHILDREN AND THE STORY CHARACTERS ARE ALREADY „FRIENDS“

This very well supports the emotional aspect of their memory



# FEELINGS

Movies carry emotional power and evoke feelings

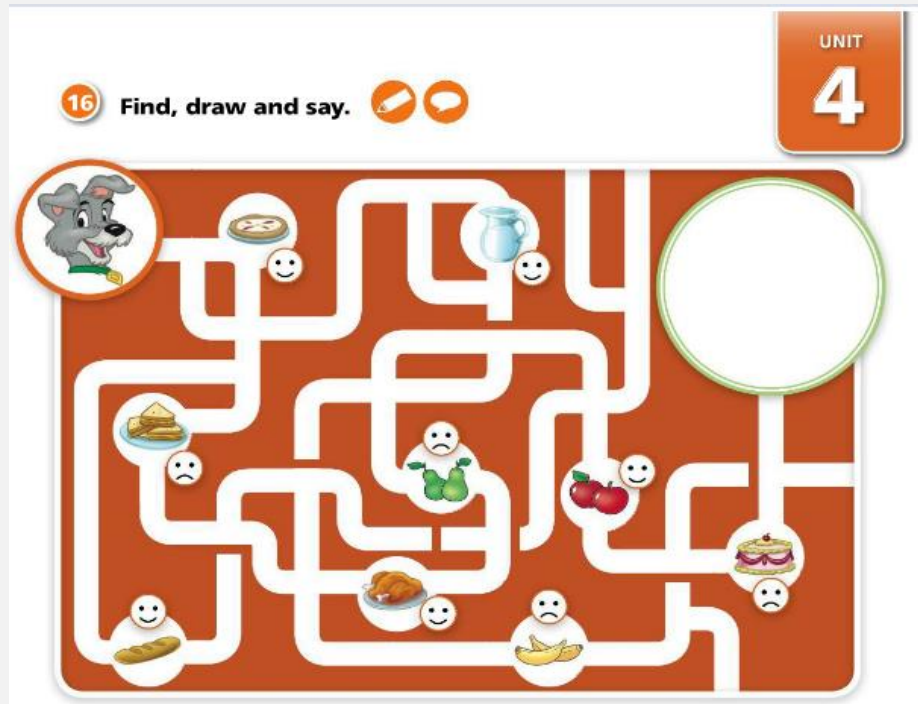
Pupils identify with movie characters and share their feelings which is again very beneficial for the support of the emotional element of their memory.



# INTENSITY OF PERCEPTION

use of multiple-sense activities – pictures, audio, video, flashcards, pen-to-paper activities, games

This supports the sensoric aspect of their memory.



Which of these activities do you prefer to use in your classes?

**COLOURING**

**SONGS**

**TRACING**

**FLASHCARDS**

**TPR (TOTAL PHYSICAL RESPONSE)**

**VIDEO**

**PAIRS (PEXESO)**

**CHANTS**

# FLASHCARDS



# REMEMBER AND SAY IT!

Stick four or five cards to the board. Ask pupils to remember what they present. Then, remove the cards from the board and ask the pupils to say the names. Repeat with other words.



# CAN YOU REMEMBER?





# CAN YOU REMEMBER?



REMEMBER AND SAY IT!

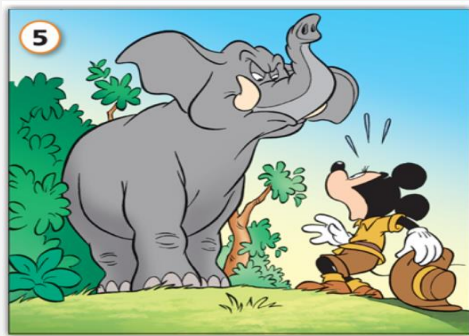
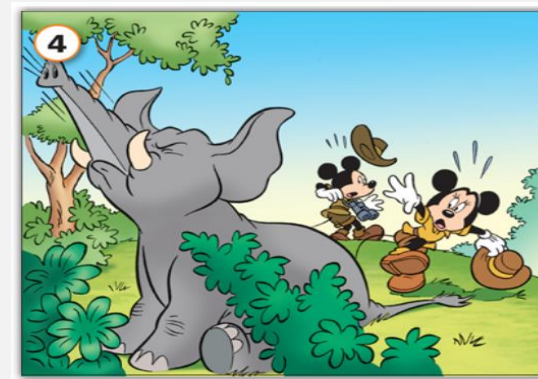
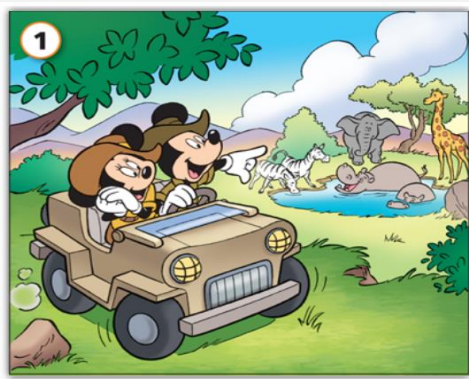


**EASY**

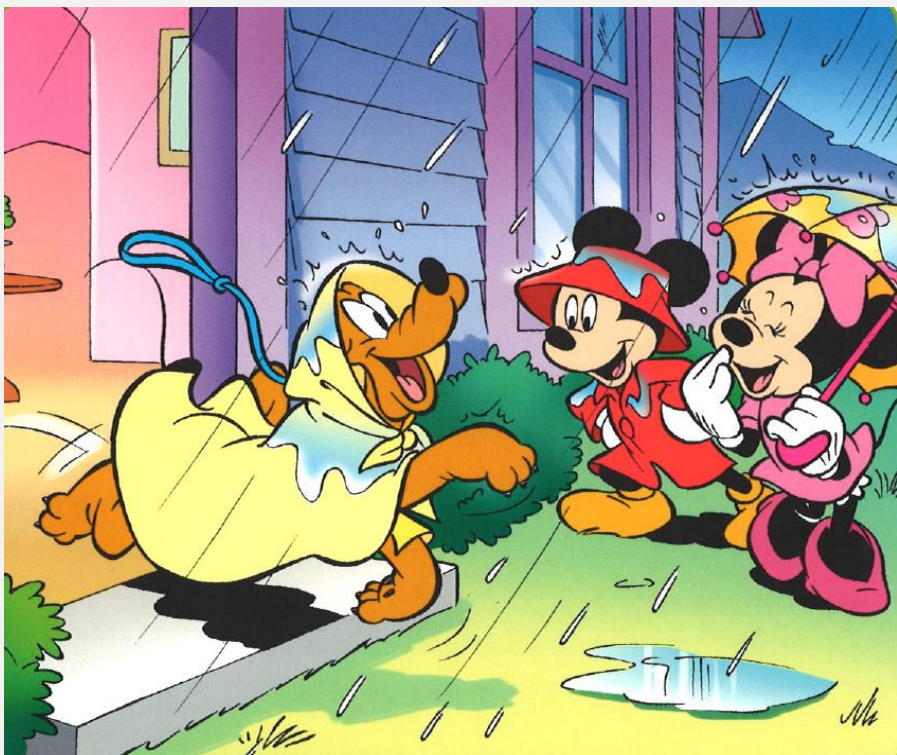
**DIFFICULT**



# STORY CARDS



# STORY CARDS WITH LINES



UNIT

8

## What's he wearing? Story card 6

### Before listening to the story

- Who's this? *Pointing to Pluto.* [It's Pluto.]
- What's Pluto wearing? [He's wearing a raincoat.]
- Is it a real raincoat? (L1) [No. It's a tablecloth.]



