**MEMORY IN LANGUAGE LEARNING AND TEACHING: SELECTED REFERENCES**

**(Last updated 15 November 2017)**

Aho, T., & Niiniluoto, I. (1990). On the logic of memory. *Acta Philosophica Fennica*, *49*(1), 408–429.

Alea, N., & Bluck, S. (2003). Why are you telling me that? A conceptual model of the social function of autobiographical memory. *Memory*, *11*(2), 165–178.

Alptekin, C., & Erçetin, G. (2009). Assessing the relationship of working memory to L2 reading: Does the nature of comprehension process and reading span task make a difference? *System, 37*, 627-639.

Alptekin, C., & Ercetin, G. (2011). The effects of working memory capacity and content familiarity on literal and inferential comprehension in L2 reading. *TESOL Quarterly, 45*(2), 235-266.

Alptekin, C., & Erçetin, G. (2015). Eye movements in reading span tasks to working memory functions and second language reading. *Eurasian Journal of Applied Linguistics, 1*(2), 35-56.

Alptekin, C., Erçetin, G., & Özemir, O. (2014). Effects of variations in reading span task design on the relationship between working memory capacity and second language reading. *Modern Language Journal, 98*(2), 536-552.

Altman, C., Schrauf, R.W., and Walters, J. (2013) Crossovers and codeswitching in the investigation of immigrant autobiographical memory. In J. Altarriba & L. Isurin (Eds). *Memory, language, and bilingualism: Theoretical and applied approaches* (pp. 211-235). Cambridge, UK: Cambridge University Press.

Ahmadian, M.J. (2013). Working memory and task repetition in second language oral production. *Asian Journal of English Language Teaching, 23*(1), 37-55.

Amberber, M. (Ed.) (2007). *The language of memory in a crosslinguistic perspective.* Amsterdam, The Netherlands: John Benjamins.

Asl, Z. A., & Kheirzadeh, S. (2016). The effect of note-taking and working memory on Iranian EFL learners’ listening performance. *International Journal of Research Studies in Psychology, 5*(4), 41-51.

Baddeley, A. D. (1966). Short-term memory for word sequences as a function of acoustic, semantic, and formal similarity. *Quarterly Journal of Experimental Psychology, 18,* 362-365.

Baddeley, A. D. (1966). The influence of acoustic and semantic similarity on long-term memory for word sequences. *Quarterly Journal of Experimental Psychology, 18,* 302-309.

Baddeley, A.D. (1986). *Working memory*. Oxford, UK: Oxford University Press.

Baddeley, A. D. (1992). Working memory. *Science, 255*, 556-559.

Baddeley, A.D. (2000). The episodic buffer: A new component of working memory? *Trends in Cognitive Science, 4*(11), 417-423.

Baddeley, A. D. (2001). Is working memory still working? *American Psychologist, 56*, 851-864.

Baddeley, A. D. (2003). Working memory: Looking back and looking forward. *Nature Reviews Neuroscience, 4*, 829-839.

Baddeley, A. D. (2003). Working memory and language: An overview. *Journal of Communication Disorders, 36*, 189-208.

Baddeley, A.D. (2007). *Working memory, thought, and action*. Oxford, UK: Oxford University Press.

Baddeley, A. (2010). Working memory. *Current Biology*, *20*, 136-140.

Baddeley, A.D., Gathercole, S.E. & Papagno, C. (1998). The phonological loop as a language learning device. *Psychological Review, 105*(1), 158-173.

Baddeley, A.D., & Hitch, G.J. (1974). Working memory. In G.A. Bower (Ed.), *The psychology of learning and motivation* (pp. 47-89). New York, NY: Academic Press.

Baddeley, A. D., Thomson, N., & Buchanan, M. (1975). Word length and the structure of short-term memory. *Journal of Verbal Learning and Verbal Behavior, 14*, 575-589.

Baoshu, Y., & Shaoqian, L. (2013). Working memory and lexical knowledge in L2 argumentative writing. *Asian Journal of English Language Teaching, 23*(1), 83-102.

Barnier, A. J., Sutton, J., Harris, C. B., & Wilson, R. A. (2008). A conceptual and empirical framework for the social distribution of cognition: The case of memory. *Cognitive Systems Research*, *9*(1), 33–51.

Barr, D. J., Levy, R., Scheepers, C., & Tily, H. J. (2013). Random effects structure for confirmnatory hypothesis testing: Keep it maximal. *Journal of Memory and Language, 68*, 255-278.

Bartlett, F.C. (1932). *Remembering: A study in experimental and social psychology.* Cambridge, UK: Cambridge University Press.

Bechtel, W. (2001). The compatibility of complex systems and reduction: A case analysis of memory research. *Minds and Machines*, *11*(4), 483–502.

Beike, D. R., Lampinen, J. M., & Behrend, D. A. (Eds.) (2004). *The self and memory.* New York, NY: Psychology Press.

Beilock, S. L., Wierenga, S. A., & Carr, T. H. (2003). Memory and expertise: What do experienced athletes remember?. In J. A. Starkes, & K. A. Ericsson (Eds.), *Expert performance in sports* (pp. 295-320). Champaign, IL: Human Kinetics.

Belli, R. F. (1986). Mechanist and organicist parallels between theories of memory and science. *Journal of Mind and Behavior*, *7*(1), 63–86.

Ben-Zeev, A. (1986). Two approaches to memory. *Philosophical Investigations*, *9*(4), 288–301.

Bergson, H. (1908/1911). *Matter and memory.* New York, NY: Zone Books.

Berliner, D. C. (2005). The abuses of memory: Reflections on the memory boom in anthropology. *Anthropological Quarterly*, *78*(1), 197–211.

Bernecker, S. (2008). *The metaphysics of memory.* Berlin, Germany: Springer.

Bernecker, S. (2010). *Memory: A philosophical study.* Oxford, UK: Oxford University Press.

Berntsen, D. (2009). *Involuntary autobiographical memories.* Cambridge, UK: Cambridge University Press.

Bloch, D. (2007). *Aristotle on memory and recollection.* Leiden, The Netherlands: E.J. Brill.

Bloch, M. (1998). *How we think they think: Anthropological approaches to cognition, memory, and literacy.* Boulder, CO: Westview Press.

Blustein, J. (2008). *The moral demands of memory.* Cambridge, UK: Cambridge University Press.

Bohn-Gellter, C. & Kendeou, P. (2014). The interplay of reader goals, working memory, and text structure during reading. *Contemporary Educational Psychology*, *39*, 206-219.

