

# Memory learning strategies and vocabulary retention in French

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## INTRODUCTION

### BACKGROUND

A robust vocabulary is essential for mastering French, yet younger students often struggle to retain words they have previously learned.

Vocabulary retention in Modern Foreign Languages (MFL) can be a common challenge among colleagues.

Consequently, how could it be improved?

Would teaching memory learning strategies when introducing new vocabulary be a solution?

### RESEARCH QUESTIONS

Does teaching memory learning strategies help improve Year 7 students to remember vocabulary in French?

1-The importance of learning vocab in French

2-Which vocab learning strategies? How many?

3-Contextualized vs de-contextualized

4-Other factors: neurolinguistics, functions of the brain

5-How many words? Which words?

6-Over how many sessions?

7-Where to find the suitable strategies: Oxford classification

8-Direct vs indirect strategies

9-Direct strategies seem to be the best choice-Why?

10-Which memory strategies? 4 sets: creating mental linkage/applying image and sound/reviewing well/employing actions

11-Long term and short term vocab scores to be tested?

## RESEARCH

### RESEARCH ACTION

Memory strategies chosen:

1-Grouping

2-Imagery

Why?

Easy to implement in lesson

Accessible to Year 7 students

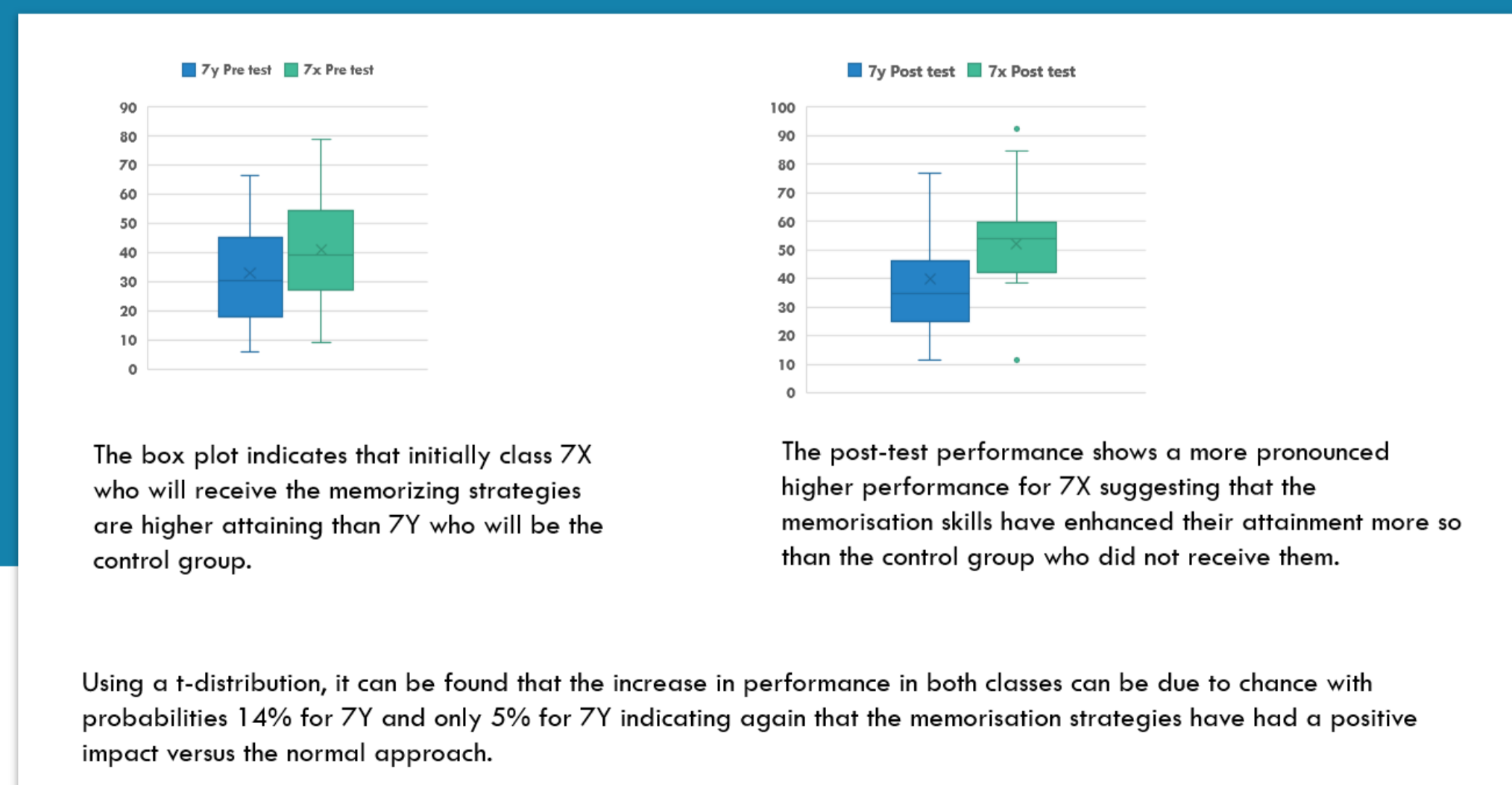
### METHODOLOGY

**SCHEDULE STARTING TERM 2 JANUARY 2024**

**7X EXPERIMENTAL GROUP**  
**7Y CONTROL GROUP**

- Both 7Y and 7X given paper copy of vocab test of 30 words from term 1 on the topic of house
- Both 7Y and 7X given a paper copy of vocab list of 27 key terms for Term 2
- Lesson 1 for 7X with **grouping strategy** exercise
- Lesson 2 for 7X more practice with **imagery memorization strategy**
- Test 2 scheduled for both groups on 11/01 for 7X and 10/01 for 7Y
- Test 3 scheduled for long term retention for both groups on 17/01 and 18/01

### ANALYSIS & RESULTS



## CONCLUSION

### DISCUSSION

Introducing memory strategies alongside new vocabulary instruction is effective, but the constraints of the curriculum pose challenges to its implementation.

### REFLECTIONS

Exploring a range of memory learning strategies and selecting the most fitting ones for Year 7, while also developing tailored resources, elevated the enjoyment of lessons for both my students and I.

### REFERENCES

Nemati, A. (2009). Memory vocabulary learning strategies and long-term retention. *International Journal of Vocational and Technical Education Vol. 1 (2)*, pp. 014-024

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