Minnie: Haha! He's wearing a raincoat!

### After listening to the story

- Is Pluto happy now? [Yes.]
- What can he do now? [He can walk and run in the rain.]
- Do you think Mickey will buy Pluto a real raincoat? (L1) [Open discussion.]



# ACTIVITIES WITH STORY CARDS



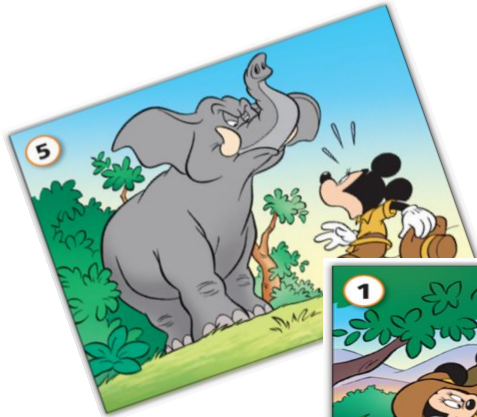
1. Shuffle the cards, stick them to the board and ask pupils to arrange them in the correct order.
2. Hide the cards in various places in the classroom. Ask pupils to find them and place them on the floor in the correct order.
3. Distribute the cards among a few pupils. Read the lines for the cards. When a pupil hears the lines referring to his/her card, he/she should stand up and show it to the class.



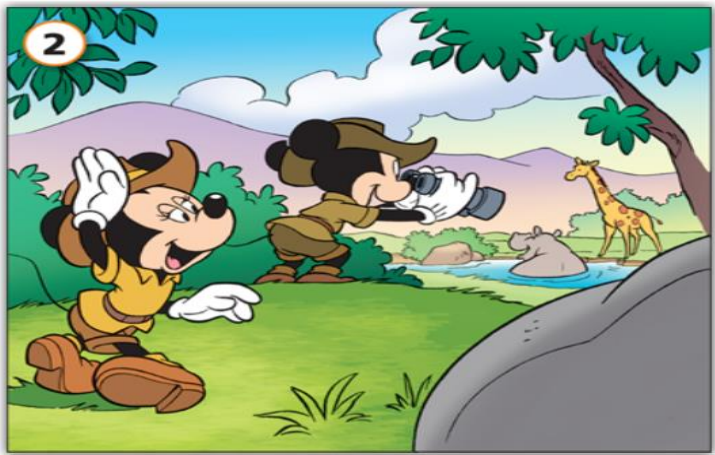
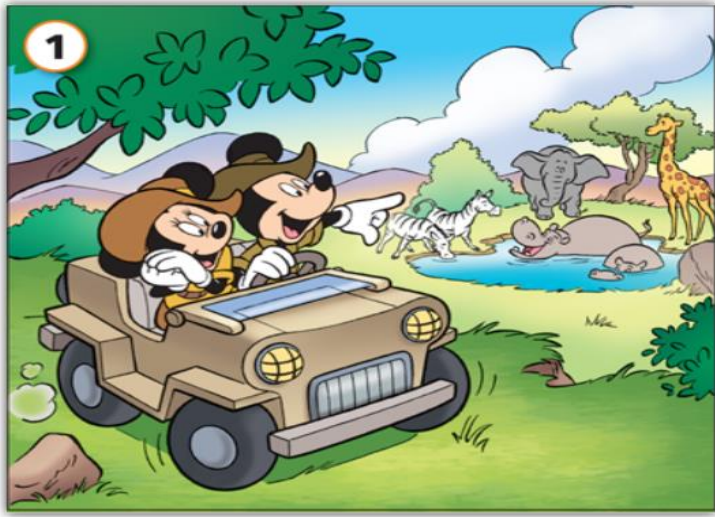
# ... AND WITHOUT THE CARDS



1. Ask pupils to draw a scene from the story they have heard.
2. Pupils draw their favourite character.
3. Read some lines from the story. Pupils should provide the name of the character who says the lines.



# STORY CARDS





# ATTENTION

Identification with story characters helps to focus and retain attention

5 Listen and say. Then match.

1 2

3 4

6 Listen and sing.

Lesson 3 Song: happy, sad, I'm (happy).

6



And now children of **older school age**:

Memory of older school children is: long-term, logical, factual and emotional and abstract, but what does it mean?

- because it's **long-term**, they: *are able to recall information in years*
- because it's **logical**, they: *are able to make deductions and generalisations*
- because it's **factual**, they: *can mostly control their impulses and understand what their learning objective for each lesson is and can work towards it*
- because it's **abstract**, they: *are able to think in abstract terms and to grasp similarities and differences*



# MEMORY PROCESSES:

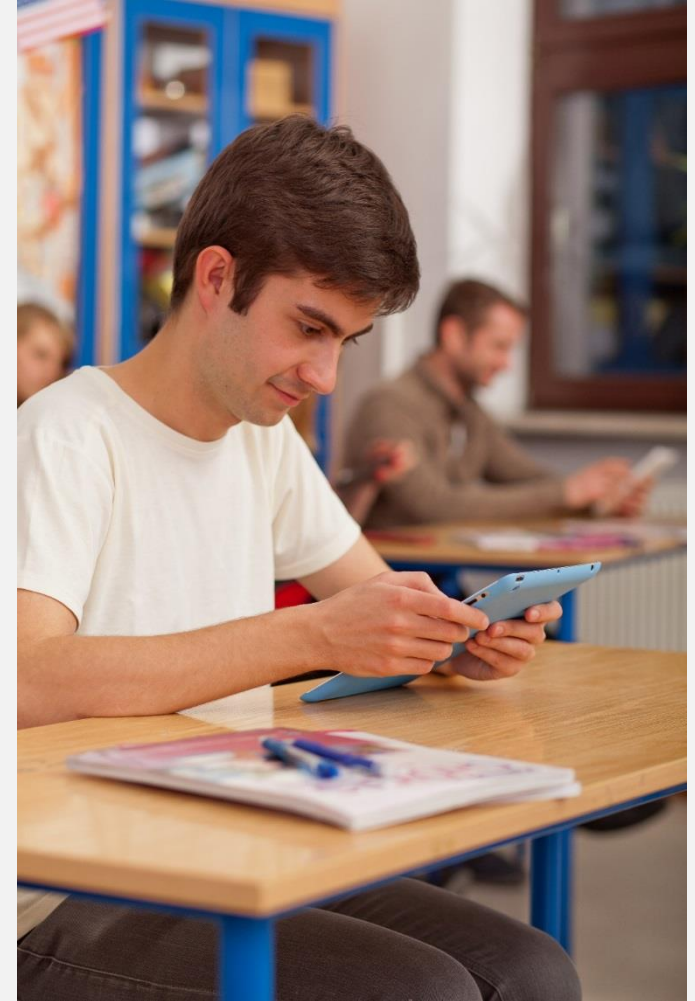
1. RECEPTION

2. RETENTION

3. RECALLING

Teachers can influence

But how?