Boyer, P., & Wertsch, J.V. (Eds.) (2009). *Memory in mind and culture*, Cambridge, UK: Cambridge University Press.

Braude, S. (2007). Memory without a trace. *Anti-Matters*, *1*(1), 91-106.

Brewer, W. (1996). What is recollective memory?. In D. C. Rubin (Ed.), *Remembering our past* (pp. 19-66), Cambridge, UK: Cambridge University Press.

Burge, T. (2003). Memory and persons. *Philosophical Review*, *112*(3), 289–337.

Bursen, H.A. (1978). *Dismantling the memory machine.* Dordrecht, The Netherlands: D. Reidel Publishing Company.

Bursen, H. A. (1997). The structure of time in autobiographical memory, *European Journal of Philosophy*, *5*(2), 105–118.

Campbell, R., & Conway, M.A. (Eds.) (1995). *Broken memories: Case studies in memory impairment*. Oxford, UK: Blackwell.

Campbell, S. (2003). *Relational remembering: Rethinking the memory wars.* Lanham, MD: Rowman & Littlefield Publishers.

Campbell, S. (2004). Models of mind and memory activities. In M. U. Walker, & P. DesAutels (Eds.), *Moral psychology: Feminist ethics and political theory* (pp.119-137). Lanham, MD: Rowman and Littlefield.

Campbell, S. (2006). Our faithfulness to the past: Reconstructing memory value. *Philosophical Psychology*, *19*(3), 361–380.

Campbell, S. (2008). The second voice. *Memory Studies*, *1*(1), 41–48.

Carruthers, M. (2008). *The book of memory (2nd edition).* Cambridge, UK: Cambridge University Press.

Cascardi, A. J. (1984). Remembering. *Review of Metaphysics*, *38*(2), 275–302.

Case, R., Kurland, M. D., & Goldberg, J. (1982). Operational efficiency and the growth of short-term memory span*. Journal of Experimental Child Psychology, 33*, 386-404.

Casey, E. S. (1992). Forgetting remembered. *Man and World*, *25*(3), 281–311.

Casey, E. S. (2000). *Remembering: A phenomenological study (2nd edition).* Bloomington, IN: Indiana University Press.

Casey, E. S. (2004). Public memory in place and time. In K. R. Phillips (Ed.), *Framing Public Memory* (pp. 17-44). Tuscaloosa, AL: University of Alabama Press.

Chaffin, R., Imreh, G., & Crawford, M. (2002). *Practicing perfection: Memory and piano performance.* Mahwah, NJ: Lawrence Erlbaum.

Cherniak, C. (1983). Rationality and the structure of human memory. *Synthese*, *57*(2), 163–186.

Child, W. (2006). Memory, expression, and past-tense self-knowledge. *Philosophy and Phenomenological Research*, *73*(1), 54-76.

Conway, A.R.A., Cowan, N., Bunting, M.F., Therriault, D.J. & Minkoff, S.R.B. (2002). A latent variable analysis of working memory capacity, short-term memory capacity, processing speed, and general fluid intelligence. *Intelligences, 30*(2), 163-183.

Conway, A.R.A., & Engle, R.W. (1994). Working memory and retrieval: A resource-dependent inhibition model. *Journal of Experimental Psychology: General*, *123*(4), 354-373.

Conway, A.R.A., Jarrold, C. Kane, M.J., Miyake, A. & Towse, J.N. (Eds.) (2007). *Variation in working memory*. New York, NY: Oxford University Press.

Conway, M. A. (2005). Memory and the self. *Journal of Memory and Language*, *53*(4), 594–628.

Conway, M. A., & Pleydell-Pearce, C. W. (2000). The construction of autobiographical memories in the self-memory system. *Psychological Review*, *107*(2), 261-288.

Copenhaver, R. (2006). Thomas Reid's theory of memory. *History of Philosophy Quarterly*, *23*(2), 171–187.

Coughlin, C. E., & Tremblay, A. (2013). Proficiency and working memory based explanations for nonnative speakers’ sensitivity to agreement in sentence processing. *Applied Psycholinguistics*, *34*, 615–646.

Cowan, N. (1995). *Attention and memory: An integrated framework*. Oxford Psychology Series, No. 26. New York, NY: Oxford University Press.

Cowan, N. (2005). *Working memory capacity*. New York, NY: Psychology Press.

Cowan, N. (2008). What are the differences between long-term, short-term, and working memory? *Progress in Brain Research, 169*, 323-338.

Cowan, N., Elliott, E. M., Scott Saults, J., Morey, C. C., Mattox, S., Hismjatullina, A., & Conway, A.R.A. (2005). On the capacity of attention: Its estimation and its role in working memory and cognitive aptitudes. *Cognitive Psychology*, *51*(1), 42-100.

Craik, F., & Lockhart, R. (1972). Levels of processing: A framework for memory research. *Journal of Verbal Learning and Verbal Behavior, 11*(6), 671-684.

Craik, F., & Tulving, E. (1975). Depth of processing and the retention of words in episodic memory research. *Journal of Experimental Psychology:* *General, 104*(3), 268-294.

Craver, C. F., & Darden, L. (2001). Discovering mechanisms in neurobiology: The case of spatial memory. In P. Machamer, R. Grush, & P. McLaughlin (Eds.), *Theory and method in neuroscience* (pp. 112-137). Pittsburgh, PA: Pittsburgh University Press.

Craver, C.F. (2002). Interlevel experiments and multilevel mechanisms in the neuroscience of memory. *Philosophy of Science supplement*, *69*(S3), S83–S97.

Daily, L., Lovett, M., & Reder, L. (2001). Modeling individual differences in working memory performance: a source activation account. *Cognitive Science: A Multidisciplinary Journal*, *25,* 315-353.

Daneman, M., & Carpenter, P. A. (1980). Individual differences in working memory and reading. *Journal of Verbal Learning and Verbal Behavior, 19*(4), 450-466.

Daneman, M., & Hannon, B. (2001). Using working memory theory to investigate the construct validity of multiple-choice reading comprehension tests such as the SAT. *Journal of Experimental Psychology: General*, *130*(2), 208.

Danziger, K. (2008). *Marking the mind: A history of memory*. Cambridge, UK: Cambridge University Press.

Debus, D. (2007). Perspectives on the past: A study of the spatial perspectival characteristics of recollective memories. *Mind and Language*, *22*(2), 173–206.

