

# What Do You Remember Most? Is It 'Textbook Content'? or 'Teacher Talk Around the Text'?

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# Outline of the presentation

**Introduction**

**Literature Review**

**Methodology**

**Contribution**

**Conclusion**

# Abstract

Memory has many functions and has been classified in various ways by the researchers as sensory memory, working memory, long-term memory, visual memory, visual short-term memory, spatial short-term memory, iconic memory, photographic memory, episodic memory and semantic memory (Solso, MacLin, & MacLin, 2005; Terry, 2017). It is evident that students' working memory plays a significant role towards their academic achievements. The studies which applied a theory of social information processing by Wyer (2003) is relatively limited in education research as this theory is a social psychological theory. Therefore, the purpose of this paper is to present the application of this theory to current education research by comparing 'textbook content' and 'teacher talk around the text'. The theoretical assumptions of the 'workspace unit' in this theory will be used to explore the differential effects of student's working memory on 'textbook content' and 'teacher talk around the text'. To the best of the authors' knowledge, this study can be considered as the first theoretical paper to show the application of a theory of social information processing by Wyer (2003) which is a social psychology theory, in secondary school education context.

**Keywords: working memory, secondary school students, social information processing, social psychology**

# Introduction

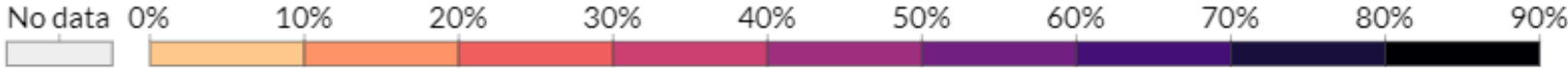
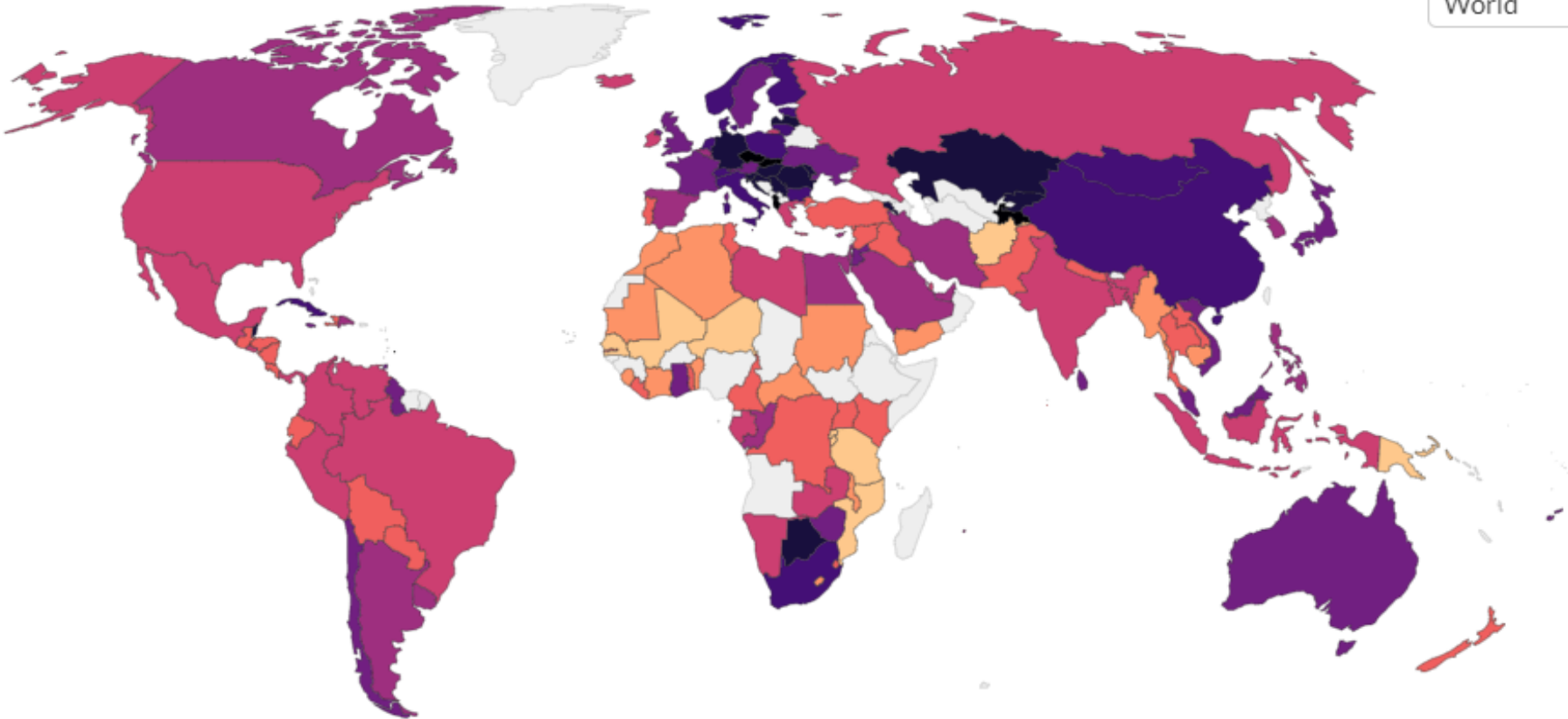
- ❑ The revenues of elementary and secondary school programs and related products through companies (organizations, sole dealers, and partnerships) that offer academic courses and associated course work to basic preparatory education, i.e., kindergarten through 12th grade, make up the elementary and secondary school's sector.
- ❑ School boards and school districts are included in the sector. Primary school, middle school, and high school are the three segments of the elementary and secondary school sector.
- ❑ In 2020, Asia Pacific was the largest region in the global market for elementary and secondary schools, accounting for 46% of the market. Western Europe was the second largest region accounting for 27% of the global elementary and secondary school's market.
- ❑ Middle East was the smallest region in the global elementary and secondary school's market.