# 1. RECEPTION

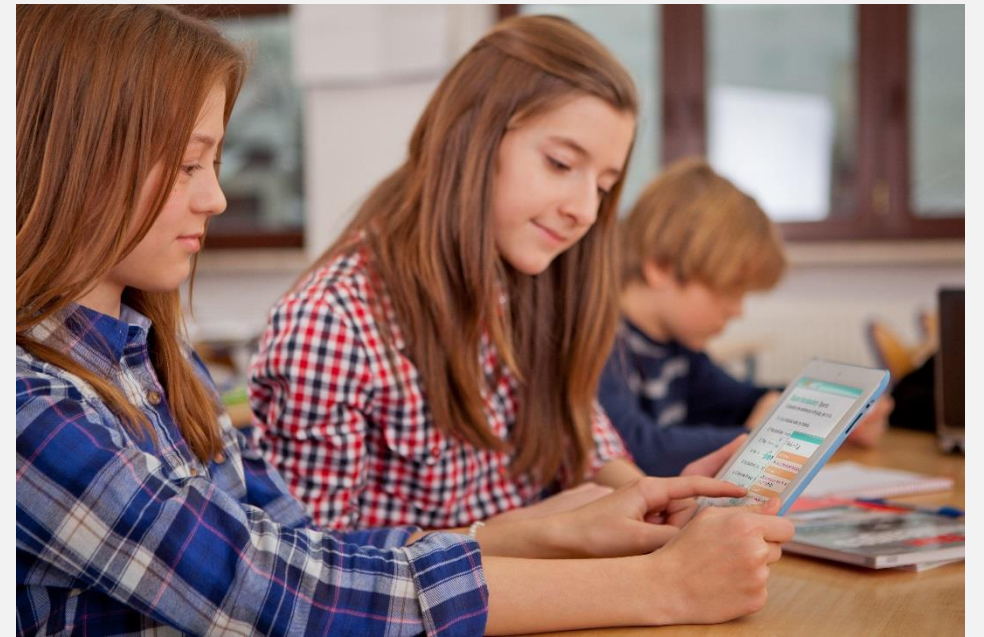
Imprinting/encoding into teenagers' memory is positively influenced by:

INTENSITY OF PERCEPTION

ACTIVE LEARNING

SOCIAL AND EMOTIONAL  
CONTEXT

ATTRACTIVE MEDIA



# INTENSITY OF PERCEPTION

Maximize the number of encounters with a new word – the golden rule says 7



WRINKLE



..... are not something wrong, they are just natural.

# INTENSITY OF PERCEPTION

**Grammar** Present simple and continuous; Verb + -ing  
**Vocabulary** Rooms and parts of the house; Furniture and household objects  
**Speaking** Describing a place  
**Writing** A description of a room

**Vocabulary** Rooms and parts of the house

1.3 Match the pictures of the parts of the house (1-16) to these words. Listen, check and repeat.

attic balcony ceiling cellar drive fireplace  
 floor garage hall landing lawn office  
 patio roof stairs wall

2 Complete the sentences with the words in Exercise 1.

- The **stairs** go up to the bedrooms at the top of a house.
- You come into the house through the \_\_\_\_\_.
- There's a bird on the \_\_\_\_\_.
- The \_\_\_\_\_ is next to the bathroom.
- The red car is inside the \_\_\_\_\_.
- There are boxes of old toys in the \_\_\_\_\_.
- It's warm near the \_\_\_\_\_ in the living room.
- Someone is cutting the grass on the \_\_\_\_\_.

3 Tell a partner about your home.

- Have you got a house or a flat?
- Describe the outside of your house or flat.
  - Is it big or small?
  - What colour are the walls and roof?
  - Is there a balcony, a lawn, a garage, a drive?
- Describe the inside of your house or flat.
  - Is there a hall, an attic, a cellar, an office?
  - What colour are the walls, floor and ceiling in your bedroom and your living room?

*Our house is small. It's got white walls and a red roof. There's a garden with a small patio and a lawn. There's a drive, but there isn't a garage.*

Brain Trainer Unit 1  
 Activity 2 Go to page 112

- Reading
- Seeing
- Writing
- Listening

**Unit 1**  
**Spot the difference**

1 Look at the photo on page 14 for one minute. Now study this photo. What differences can you spot?

**Vocabulary**

2a Find the odd word out in each box. You have one minute.

wall roof ceiling  
 garage floor

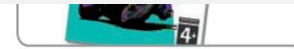
attic stairs  
 hall cellar office

landing lawn balcony  
 patio drive

2b Arrange the letters in bold to make a new home word.

# SOCIAL AND EMOTIONAL CONTEXT

Teenagers cannot maintain their attention if the context of what they have to learn is non-social and non-emotional



3 I've got two Rihanna posters. She's great – she's very popular / unpopular.



4 Look at this camera. It's £500 so it's cheap / expensive.



7 H  
It  
n



## Survey: Teens and the media

In last month's issue of *Teen News* we asked you to email us your answers to the following questions:

- Have you read or heard today's news headlines?
- Where do you usually get your news from?
- Do you read or listen to the news every day?
- What news are you interested in?

### Here are the results!

Most of you (sixty-nine percent) prefer watching the news on TV and thirty-five percent regularly log on to news websites. Thirty-one percent of you read or listen to the news every day, but only sixteen percent like watching current affairs programmes. You're more interested in national news than international news, but nearly eighty-five percent of our readers watch news flashes about important events in the world.

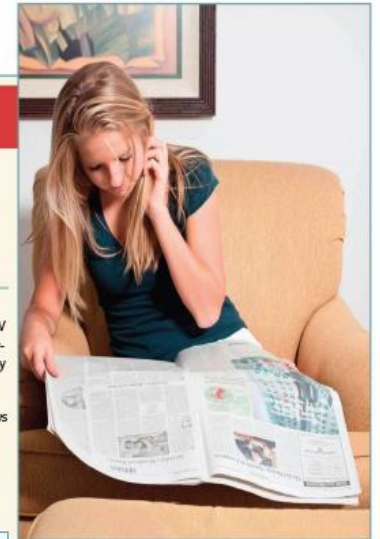
So, is there any room for newspapers in today's world? Twenty-three percent of you said 'yes', but more than half (fifty-one percent) said you could live without them. Jake and Lily explain their views:

#### Jake Moreno (16)

I've never bought a newspaper. I usually find out about the news through a social networking site. That's how I heard about the tsunami in Japan. One of my friends added a link to a news flash. News websites are good, too because you can listen to podcasts and watch videos.