Dere, E., Easton, A., Nadel, L., & Huston, J. P. (2008). *Handbook of episodic memory.* Amsterdam, The Netherlands: Elsevier.

Derrida, J. (1986). *Memoires: For Paul de Man.* New York, NY: Columbia University Press.

Deutscher, M. (1989). Remembering. In J. Heil (Ed.), *Cause, mind, and reality* (pp. 53-72). Dordrecht, The Netherlands: Kluwer.

Deutscher, M. (1998). Memory. In E. Craig (Ed.), *Routledge encyclopedia of philosophy* (Vol. 6). London, UK: Routledge.

Dokic, J. (2001). Is memory purely preservative?. In C. Hoerl & T. McCormack (Eds.), *Time and Memory* (pp. 213-232). Oxford, UK: Oxford University Press.

Draaisma, D. (2004). *Why life speeds up as you get older: How memory shapes our past.* Cambridge, UK: Cambridge University Press.

Dranias, M., Ju, H., Rajaram, E., & Van Dongern, A. (2013). Short-term memory in networks of dissociated cortical neurons. *The Journal of Neuroscience*, *33*, 1940-1953.

Dreams, D. (2000). *Metaphors of memory: A history of ideas about the mind*. Cambridge, UK: Cambridge University Press.

Earle, W. (1956/7). Memory. *Review of Metaphysics*, *10*(1), 3–27.

Ellis, N. C. (1996). Sequencing in SLA: Phonological memory, chunking, and points of order. *Studies in Second Language Acquisition, 18*, 91-126.

Ellis, N. C. (2001). Memory for language. In P. Robinson (Ed.), *Cognition and second language instruction* (33-68). Cambridge, UK: Cambridge University Press.

Ellis, N. C., & Sinclair, S. G. (1996). Working memory in the acquisition of vocabulary and syntax: Putting language in good order. *The Quarterly of Experimental Psychology, 49A*(1), 234-250.

Engel, S. (1999). *Context is everything: The nature of memory.* New York, NY: W.H. Freeman.

Ennen, E. (2003). Phenomenological coping skills and the striatal memory system. *Phenomenology and the Cognitive Sciences*, *2*(4), 299–325.

Ellis, N. C. (2001). Memory for language. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 33-68). Cambridge, UK: Cambridge University Press.

Ellis, N. C., & Sinclair, S. G. (1996). Working memory in the acquisition of vocabulary and syntax: Putting language in good order. *The Quarterly Journal of Experimental Psychology A, 49*(1), 234-250.

Ericsson, K. A., & Delaney, P. F. (1999). Long-term working memory as an alternative to capacity models of working memory in everyday skilled performance. In A. Miyake & P. Shah (Eds.), *Models of working memory: Mechanisms of active maintenance and executive control* (pp. 257–297). Cambridge, UK: Cambridge University Press.

Erll, A., & Nunning, A. (Eds.) (2008). *Cultural memory studies: An international and interdisciplinary handbook.* Berlin, Germany: Walter de Gruyter.

Fara, P., & Patterson, K. (Eds.) (1998). *Memory.* Cambridge, UK: Cambridge University Press.

Fentress, J. & Wickham, C. (1992). *Social memory.* Oxford, UK: Blackwell.

Fernandez, J. (2006). The intentionality of memory. *Australasian Journal of Philosophy*, *84*(1), 39–57.

Fernandez, J. (2008). Memory, past, and self. *Synthese*, *160*(1), 103–121.

Fernandez, J. (2008). Memory and time. *Philosophical Studies*, *141*(3), 333–356.

Fivush, R., & Haden, C. A. (Eds.) (2003). *Autobiographical memory and the construction of a narrative self.* Mahwah, NJ: Lawrence Erlbaum.

Foster, J. K., & Jelicic, M. (Eds.) (1999). *Memory: Systems, process, or function?* Oxford, UK: Oxford University Press.

French, L. M. (2006). *Phonological working memory and second language acquisition: A developmental study of Francophone children learning English in Quebec*. Lewiston, NY: Edwin Mellen Press.

French, L., & O’Brien, I. (2008). Phonological memory and children’s second language grammar learning. *Applied Psycholinguistics, 29*(3), 463-487.

Frow, J. (1997). Toute la memoire du monde: Repetition and forgetting. In J. Frow (Ed.), *Time and commodity culture* (pp. 218-246). Oxford, UK: Clarendon Press.

Funkenstein, A. (1989). Collective memory and historical consciousness. *History and Memory*, *1*(1), 5–26.

Furlong, E. J. (1948). Memory. *Mind*, *57*(225), 16–44.

Gass, S. M., & Mackey, A. (2000). *Stimulated recall methodology in second language research*. Mahwah: NJ: Erlbaum.

Gathercole, S. E. (1995). Is nonword repetition a test of phonological memory or long-term knowledge? It all depends on the nonwords. *Memory & Cognition, 23*(1), 83-94.

Gathercole, S. E., & Baddeley, A.D. (1990). The role of phonological memory in vocabulary acquisition: A study of young children. *British Journal of Psychology, 81*(4), 439-454.

Gedi, N., & Elam, Y. (1996). Collective memory: What is it?. *History and Memory*, *8*(1), 30–50.

Goldie, P. (2003). One's remembered past: Narrative thinking, emotion, and the external perspective. *Philosophical Papers*, *32*(3), 301–319.

Goo, J. (2010). Working memory and reactivity. *Language Learning, 60*(4), 712-752.

Goo, J. (2012). Corrective feedback and working memory capacity in interaction-driven L2 learning. *Studies in Second Language Acquisition, 34*, 445-474.

Haaken, J. (1998). *Pillar of Salt: Gender, memory, and the perils of looking back.* New Brunswick, Canada: Rutgers University Press.

Haaken, J. & Peavey, P. (Eds.) (2010). *Memory matters: Contexts for understanding sexual abuse recollections.* London, UK: Routledge.

Hacking, I. (1995). *Rewriting the soul: Multiple personality and the sciences of memory.* Princeton, NJ: Princeton University Press.

Halbwachs, M. (1925/1992). The social frameworks of memory. In M. Halbwachs, & L. A. Coser (Eds.), *On Collective Memory* (pp. 37–189). Chicago, IL: Chicago University Press.

Halbwachs, M. (1950/1980). *The collective memory.* New York, NY: Harper and Row.

