Implementing Randolph’s Head-to-Toe Method to Break the Ebbinghaus Curse

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“A word is dead when it’s been said, some say. I say it just begins to live that day.” —Emily Dickinson

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Second Annual Lighthouse Summer Symposium
Ferris State University

Saturday, June 21st, 2014
10:30-12:00
Outline

- Exercise
- Request
- The conundrum we face
- What to do about it
- Background of The Head-to-Toe Method
- Purpose of teaching vocabulary. What is it?
- The idea of language ownership
- Introducing R.E.S.T—a portion of The Head-to-Toe Method
- Test Results
- Repetition
- Emotion
- Sensory Integration
- Teaching and Talking
- Activities
- Reflection
- Q & A
Who is this man?

What did he discover?

What can we do about the discovery?

<table>
<thead>
<tr>
<th>Two Kinds of Long-term Memory:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
</tr>
<tr>
<td>2)</td>
</tr>
</tbody>
</table>

Example for 1.

Example for 2.

Both require a three-step process ________________, ________________ and ________________. Well, there is a fourth step: ________________. But let’s “forget” that one.

**Question:** How can instructors best encode, keep stored, and help students effectively retrieve the information we teach?
“All truths wait in all things.”
—Walt Whitman
*from Leaves of Grass [30]*

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**Test Results from Current Summer Session**

<table>
<thead>
<tr>
<th>Without the Head-to-Toe</th>
<th>With the Head-to-Toe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled Tests</td>
<td>Pop Quizzes</td>
</tr>
<tr>
<td>ESL 430</td>
<td>ESL 430</td>
</tr>
<tr>
<td>62%</td>
<td>87%→88%→89%→95%→90%</td>
</tr>
<tr>
<td>ENG 3600</td>
<td>ENG 3600</td>
</tr>
</tbody>
</table>
# Repetition

“Memory may not be fixed at the moment of learning, but repetition, doled out in specifically timed intervals, is the fixative” (Medina, 2009, p. 130).

![Parrot with text: Repeat after me...](image)

(R)

- written terms (on the board)
- example sentences on the handout
- defining the terms
- pronunciation practice
- examples from students
- left corner list
Emotion

“Emotions... are central to the functions of the brain and to the life of the mind” (Davidson & Begley, 2013, p. xi).

(E)

- example sentences—teacher and student
- words and matching emotions
- words and matching memories
- words and intuitive feelings (i.e., bliss, meticulous)
Sensory Integration

“Most synesthetes have astounding memories. This arises from the ability to eidetically reexperience the synesthetic sense tied to the memory itself (Ratey, 2002, p. 204).

What is synesthesia?

Who has it?
• colors
• smells
• tastes
• connections and associations

Notes:

Teaching & Talking

“A great deal of research shows that thinking or talking about an event *immediately* after it has occurred enhances memory for that event...” (Medina, 2009, p. 131).

Also see Craik & Lockhart’s (1972) “elaborative rehearsal”
• pair conversations
• pair quizzes
• teaching terms outside of class
• interviews

Notes:

Activities

• Blind Man / Hot Seat
• Pair Quizzes
• Images and Lexical Items
• Mini-Presentations
• Timed Pair-Quizzes (5 terms in 50→40→30 seconds)
• Skits
• Writing about “Word Personality”
<table>
<thead>
<tr>
<th>ESL 430 Week#2A</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: _______________</td>
<td></td>
</tr>
<tr>
<td>Points: _____________  / 65</td>
<td></td>
</tr>
</tbody>
</table>

| Part of Speech: ________  | (1) coherent: __________________________  |
| Color: ____________  | ♦ Rabee’s speech was very coherent; all his points were logical and well thought out.  |
| Verbpathy: + / − / N  |
| Emotion: _____________  |
| adj. / noun  |

| Part of Speech: ________  | (2) concise: ___________________________  |
| Color: ____________  | ♦ Roxana wrote a concise Analytical Summary about a brilliant new way to save money.  |
| Verbpathy: + / − / N  |
| Emotion: _____________  |
| adj. / noun  |

| Part of Speech: ________  | (3) communicative: _____________________  |
| Color: ____________  | ♦ One of the best ways to study a language is to be communicative, outgoing, and brave.  |
| Verbpathy: + / − / N  |
| Emotion: _____________  |
| adj. / noun  |

| Part of Speech: ________  | (4) definitive: _________________________  |
| Color: ____________  | ♦ Akira has written the definitive work on Japanese culture in 2014.  |
| Verbpathy: + / − / N  |
| Emotion: _____________  |
| adj. / noun  |

| Part of Speech: ________  | (5) hunt (for) something: ______________  |

Don’t make your instructors hunt for your main points—be concise and coherent in your answers.

**Sentence Practice**

(1) ______________________________________________________________

(2) ______________________________________________________________

(3) ______________________________________________________________

(4) ______________________________________________________________

(5) ______________________________________________________________

**Notes:**