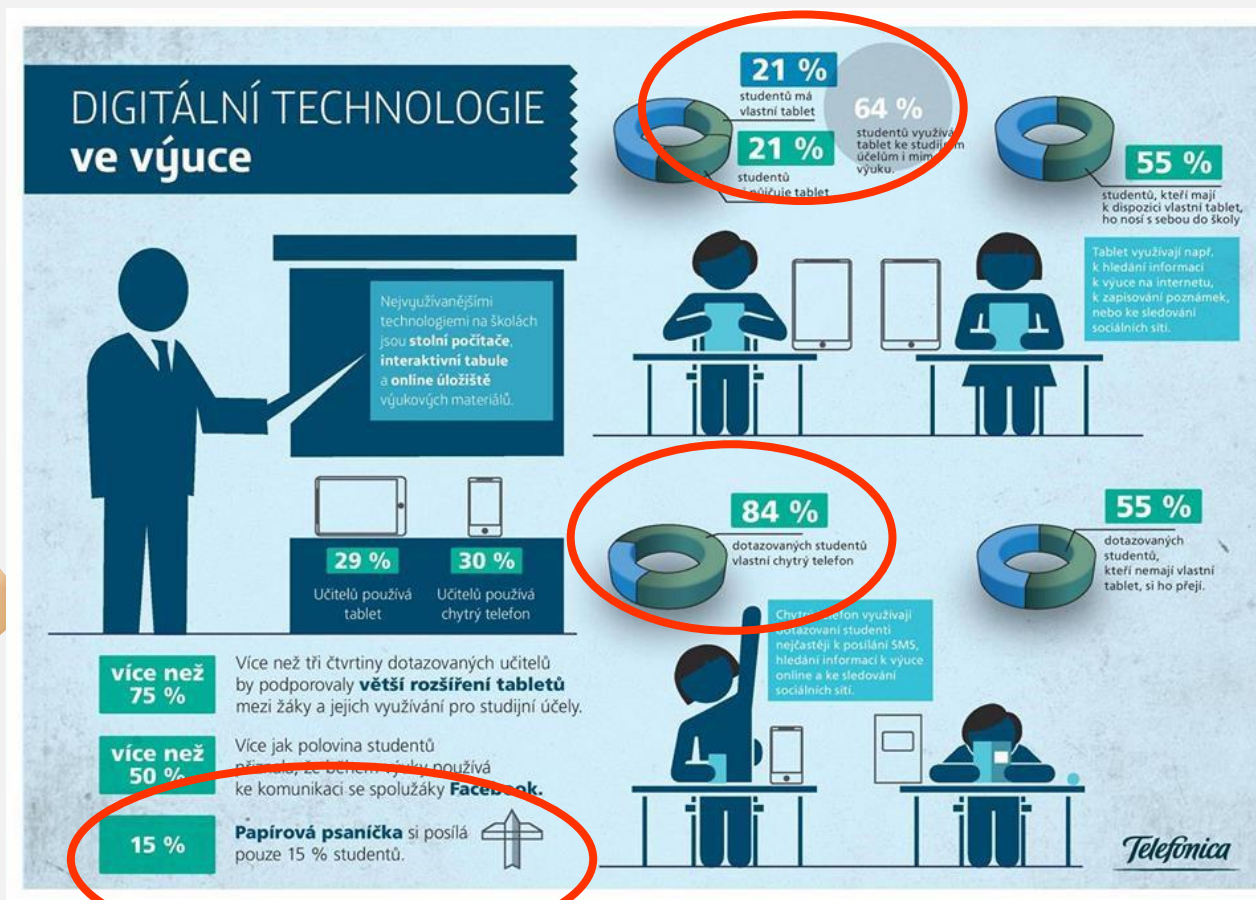
#### Lily Sheldon (15)

I sometimes look at news websites, but I haven't had time this week (too much homework!). I usually read a newspaper on the school bus. I follow the local news and I also read the sports reports.



# UP-TO-DATE MEDIA

Help grasp and retain students' attention and provoke interest.

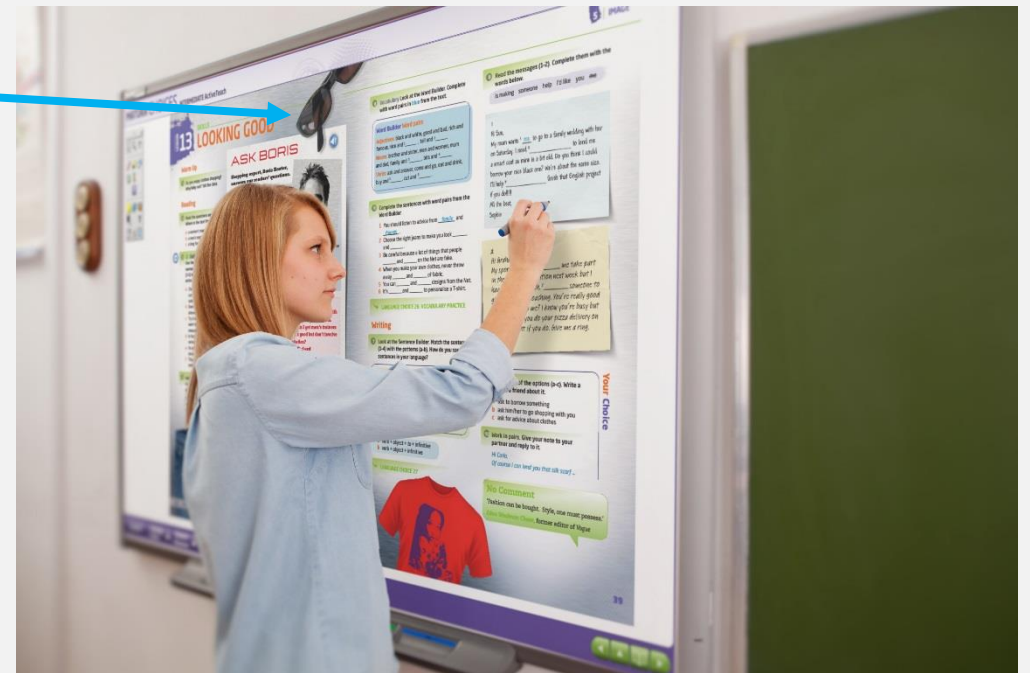




# UP-TO-DATE MEDIA

“Heads-up” teaching with digital software for interactive whiteboards engages all types of learners using visual, auditory and kinesthetic.

ACTIVE TEACH SOFTWARE



# UP-TO-DATE MEDIA

Interactive exercises make language practice more fun, helping it stick in the learners mind.



# SPOT THE DIFFERENCE



# ACTIVE LEARNING

Lower secondary students prefer interaction with their peers. Organize their learning in pairs/groups.

## Unit 1

### Spot the difference

- 1 Look at the photo on page 14 for one minute. Now study this photo. What differences can you spot?



## 2. RETENTION



In this phase pupils do not use the learnt knowledge but it is kept in their memory in order to recall and use it when necessary.