Hamilton, A. (1999). False memory syndrome and the authority of personal memory-claims: A philosophical perspective. *Philosophy, Psychiatry, & Psychology*, *5*(4), 283–297.

Hamilton, A. (2007). Memory and self-consciousness: Immunity to error through misidentification. *Synthese*, *171*(3), 409–417.

Hark, M. (1995). Electric brain fields and memory traces: Wittgenstein and Gestalt psychology. *Philosophical Investigations*, *18*(2), 113–138.

Harrington, M., & Sawyer, M. (1992). L2 working memory capacity and L2 reading skill. *Studies in Second Language Acquisition, 14*, 25-38.

Harris, C. B., Paterson, H. M., & Kemp, R. I. (2008). Collaborative recall and collective memory: What happens when we remember together. *Memory*, *16*(3), 213-230.

Higginbotham, J. (2003). Remembering, imagining, and the first person. In A. Barber (Ed.). *Epistemology of language* (pp. 496-533). Oxford, UK: Oxford University Press.

Hitch, G. J., Towse, J. N. & Hutton, U. (2001). What limits children’s working memory span? Theoretical account and applications for scholastic development. *Journal of Experimental Psychology: General, 130*(2), 184-198.

Hirst, W. (2009). A virtue of memory: The contribution of mnemonic malleability to collective memory. In P. Reuter-Lorenz, K. Baynes, G. Mangun, & E. Phelps (Eds.), *The cognitive neuroscience of the mind: A tribute to Michael Gazzaniga.* Oxford, UK: Oxford University Press.

Hirst, W., & Manier, D. (2008). Towards a psychology of collective memory. *Memory*, *16*(3), 183–200.

Hoerl, C. (1999). Memory, amnesia, and the past. *Mind and Language*, *14*(2), 227–251.

Hoerl, C. (2007). Episodic memory, autobiographical memory, narrative: On three key notions in current approaches to memory development. *Philosophical Psychology*, *20*(5), 621–640.

Hoerl, C. (2008). On being stuck in time. *Phenomenology and the Cognitive Sciences*, *7*(4), 485–500.

Hoerl, C., & McCormack, T. (Eds.) (2001). *Time and memory: Philosophical and psychological perspectives.* Oxford, UK: Oxford University Press.

Hoerl, C., & McCormack, T. (2005). Joint reminiscing as joint attention to the past. In N. Eilan, C. Hoerl, T. McCormack, & J. Roessler (Eds.), *Joint attention: Communication and other minds* (pp. 260-286). Oxford, UK: Oxford University Press.

Howe, M. L. (2000). *The fate of early memories: Developmental science and the retention of childhood experiences.* Cambridge, MA: MIT Press.

Howe, M. L. & Courage, M. L. (1997). The emergence and development of autobiographical memory. *Psychological Review*, *104*(3), 499–523.

Huang, S., & Chunyan, L. (2013). Working memory and thematic inference processing in L2 narrative comprehension. *Asian Journal of English Language Teaching, 23*(1), 19-36.

Hume, D., & Selby-Bigge, L. A. (Eds.). (1843). *A treatise of human nature*. New York, NY: Oxford University Press.

Jarrold, C., Baddeley, A. D., & Hewes, A. K. (1999). Dissociating working memory: Evidence from Down’s and Williams syndrome. *Neuropsychologia, 37*, 637-651.

Jarrold, C., & Towse, J. N. (2006). Individual differences in working memory. *Neuroscience*, *139*, 39–50.

Johnson, D.M. (1983). Memory and knowledge: The epistemological significance of biology. *American Philosophical Quarterly*, *20*(4), 375–382.

Jones, A. (2007). *Memory and material culture.* Cambridge, UK: Cambridge University Press.

Jones, K. (1999). How to change the past. In K. Atkins, & C. Mackenzie (Eds.), *Practical identity and narrative agency* (pp. 269–288). London, UK: Routledge.

Juffs, A. (2004). Representation, processing and working memory in a second language. *Transactions of the Philological Society, 102*, 199-226.

Juffs, A., & Rodríguez, G. (2008). Some notes on working memory in college-educated and low educated learners of English as a second language in the United States. In I. van de Craats & J. Kurvers (Eds.). *Low-Educated Second Language and Literacy Acquisition: Proceedings of the 4th Symposium,* Antwerp, 2008 (pp. 33-48). Utrecht: LOT.

Just, M. A., & Carpenter, P. A. (1992). A capacity theory of comprehension: Individual differences in working memory. *Psychological Review*, 98, 122–149.

Kane, M. J., Bleckley, M.K., Conway, A. R. A. & Engle, R. W. (2001). A controlled-attention view of working-memory capacity. *Journal of Experimental Psychology: General, 130*(2), 169-183.

Kane, M. J., Conway, A. R. A., Hambrick, D. Z. & Engle, R. W. (2007). Variation in working memory capacity as variation in executive attention and control. In A.R.A. Conway, C. Jarrold, M.J. Kane, A. Miyake & J.N. Towse (Eds.), *Variation in working memory* (pp. 21-48). Oxford, UK: Oxford University Press.

Kane, M. J., Hambrick, D. Z. & Conway, A. R. A. (2005). Working memory capacity and fluid intelligence are strongly related constructs: Comment on Ackerman, Beier, and Boyle. *Psychological Bulletin, 131*(1), 66-71.

Kane, M. J., Hambrick, D. Z., Tuholski, S. W., Wilhelm, O, Payne, T. W., & Engle, R. W. (2004). The generality of working memory capacity: A latent-variable approach to verbal and visuospatial memory span and reasoning. *Journal of Experimental Psychology: General, 133*(2), 189-217.

Kansteiner, W. (2002). Finding meaning in memory: A methodological critique of collective memory studies. *History and Theory*, *41*(2), 179–197.

Kasabova, A. (2008). Memory, memorials, and commemoration. *History and Theory*, *47*(3): 331–350.

Katz, S., & Peters, K. R. (2008). Enhancing the mind? Memory medicine, dementia, and the aging brain. *Journal of Aging Studies*, *22*(4), 348–355.

Kim,Y-J., Payant, C., & Pearson, P. (2015). The intersection of task-based interaction, task complexity, and working memory: L2 question development through recasts in a laboratory setting. *Studies in Second Language Acquisition, 37*, 549-581.

Kolber, A. J. (2006). Therapeutic forgetting: The legal and ethical implications of memory dampening. *Vanderbilt Law Review*, *59*(5), 1561–1626.