# Share of the population with secondary education, but no tertiary education, 2010

Our World  
in Data

Percentage of population, 25 years and older, with either incomplete or completed secondary education.

World



Source: World Bank

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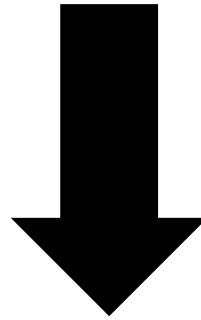
Source: World Bank Data

# Literature Review

Most of the research on gender and foreign language textbooks has concentrated exclusively on texts, regardless of their intended use. And, while the implication is generally that gender inequality in texts would have an impact on learners' gender identities and/or language-learning opportunities thus predicting the effect of a given text is difficult. One aspect of these studies that seems to have been overlooked is an examination of teacher actions in relation to textbook texts, which could be referred to as "teacher talk around the text." This text mediation, rather than the text itself, may be more important to any text impact (Dobler, 2015; Harwood, 2017; Lamon, 2020; Schleppegrell, 2020; Sunderland, Cowley, Rahim, Leontzakou, & Shattuck, 2000; Swanson, Vaughn, & Wexler, 2017). However, very few descriptive work has been done on teacher use of textbooks in other curricular subject areas and none of the studies up to date compared the two diversified aspects of children's memory on 'teacher talk around the text' and 'text-book' content using the social psychology theory of social information processing by Wyer 2004.

# Research Question

The main scope of this study is to show a theoretical contribution used to compare the working memory of the secondary school students on text book content and teacher talk around the text.



**Research question: what does secondary school students' remember most? Is it text book content? or teacher talk around the text?**