*But it is also the most dangerous part of the memory proces – why? What can happen with the things we have encoded into our memory during reception?*

**WE CAN FORGET THEM!**

# RETENTION

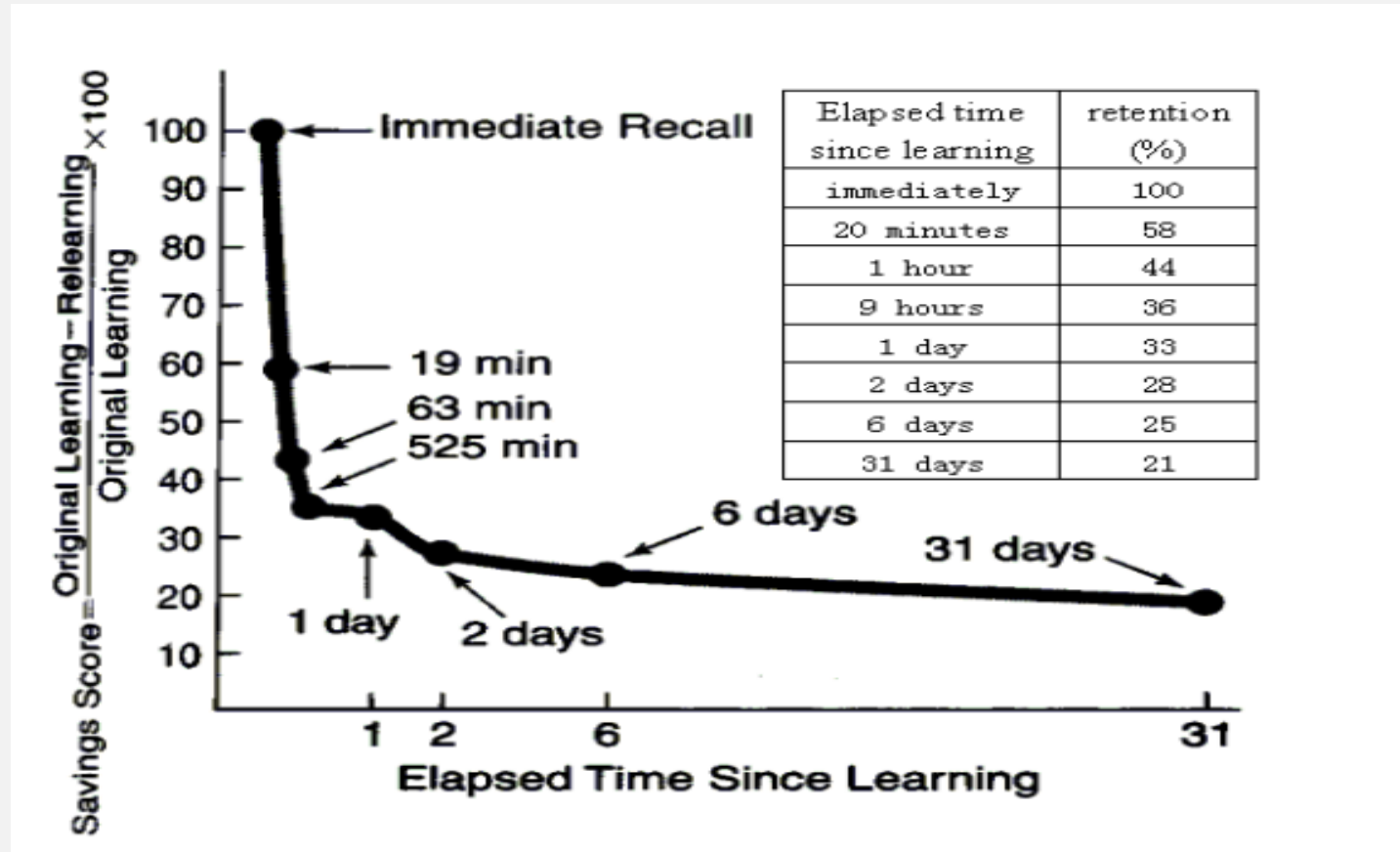
How can we support it?