Koriat, A., & Goldsmith, M. (1996). Memory metaphors and the real-life/laboratory controversy: Correspondence versus storehouse conceptions of memory. *Behavioral and Brain Sciences*, *19*(2), 167–228.

Kormos, J., & Sáfár, A. (2008). Phonological short-term memory, working memory and foreign language performance in intensive language learning. *Bilingualism: Language and Cognition, 11*(2), 261-271.

Kormos, J., & Trebits, A. (2011). Working memory capacity and narrative task performance. In P. Robinson (Ed.), *Researching second language task complexity: Task demands, language learning and language performance* (pp. 267-285). Amsterdam, The Netherlands: John Benjamins.

Kormes, J., & Safar, A. (2008). Phonological short-term memory, working memory, and foreign language performance in intensive language learning. *Bilingualism: Language and Cognition, 11*(2), 261-271.

Krell, D. F. (1990). *Of memory, reminiscence, and writing: On the verge.* Bloomington, IN: Indiana University Press.

Leeser, M. J. (2007). Learner-based factors in L2 reading comprehension and processing grammatical form: topic familiarity and working memory. *Language Learning, 57*(2), 229-270.

Lehman, M. & Malmberg, K. (2013). A buffer model of memory encoding and temporal correlations in retrieval. *Psychological Review*, *120*, 155-189.

Li, S. (2013). The interactions between the effects of implicit and explicit feedback and individual differences in language analytic ability and working memory. *Modern Language Journal, 97(*3), 634-654.

Liao, S. M., & Sandberg, A. (2008). The normativity of memory modification. *Neuroethics*, *1*(2), 85–99.

Locke, D. (1971). *Memory.* London, UK: Macmillan.

Loftus, E. (2005). Planting misinformation in the human mind: A 30-year investigation of the malleability of memory. *Learning and Memory*, *12*(4), 361-366.

Mackey, A., Adams, R., Stafford, C., & Winke, P. (2010). Exploring the relationship between modified output and working memory capacity. *Language Learning, 60*(3), 501-533.

Mackey, A., Phillip, J., Egi, T., Fujii, A., & Tatsumi, T. (2002). Individual differences in working memory, noticing of interactional feedback, and L2 development. In P. Robinson (Ed.), *Individual differences and instructed second language acquisition* (pp. 181-209). Amsterdam, The Netherlands: Benjamins.

Mackey, A., & Sachs, R. (2012). Older learners in SLA research: A first look at working memory, feedback, and L2 development. *Language Learning, 62*(3), 704-740.

Martin, K. I., & Ellis, N. C. (2012). The roles of phonological short-term memory and working memory in L2 grammar and vocabulary learning. *Studies in Second Language Acquisition, 34*(3), 379-413.

Masoura, E., & Gathercole, S. E. (1999). Phonological short-term memory and foreign language learning. *International Journal of Psychology, 34*(5-6), 383-388.

Masoura, V. M., & Gathercole, S. E. (2005). Phonological short-term memory skills and new word learning in young Greek children. *Memory, 13*, 422-429.

McClelland, J. L. (1995). Constructive memory and memory distortions: A parallel distributed processing approach. In D. Schacter (Ed.), *Memory distortion* (pp. 69–90). Cambridge, MA: Harvard University Press.

McClelland, J. L., & Rumelhart, D.E. (1986). A distributed model of human learning and memory. In J. L. McClelland, & D. E. Rumelhart (Eds.), *Parallel distributed processing: Explorations in the microstructure of cognition* (pp. 170-215, Vol. 2). Cambridge, MA: MIT Press.

McCormack, T. (2001). Attributing episodic memory to animals and children. In C. Hoerl, & T. McCormack (Eds.), *Time and memory: Philosophical and psychological perspectives* (pp. 285-313). Oxford, UK: Oxford University Press.

McCormack, T., & Hoerl, C. (1999). Memory and temporal perspective: The role of temporal frameworks in memory development. *Developmental Review*, *19*(1), 154–182.

McCormack, T. (2008). Temporal decentering and the development of temporal concepts. In P. Indefrey, & M. Gullberg (Eds.), *Time to speak: Cognitive and neural prerequisites of time in language* (pp. 89-113). Oxford, UK: Blackwell.

Malcolm, N. (1963). A definition of factual memory. In N. Malcolm (Ed.), *Knowledge and certainty* (pp. 35-57). Ithaca, NY: Cornell University Press.

Malcolm, N. (1970). Memory and representation. *Noûs*, *4*(1), 59–70.

Malcolm, N. (1977). *Memory and mind.* Ithaca, NY: Cornell University Press.

Manier, D. (2004). Is memory in the brain? Remembering as social behavior. *Mind, Culture, and Activity*, *11*(4), 251–266.

Margalit, A. (2002). *The ethics of memory.* Cambridge, MA: Harvard University Press.

Martin, C.B., & Deutscher, M. (1966). Remembering. *Philosophical Review*, *75*(2), 161–196.

Martin, M.G.F. (2001). Out of the past: Episodic recall as retained acquaintance. In C. Hoerl & T. McCormack (Eds.), *Time and Memory* (pp. 257-284). Oxford, UK: Oxford University Press.

Matthen, M. (2010). Is memory preservation?. *Philosophical Studies*, *148*(1), 3–14.

Meade, M.vL., Nokes, T.vJ., & Morrow, D.G. (2009). Expertise promotes facilitation on a collaborative memory task. *Memory*, *17*(1), 39–48.

Meyer, B. (1975). *The organization of prose and its effects on memory*. Amsterdam, The Netherlands: North-Holland.

Michaelian, K. (2011). Is memory a natural kind?. *Memory Studies, 4*(2), 170-189.

Middleton, D., & Brown, S.vD. (2005). *The social psychology of experience: Studies in remembering and forgetting*. London, UK: Sage.

Middleton, D., & Edwards, D. (Eds.) (1990). *Collective remembering*. London, UK: Sage.

Misztal, B. A. (2003). *Theories of social remembering*. Berkshire, UK: Open University Press.

Mitchell, K. J., & Johnson, M. K. (2000). Source monitoring: Attributing mental experiences. In E. Tulving, & F.I.M. Craik (Eds.), *The Oxford handbook of memory* (pp. 179-195). Oxford, UK: Oxford University Press.

Miyake, A. (2001). Individual differences in working memory: Introduction to the special section. *Journal of Experimental Psychology: General*, *130*, 163–168.

