ARTICLE SYNTHESIS

[Author Name(s), First M. Last, Omit Titles and Degrees]

[Institutional Affiliation(s)]

The article entitled, “Verbal, visual, and spatial working memory demands during text composition” explains that subtext (visual text) is one of the most powerful tools within a marketing strategy because they have a greater effect on the minds of people. According to the article, researchers have discovered that visual content is processed differently than text. In reality, images have the ability to communicate more information in a more effective way.

In fact, visual content is processed 60,000 times faster than text and generates around 94% more views. In addition, our brain retains 80% of what we see and only 20% of what we read and 10% of what we hear.

Why does visual content have such good effect? "Processing printing is not something the human brain was created for. It is very convenient and it has worked very well for 5,000 years, but it is an invention of human beings. On the contrary, mother nature has incorporated into our brain our ability to see the visual world and interpret it. In other words, we were biologically designed to react to visual stimuli and communicate through them. That is why we are often more interested in images or videos instead of a long text (Hale, Bronik, & Fry, 1997).

The simultaneous presentation of the written text and the band sound improves the recognition of the words heard and can benefit the learning of new lexical items, as evidenced by a series of tests of explicit and implicit memory carried out. These authors also explain that the subtitles can be a great help when it comes to visualizing in the minds of listeners the auditory keys through the textual channel, which makes them more sure of the adequate understanding of the information received. In this way, students can form a mental image of words more accurately and identify identical sounds later without textual help.

The author has defended the use of these subtitles in the field teaching-learning of L2, claiming that it is one of the means to through which students manage to overcome their difficulties in terms of oral comprehension. The author also suggests that the subtitles conform as much as possible to the soundtrack original, given that the opposite, according to her, would lead to confusion because the students they would find the expected correspondence between the oral text and the written one. The structure of viewing proposed by this author is the following: a first viewing without sub- titles, so that oral comprehension can be practiced and students get used to the context cultural and situational, and a second with bimodal subtitles, to combine oral comprehension with the written.

The second article is about the school age and memory. School age children may have problems with follow-up on instructions and explanations in class, even if they are attentive in the classroom. They may have issues with comprehending scientific computations that include a few stages, for example, division or variable based math issues, on the grounds that so as to take care of these issues they have to get to data about numerical activities of long haul memory, while They should recollect what they have quite recently done and what they need to do straightaway.

They frequently have an enormous issue with thinking issues, since they can't keep all the data in their psychological "plate", while they are choosing what is the most significant data and what is the procedure they need to use to tackle the issue. They may have practical issues with perusing perception since they cannot recall the sentences they have recently perused. Written composition is often an arduous task for children who have problems with working memory. They are forced to recover their ideas from long-term memory and at the same time remember rules about punctuation, grammar and write down their ideas.

Working memory is one of the central concepts of today's cognitive psychology. Being the place where the information necessary for ongoing treatments is maintained. Thus, many of the contemporary theories of cognitive development have made increasing the capacity of working memory one of the drivers of this development. Although the initial anchoring of the concept around short-term memory led psychologists to retain the term " working memory ", contemporary psychology emphasizes its links with attention, the development of working memory being above all the development of attentional abilities and their control.

We have seen that these spans increase strongly with age, the determinants of which are not easy to pin down. The effectiveness of treatments increases with age, and partly explains the changes observed, the ability to maintain also seems to change as well as the coordination skills of the two activities.

To conclude, both the articles are related to memory and how different aspects memory. Despite the importance that the recent technological revolution gives to the image, it is perceived even in our culture as a subsidiary to other discursive manifestations, such as those developed with the text. The status of the image has varied over time and at all times its influence has been determinant. The need to rewrite a discourse of one's own is what should push the historian to face the dominance and exploitation of new sources, for the benefit of their discipline and society as a whole. The subtext helps to improve the memory. The school age plays an important role in improving the memory.

References

Hale, S., Bronik, M. D., & Fry, A. F. (1997). Verbal and spatial working memory in school-age children: developmental differences in susceptibility to interference. Developmental psychology, 33(2), 364.

Olive, T., Kellogg, R. T., & Piolat, A. (2008). Verbal, visual, and spatial working memory demands during text composition. Applied Psycholinguistics, 29(4), 669-687.