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graph TD; A[How can we support it?] --> B[1. By effective encoding in the first stage.]; A --> C[2. By systematic repetition.];
```

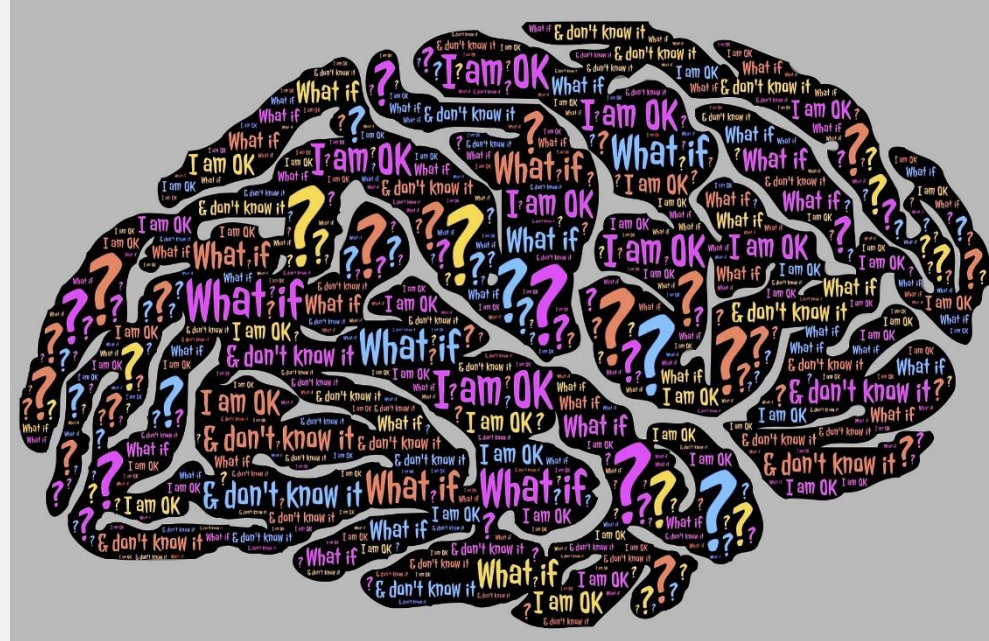
1. By effective encoding in the first stage.

2. By systematic repetition.

# Ebbinghaus Forgetting Curve – defines how repetition should be organized



# BUT DON'T WORRY – FORGETTING IS AN ABSOLUTELY NATURAL AND INEVITABLE PROCESS



It is basically a protective mechanism of the human body not to get overloaded with information!



**HAVE THE PUPILS DRAW A PICTURE OF THE MONSTER INTO  
THEIR NOTEBOOKS**

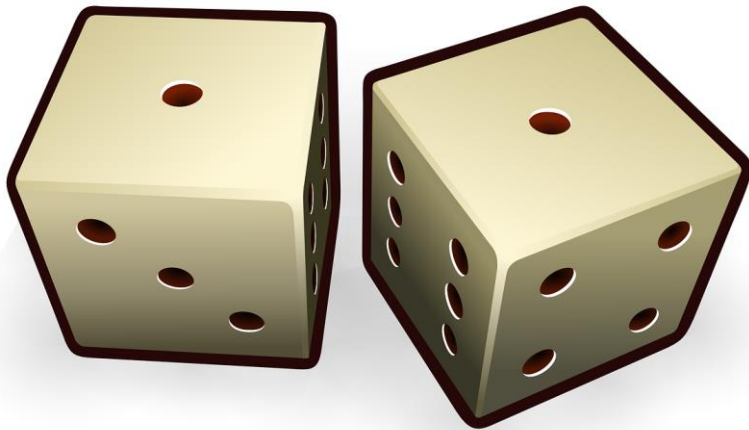





**+  
USE CHANTS TO  
MEMORISE**

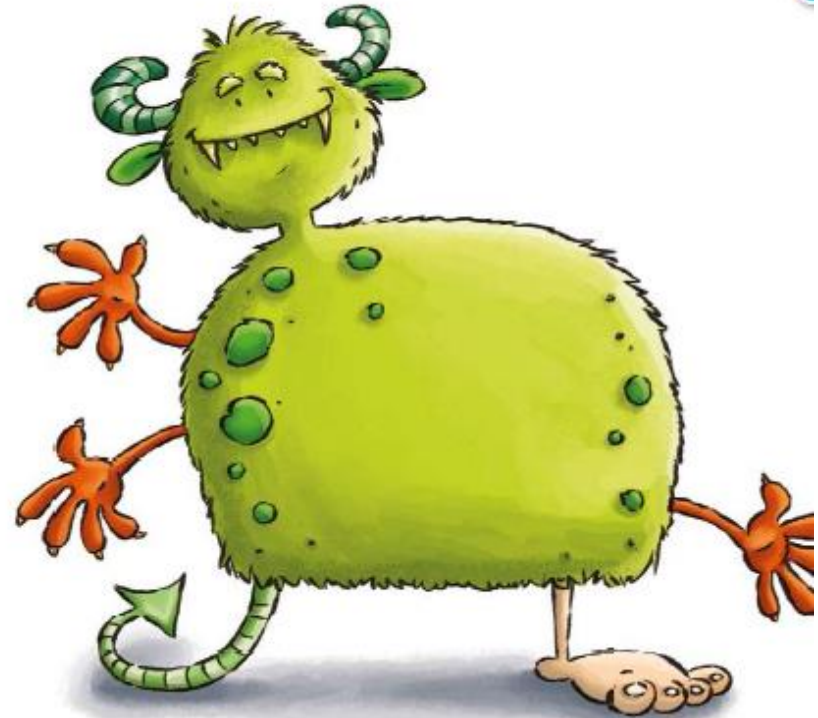
# DRAW YOUR OWN MONSTER

## WHAT YOU NEED:

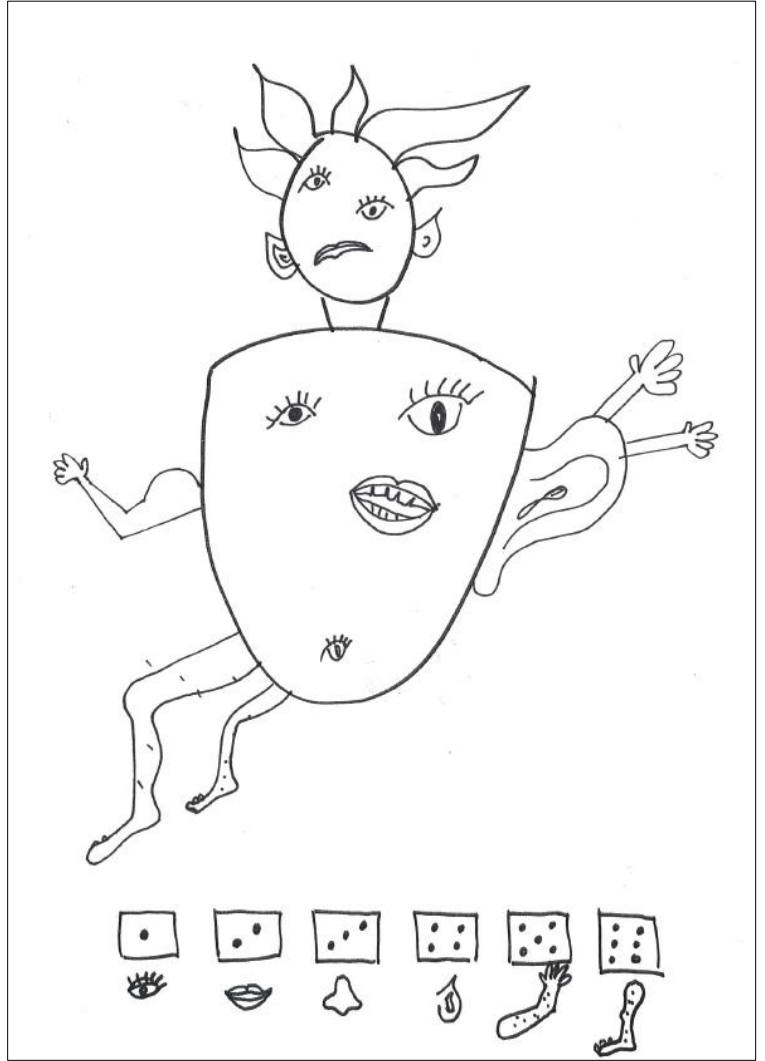
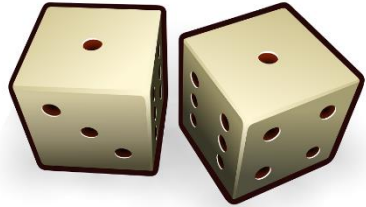
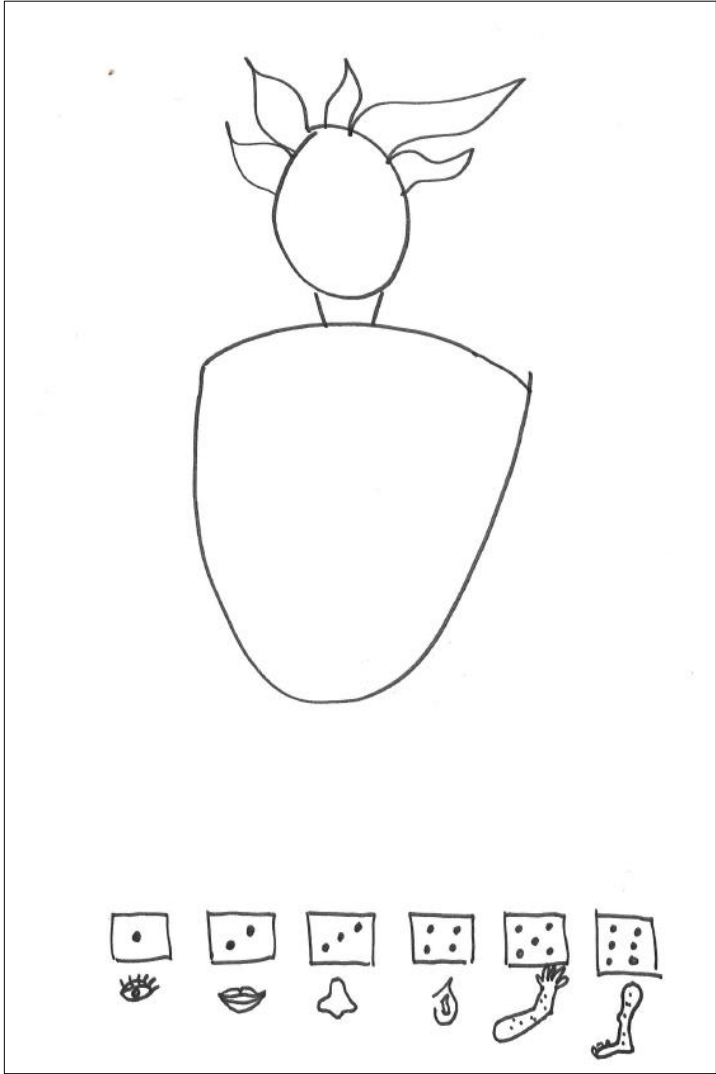
- handouts with empty monster figures
- pairs of dice



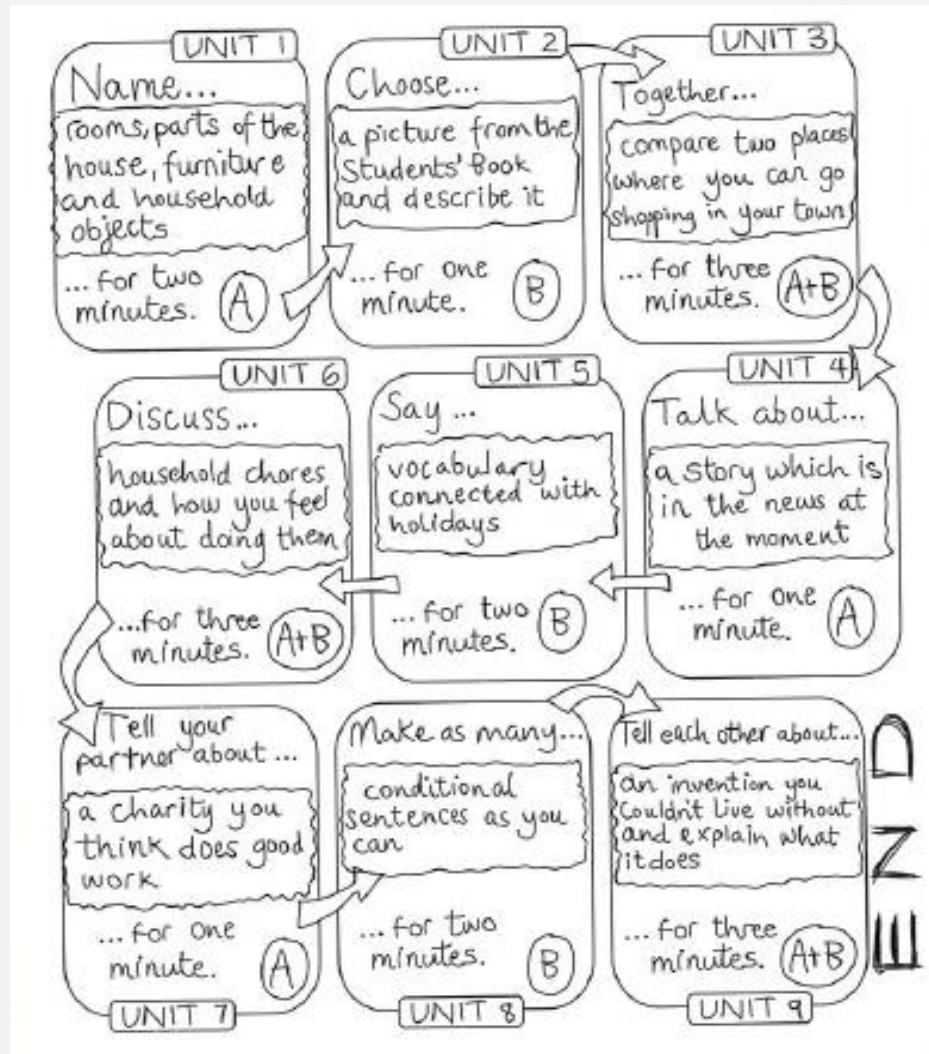
11 Listen and draw. Then say.   



# HOW TO PLAY







# MAKE REPETITION A CHALLENGE



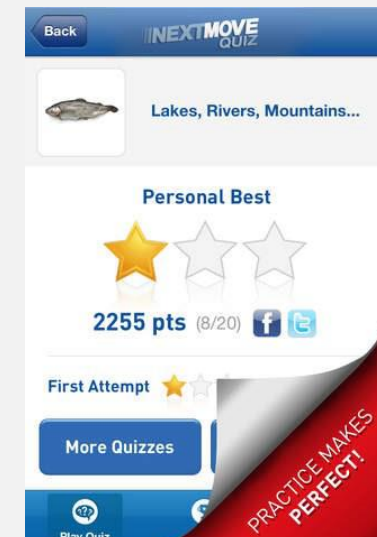
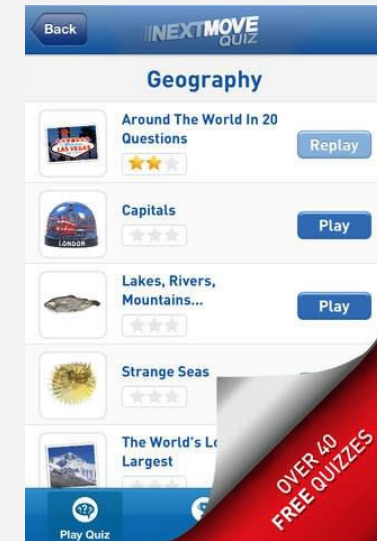
# MAKE REPETITION A BIT OF DRILL



headline local podcast affairs  
programme website report current

 	 
<i>headline</i>	

# MOBILE APPLICATION – OUT OF CLASS STUDYING



# RETRIEVAL or RECALLING



Recalling happens any time a pupil remembers a word or a phrase he/she has learnt and is able to use it, the formed brain connections are activated.

# RETRIEVAL or RECALLING

depends on CUES:

Recollection is better when cues are:

- presented in the same context as during reception
- repeatedly recollected from our memory
- happens in student – friendly digital environment



UNIT  
**1** My face

1 Match and say.  

2 

3 