Miyake, A., & Friedman, D. (1988). Individual differences in second language proficiency: Working memory as language aptitude. In A. F. Healy & L. E. Bourne, Jr. (Eds.), *Foreign language learning: Psycholinguistic studies on training and retention* (pp. 339-364). Mahwah, NJ: Erlbaum.

Moyal-Sharrock, D. (2009). Wittgenstein and the memory debate. *New Ideas in Psychology*, *27*(2), 213-227.

Neisser, U. (1997). The ecological study of memory. *Philosophical Transactions of the Royal Society B: Biological Sciences*, *352*(1362), 1697–1701.

Nelson, K. (1993). The psychological and social origins of autobiographical memory. *Psychological Science*, *4*(1), 7–14.

Nelson, K. (2003). Self and social functions: Individual autobiographical memory and collective narrative. *Memory*, *11*(2), 125–136.

Nelson, K. (2007). *Young minds in social worlds: Experience, meaning, and memory*. Cambridge, MA: Harvard University Press.

Nelson, K., & Fivush, R. (2004). The emergence of autobiographical memory: A social cultural developmental theory. *Psychological Review*, *111*(2), 486–511.

Nigro, G., & Neisser, U. (1983). Point of view in personal memories. *Cognitive Psychology*, *15*(4), 467–482.

Novick, P. (1999). *The holocaust and collective memory*. London, UK: Bloomsbury.

O’Brien, I., Segalowitz, N., Collentine, J., & Freed, B. (2006). Phonological memory and lexical, narrative, and grammatical skills in second language oral production by adult learners. *Applied Psycholinguistics, 27*, 377-402.

O’Brien, I., Segalowitz, N., Freed, B. & Collentine, J. (2007). Phonological memory predicts second language oral fluency gains in adults. *Studies in Second Language Acquisition, 29*(4), 557-582.

Olick, J.K. (1999). Collective memory: The two cultures. *Sociological Theory*, *17*(3), 333–348.

Olick, J.K., & Robbins, J. (1998). Social memory studies: From “collective memory” to the historical sociology of mnemonic practices. *Annual Review of Sociology*, *24*(1), 105–140.

Oteíza, T., & Pinuer, C. (2016). Appraisal framework and critical discourse studies: A joint approach to the study of historical memories from an intermodal perspective. *International Journal of Language Studies, 10*(2), 5-32.

Osaka, M., & Osaka, N. (1992). Language-independent working memory as measured by Japanese and English reading span tests. *Bulletin of the Psychonomic Society, 30*, 287-289.

Osaka, M., Osaka, N., & Groner. R. (1993). Language-independent working memory: Evidence from German and French reading span tests. *Bulletin of the Psychonomic Society, 31*, 117-118.

Owens, D. (1996). A Lockean theory of memory experience. *Philosophy and Phenomenological Research 56*(2),319–332.

Owens, D. (1999). The authority of memory. *European Journal of Philosophy*, *7*(3), 312–329.

Papagno, C. & Vallar, G. (1995). Verbal short-term memory and vocabulary learning in polyglots. *Quarterly Journal of Experimental Psychology, 48*(1), 98-107.

Pennycook, A. (1996). Borrowing others' words: Text, ownership, memory, and plagiarism. *TESOL Quarterly*, *30*(2), 201-230.

Perner, J. (2000). Memory and theory of mind. In E. Tulving & F. I. M. Craik (Eds.), *The Oxford handbook of memory* (pp. 297-312). Oxford, UK: Oxford University Press.

Pillemer, D. B. (2003). Directive functions of autobiographical memory: The guiding power of the specific episode. *Memory*, *11*(2), 193–202.

Poole, R. (2008). Memory, history, and the claims of the past. *Memory Studies*, *1*(2), 149–166.

Racsmány, M., Lukács, Á, & Pléh, Cs. (2005). A verbális munkamemória magyar nyelvû vizsgálóeljárásai [Verbal working memory testing procedures in Hungarian]. *Pszicholo ́giai Szemle*, *60*, 479–506.

Redick, T. S., Broadway, J. M., Meier, M. E., Kuriakose, P. S., Unsworth, N., Kane, M. J., & Engle, R. W. (2012). Measuring working memory capacity with automated complex span tasks. *European Journal of Psychological Assessment, 28*(3), 164-171.

Reese, E. (2002). Social factors in the development of autobiographical memory: The state of the art. *Social Development*, *11*(1), 124–142.

Reese, E., & Fivush, R. (2008). The development of collective remembering. *Memory*, *16*(3), 201–212.

Reid, M. (2005). Memory as initial experiencing of the past. *Philosophical Psychology*, *18*(6), 671–698.

Révész, A. (2012). Working memory and the observed effectiveness of recasts on different L2 outcome measures. *Language Learning, 62*(1), 93-132.

Ricoeur, P. (2004). *Memory, history, forgetting.* Chicago, IL: Chicago University Press.

Robinson, P. (1995). Attention, memory, and the “noticing” hypothesis. *Language Learning, 45*(2), 283-331.

Roediger, H.L. (1980). Memory metaphors in cognitive psychology. *Memory and Cognition*, *8*(3): 231–246.

Roediger, H. L. (2003). Reconsidering implicit memory. In J. S. Bowers, & C. J. Marsolek (Eds.), *Reconsidering implicit memory* (pp. 2-18). Oxford, UK: Oxford University Press.

Roediger, H. L., Dudai, Y., & Fitzpatrick, S .M. (2007). *Science of memory: Concepts.* Oxford, UK: Oxford University Press.

Rosen, D. (1975). An argument for the logical notion of a memory trace. *Philosophy of Science*, *42*(1), 1–10.

Rozeboom, W. W. (1965). The concept of “memory”. *Psychological Record*, *15*(3), 329–368.

Rowlands, M. (1999). *The body in mind: Understanding cognitive processes.* Cambridge, UK: Cambridge University Press.

Rubin, D. C. (1995). *Memory in oral traditions: The cognitive psychology of epic, ballads, and counting-out rhymes.* Oxford, UK: Oxford University Press.

Rubin, D. C. (2006). The basic-systems model of episodic memory. *Perspectives on Psychological Science*, *1*(4), 277-311.

Sagarra, N. (2007). From CALL to face-to-face interaction: The effect of computer-delivered recasts and working memory on L2 development. In A. Mackey (Ed.), *Conversational interaction in second language acquisition: A collection of empirical studies* (pp. 229-248). Oxford, UK: Oxford University Press.