# Working Memory

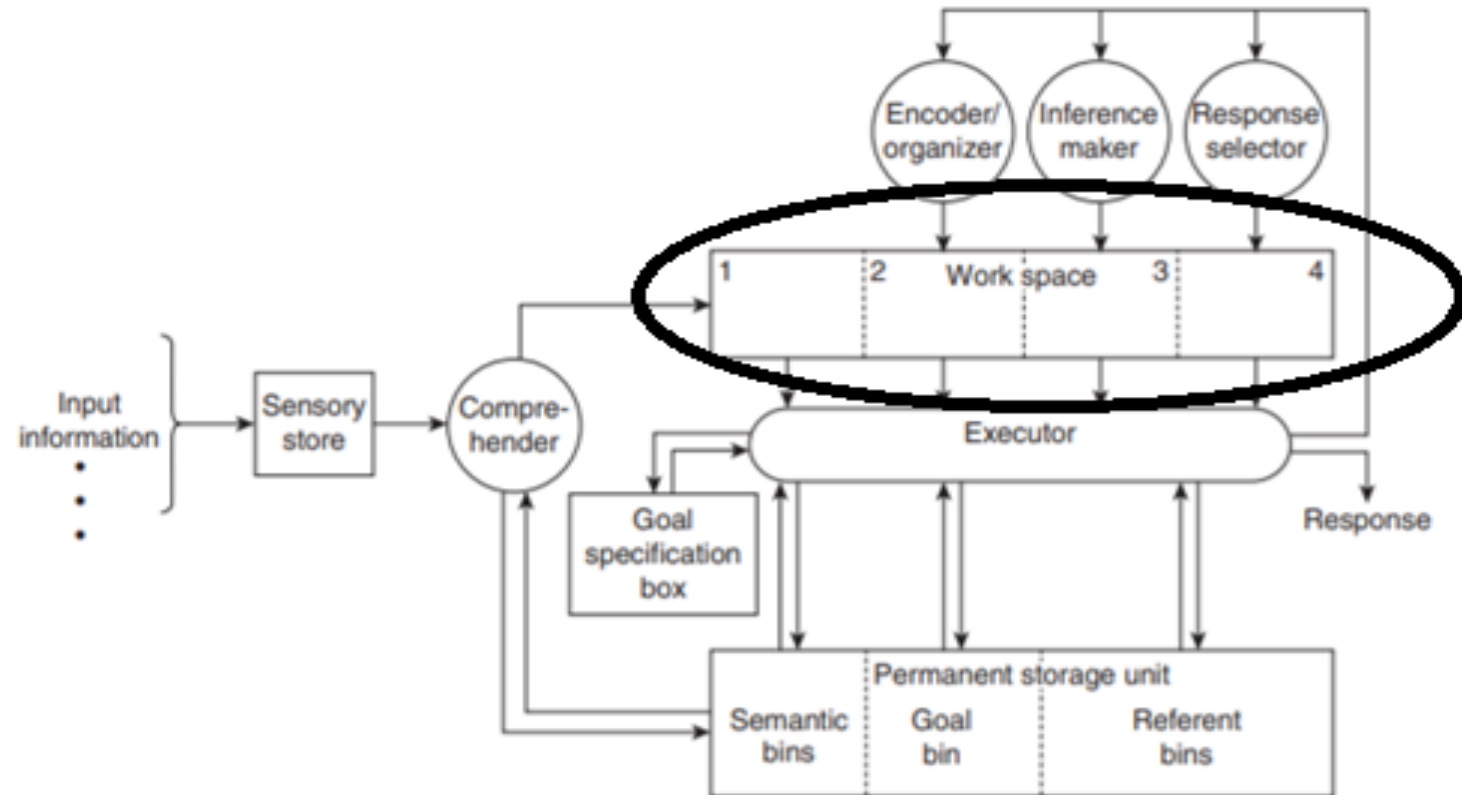
- ❑ Working memory is one of the most widely used terms in psychology (Baddeley & Hitch, 1974). It is evident that students' working memory plays a significant role towards their academic achievements in the secondary school context in any country.
- ❑ The studies which applied a theory of social information processing by Wyer (2003) is relatively limited in education research as this theory is a social psychological theory.
- ❑ Therefore, the purpose of this paper is to present a methodological approach to facilitate the current education research with the social psychology by applying the theory of social information processing, which is a social psychology theory, in secondary school education context.
- ❑ The theoretical assumptions of the 'workspace unit' in this theory will be used to explore the differential effects of student's working memory on 'textbook content' and 'teacher talk around the text'. To the best of the authors' knowledge, this study can be considered as the first theoretical paper to show the application of a theory of social information processing by Wyer (2003) which is a social psychology theory, in secondary school education context.