4 

5 





# THE SAME CONTEXT FOR RECALLING

5 Where does the tarantula come from?  
 6 What animal is Tom scared of?  
 7 What does Tom think about his job?

like/dislike?  
 2 What unusual animals do you know?  
 3 Are you scared of spiders or insects?

Do you like animals?  
 I love animals but I'm scared of reptiles.

**A Day in the Life ...**

Tom works at the Unusual Pets section of Hardy's Animal Park. He is a zoo keeper. We talk to him about a typical day.

**Describe a typical day at the zoo.**  
 I get up at 6.30 and I start work at 8.00. I usually put on my boots because it's often very dirty in the animal enclosures. I clean the animal enclosures every day and in the afternoon I feed the animals. I'm always busy! I never finish work before 5.30.

**What animals do you like and what animals do you dislike?**  
 I love the hissing cockroaches! They come from Madagascar and they're very noisy. I sometimes hide their food in different places. It's a game for them! But I don't like the tarantulas. We have a red-knee tarantula from Mexico. Her name's Tiny and she's twenty-five years old. Visitors to the zoo love her, but I'm scared of spiders. I hardly ever work with them.

**Why do you like your job?**  
 I work with great people and I learn new things about animals every day. At the end of the day, I'm often very tired, but my job is always interesting.

45

It's got .....  
 and .....  
 but it hasn't got .....  
 or .....

It lives in...  
 It is .....  
 It eats .....  
 It makes ...

It can .....  
 and .....  
 but it can't .....  
 or .....

MY  
 PYRANHAROACH

*Make a magic fruit!*

*Make a magic device!*

*Make a magic invention!*

*Make a magic plant!*

Which 3 animals can you identify?

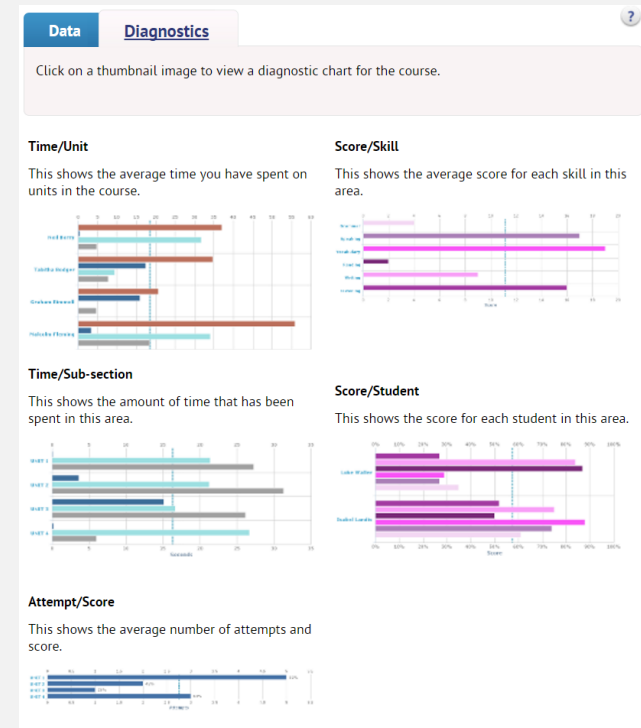
Python, piranha, cockroach