Sagarra, N. (2008). Working memory and L2 processing of redundant grammatical forms. In Z. Han (Ed.), *Understanding second language process*(pp. 133-147). Clevedon, UK: Multilingual Matters.

Sagarra, N., & Abbuhl, R. (2013). Optimizing the noticing of recasts via computer-delivered feedback: Evidence that oral input enhancement and working memory help second language learning. *Modern Language Journal, 97*(1), 196-216.

Sanders, J.T. (1985). Experience, memory, and intelligence. *Monist*, *68*(4), 507–521.

Sansom, B. (2006). The brief reach of history and the limitations of recall in traditional aboriginal societies. *Oceania*, *76*(2), 150–172.

Schacter, D. (2013). Memory: Sins and virtues. *Annals of the New York Academy of Sciences*, *1303*, 56-60.

Schacter, D., Guerin, S., & St. Jackques, P. (2011). Memory distortion: An adaptive perspective. *Trends in Cognitive Sciences*, *15*, 467-474.

Schacter, D. L. (1982). *Stranger behind the engram: Theories of memory and the psychology of science*. Hillsdale, N.J.: Lawrence Erlbaum.

Schacter, D. L. (1995). Memory distortion: History and current status. In D.L Schacter (Ed.), *Memory distortion: How minds, brains, and societies reconstruct the past* (pp. 1-43)*.* Cambridge, MA: Harvard University Press.

Schacter, D. L. (1996). *Searching for memory: The brain, the mind, and the past.* New York, NY: Basic Books.

Schacter, D. L. (2001). *The seven sins of memory.* New York, NY: Houghton Mifflin.

Schechtman, M. (1994). The truth about memory. *Philosophical Psychology*, *7*(1), 3–18.

Schrauf, R. W**.** (2009). The bilingual lexicon and bilingual autobiographical memory: The neurocognitive Basic Systems View. In A. Pavlenko (Ed). The bilingual mental lexicon: Interdisciplinary approaches (pp. 26-51). Bristol, UK: Multilingual Matters.

Schrauf, R. W., & Iris, M. (2011). A direct comparison of popular models of normal memory loss and Alzheimer's disease in samples of African Americans, Mexican Americans, and refugees/immigrants from the Former Soviet Union. Journal of the American Geriatrics Society, 59, 628-636.

Schrauf, R. W., & Iris, M. (2012). Very long pathways to diagnosis among African Americans and Hispanics with memory loss and behavioral problems associated with dementia.  *Dementia: The International Journal of Social Research and Practice* *11*(6), 726-746.

Schuler, W., Abdel Rahman, S., Miller, T., & Schwartz, L. (2010). Broad-coverage parsing using human-like memory constraints. *Computational Linguistics*, *36*, 1-30.

Service, E. (1992). Phonology, working memory, and foreign-language learning. *Quarterly Journal of Experimental Psychology, 45*(1), 21-50.

Service, E., & Kohonen, V. (1995). Is the relation between phonological memory and foreign language learning accounted for by vocabulary acquisition? *Applied Psycholinguistics, 16*(2), 155-172.

Shank, W. (1999). *Dynamic memory revisited*. Cambridge, UK: Cambridge University Press.

Sheets-Johnstone, M. (2003). Kinesthetic memory. *Theoria et Historia Scientiarum*, *7*(1), 69–92.

Shoemaker, S. (1970). Persons and their pasts. *American Philosophical Quarterly*, *7*(4), 269–285.

Shoemaker, S. (1972). Memory. In P. Edwards (Ed.), *Encyclopedia of Philosophy* (pp. 202-322, Vol. V). New York, NY: Macmillan.

Shope, R. K. (1973). Remembering, knowledge, and memory traces. *Philosophy and Phenomenological Research*, *33*(3), 303–322.

Siegel, D. J. (2001). Memory: An overview, with an emphasis on developmental, interpersonal, and neurobiological aspects. *Journal of the American Academy of Child and Adolescent Psychiatry*, *40*(9), 997–1011.

Slors, M. (2001). Personal identity, memory, and circularity: An alternative for Q-memory. *Journal of Philosophy*, *98*(4), 186–214.

Small, J. P. (1997). *Wax tablets of the mind: Cognitive studies of memory and literacy in classical antiquity*. London, UK: Routledge.

Smoker, T. J., Murphy, C. E., & Rockwell, A. K. (2009). Comparing memory for handwriting versus typing. *Proceedings of the Human Factors and Ergonomics Society Annual Meeting – 2009, 53*, 1744-1747.

Sorabji, R. (2003). *Aristotle on Memory (2nd edition).* London, UK: Duckworth.

Speciale, G., Ellis, N., & Bywater, T. (2004). Phonological sequence learning and short-term store capacity determine second language vocabulary acquisition. *Applied Psycholinguistics, 25*(2), 293-321.

Squire, L. R. (2004). Memory systems of the brain: A brief history and current perspective. *Neurobiology of Learning and Memory*, *82*(3), 171–177.

Squires, R. (1969). Memory unchained. *Philosophical Review*, *78*(2), 178–196.

Stern, D. G. (1991). Models of memory: Wittgenstein and cognitive science. *Philosophical psychology*, *4*(2), 203–218.

Stevick, E.W. (1999). Affect in learning and memory: From alchemy to chemistry. In J. Arnold (Ed.), *Affect in language learning* (pp. 43-57). Cambridge, UK: Cambridge University Press.

Storm, B. (2011). The benefit of forgetting in thinking and remembering. *Current Directions in Psychological Science*, *20*, 291-295.

Straus, E. (1966). Memory traces. In E.W. Straus (Ed.), *Phenomenological psychology* (pp. 75-100). New York, NY: Basic Books.

Sutton, J. (1998). *Philosophy and memory traces: Descartes to connectionism.* Cambridge, UK: Cambridge University Press.

Sutton, J. (2004). Representation, reduction, and interdisciplinarity in the sciences of memory. In H. Clapin, P. Staines, & P. Slezak (Eds.), *Representation in mind*. Amsterdam, The Netherlands: Elsevier.

Sutton, J. (2007). Batting, habit, and memory: The embodied mind and the nature of skill. *Sport in Society*, *10*(5), 763–786.

Sutton, J. (2009). The feel of the world: Exograms, habits, and the confusion of types of memory. In A. Kania (Ed.), *Memento: Philosophers on film* (pp. 65-865). London, UK: Routledge.