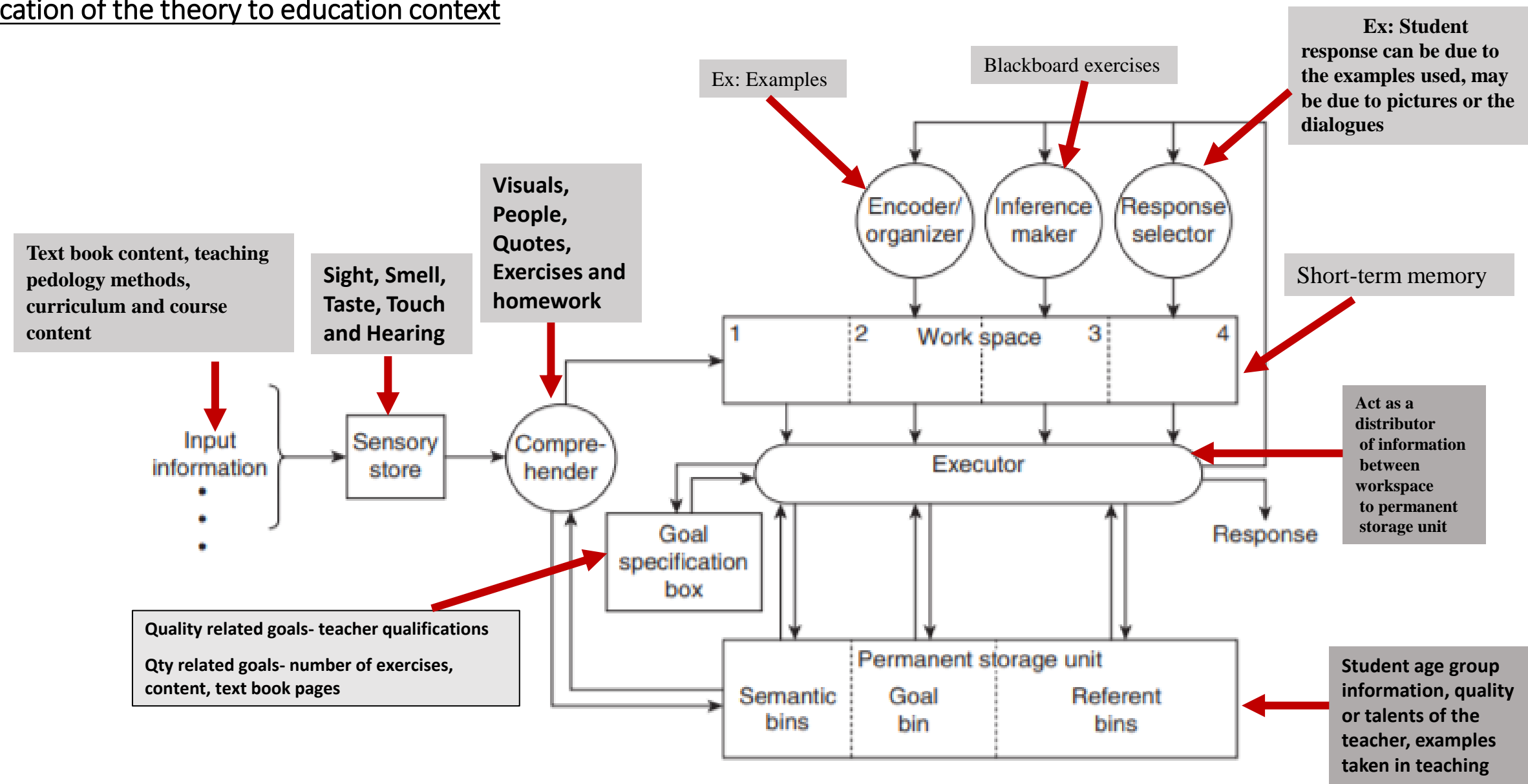
# Explanation of the theory

- ❑ The theory of social information processing was developed in 1980 by Wyer and Srull which provided a metaphorical representation on how people process, store and apply information about other people and social situations (Srull, 1986)
- ❑ This theory showed how the comprehension of information occurs at each stage of cognitive activity. For example, the computation of a subjective judgment, transformation of this judgment into a response, goal stimulation process based on the existing information, memory storage and retrieval processes
- ❑ This theory also suggested theoretical assumptions, for each social cognition stage of information processing (Wyer & Srull, 1986)
- ❑ This is the only theory which provided a metaphorical diagram, representing the stages of social information processing. Therefore, many researchers, used the theoretical constructs of this theory to investigate the social cognition areas such as comprehension, organisation of information in memory, inference and integration, and the generation of overt responses in advertising research (Lange, Kruglanski, & Higgins, 2011)

# A theory of social information processing by Wyer 2003



Application of the theory to education context



# Contribution of this study

In summary, the two main contributions from this study is as follows;

- -From a theoretical perspective, the application of a social psychology theory for education sector enables to gather more insights about social cognition stages of a human mindset such as information retrieval, judgement, decision making, goal stimulation, short term and long-term memory etc. In doing so, this study not only explore the student working memory of textbook content and teacher talks around the text but also contribute to the theory of social information processing by Wyer (2003) by being the first comparative study.
- -From a practical perspective, the findings of this study provide a solid foundation for the future education researchers and policy makers of the secondary schools, on how to design effective curriculum methods and content delivery methods in a way that appeals to student working memory.

# Conclusion

This study contributes important findings to the current research by investigating student working memory about 'textbook content' and 'teacher talks around the text' through the lens of a social psychology theory. In conclusion, this study contributes important findings to the current research by providing a path to compare the student working memory on 'textbook content' and 'teacher talks around the text' through the lens of a social psychology theory. The originality of this study lies as this is the first study to compare the 'textbook content' and 'teacher talks around the text' using the theory of social information processing by Wyer 2004.

Thank

you!