# ONLINE HOME PRACTICE

Online workbook software and enables learners practise English in the environment which is so natural to them

...and it makes your out-of-class work easier and faster!

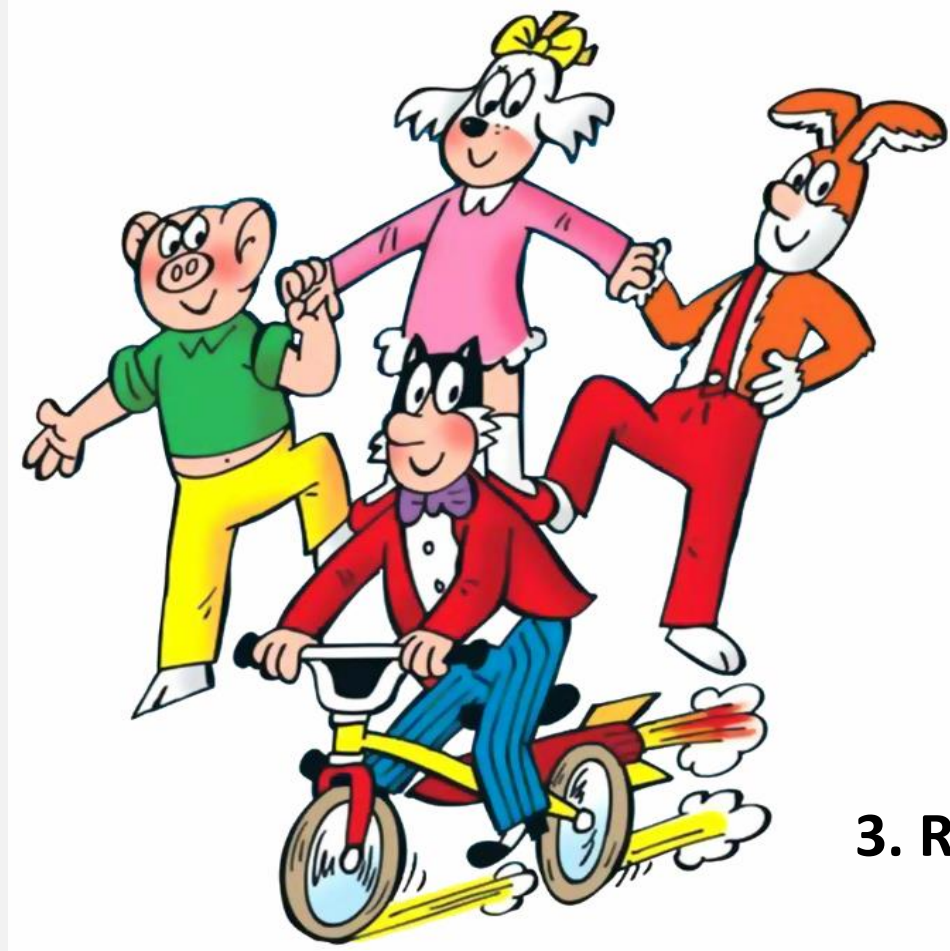
The screenshot shows the MyEnglishLab user interface. At the top, there's a navigation bar with 'HOME', 'COURSE', 'GRADEBOOK', 'MESSAGES', and 'SETTINGS'. Below this, the course 'Total English Elementary' is selected. The main area is divided into 'Units' and 'Contents'. The 'Units' section shows a grid of 12 units (UNIT 1 to UNIT 12) with completion progress bars. The 'Contents' section shows a list of exercises for Unit 1.1, including 'Exercise 1a, Vocabulary - countries and nationalities' and 'Exercise 1b, Vocabulary - countries and nationalities', each with an 'Open' button.



Offer each one of students special attention they need.

## OUR MEMORY – THE LADY

2. RETENTION – the one with big belly



1. RECEPTION – the one with big ears

3. RETRIEVAL – the one who can reverse

# YOUR SHORT-TERM MEMORY TEST

## OUR MEMORY – THE LADY

**RETENTION – the one with big belly**



**1. RECEPTION – the one with big ears**

**3. RETRIEVAL - the one who can reverse**


# ALL SAMPLE PAGES COME FROM THESE PEARSON TITLES



<http://product.pearsonelt.com/nextmove/>



<http://product.pearsonelt.com/newenglishadventure/>



Thank you for your  
attention,  
hope you had a  
good time!

If you are interested in getting the links and the presentation,  
please send an email to  
[metodik@venturesbooks.com](mailto:metodik@venturesbooks.com)

*Photos and illustrations:*  
Pearson

<http://pixabay.com>

<http://stuff4educators.com>

<http://www.spotthedifference.com/>

*Sources:*

Brain Development in Young Adolescents

Good News for Middle School Teachers

By Peter Lorain

<http://www.nea.org/tools/16653.htm>