Sutton, J. (2009). Remembering. In P. Robbins, & M. Aydede (Eds.), *The Cambridge handbook of situated cognition* (pp. 217-235). Cambridge, UK: Cambridge University Press.

Sutton, J. (2010). Observer perspective and acentred memory: Some puzzles about point of view in personal memory. *Philosophical Studies*, *148*(1), 27–37.

Thompson, J. (2009). Apology, historical obligations, and the ethics of memory. *Memory Studies*, *2*(2), 195–210.

Toth, J. P., & Hunt, R. R. (1999). Not one versus many, but zero versus any: Structure and function in the context of the multiple memory systems debate. In J. K. Foster, & M. Jelicic (Eds.), *Memory: Systems, process, or function?* (pp. 232-272). Oxford, UK: Oxford University Press.

Trofimovich, P., Ammar, A., & Gatbonton, E. (2007). How effective are recasts? The role of attention, memory, and analytic ability. In A. Mackey (Ed.), *Conversational interaction in second language acquisition: A collection of empirical studies* (pp. 171-195). Oxford, UK: Oxford University Press.

Tulving, E. (1983). *Elements of episodic memory.* Oxford, UK: Oxford University Press.

Tulving, E. (2002). Episodic memory: From mind to brain. *Annual Review of Psychology*, *53*(1), 1–25.

Tulving, E. (2005). Episodic memory and autonoesis: Uniquely human?. In H. S. Terrace, & J. Metcalfe (Eds.), *The missing link in cognition: Self-knowing consciousness in man and animals* (pp. 3-56). Oxford, UK: Oxford University Press.

Tulving, E., & Craik, F. I. M. (Eds.) (2000). *The Oxford handbook of memory.* Oxford, UK: Oxford University Press.

Tulving, E., & Thomson, D.M. (1973). Encoding specificity and retrieval processes in episodic memory. *Psychological Review*, *80*(5), 352–373.

Turner, M. L., & Engle, R. W. (1989). Is working memory capacity task dependent? *Journal of Memory and Language, 28*, 127-154.

Turvey, M. T., & Shaw, R. (1979). The primacy of perceiving: An ecological reformulation of perception for understanding memory. In L.G. Nilsson (Ed.), *Perspectives on Memory Research* (pp. 167-222). Hillsdale, NJ: Lawrence Erlbaum.

Velleman, J. D. (2006). The self as narrator. In J. D. Velleman (Ed.), *Self to self: Selected essays* (pp. 123-153). Cambridge, UK: Cambridge University Press.

Wang, J. (2013). Bilingual working memory capacity in professional Auslan/English interpreters. *Interpreting,* *15***,** 139-167.

Wang, J., & Napier, J. (2013). Signed language working memory capacity of signed language interpreters and deaf signers. *Journal of Deaf Studies and Deaf Education, 18*(2), 271-286.

Warnock, M. (1987). *Memory.* London, UK: Faber.

Wegner, D. M. (1986). Transactive memory: A contemporary analysis of the group mind. In B. Mullen, & G. R. Goethals (Eds.), *Theories of group behavior* (pp. 105-208). New York, NY: Springer-Verlag.

Wen, Z. E. (2016). *Working memory and second language learning: Towards an integrated approach*. Bristol, UK: Multilingual Matters.

Verhagen, J., Leseman, P., & Messer, M. (2015). Phonological memory and the acquisition of grammar in child L2 learners. *Language Learning, 65*(2), 417-448.

Walter, C. (2004). Transfer of reading comprehension skills to L2 is linked to mental representations to text and to L2 working memory. *Applied Linguistics, 25*(3), 315-339.

Waters, G. S., & Caplan, D. (1996). The measurement of verbal working memory capacity and its relation to reading comprehension. *The Quarterly Journal of Experimental Psychology, 49A*(1), 51-79.

Wegner, D.M. (1995). A computer network model of human transactive memory. *Social Cognition*, *13*(3), 1–21.

Welch-Ross, M. (1995). An integrative model of the development of autobiographical memory. *Developmental Review*, *15*(3), 338–365.

Weldon, M.S. (2001). Remembering as a social process. In D. L. Medin (Ed.), *The psychology of learning and motivation* (pp. 67-120, Vol. 40). San Diego, CA: Academic Press.

Weldon, M. S., & Bellinger, K. D. (1997). Collective memory: Collaborative and individual processes in remembering. *Journal of Experimental Psychology: Learning, memory, and cognition*, *23*(5), 1160–1175.

Welzer, H., & Markowitsch, H. J. (2005). Collective towards a bio-psycho-social model of autobiographical memory. *Memory*, *13*(1), 63-78.

Wen, Z. (2012). Working memory and second language learning. *International Journal of Applied Linguistics, 22*(1), 1-22.

Wen, Z. E. (2016). *Working memory and second language learning: Towards an integrated approach*. Bristol, UK: Multilingual Matters.

Wen, Z., Mota, M. B., & Mcneill, A. (2013). Working memory and SLA: Towards an integrated theory. *Asian Journal of English Language Teaching, 23*(1), 1-18.

Wertsch, J. (2002). *Voices of collective remembering.* Cambridge, UK: Cambridge University Press.

Wierzbicka, A. (2007). Is “remember” a universal human concept? “Memory” and culture. In M. Amberber (Ed.), *The language of memory in a crosslinguistic perspective* (pp. 13-39). Amsterdam, The Netherlands: John Benjamins.

Wiggins, D. (1992). Remembering directly. In J. Hopkins, & A. Savile (Eds.). *Psychoanalysis, mind and art: Perspectives on Richard Wollheim* (pp. 339-354). Oxford, UK: Blackwell.

Wilcox, S., & Katz, S. (1981). A direct realist alternative to the traditional conception of memory. *Behaviorism*, *9*(2), 227–239.

Williams, J. M. G., Barnhofer, T., Crane, C., Herman, D., Raes, F., Watkins, E., & Dalgleish, T. (2007). Autobiographical memory specificity and emotional disorder. *Psychological bulletin*, *133*(1), 122-148.

Williams, J. N. (1999). Memory, attention, and inductive learning. *Studies in Second Language Acquisition, 21*, 1-48.

Williams, J. N., & Lovatt, P. (2003). Phonological memory and rule learning. *Language Learning, 53*(1), 67-121.

Willingham, D.B., & Preus, L. (1995). The death of implicit memory. *Psyche,* *2*(15), 1-12.

Willingham, D.B., & Goedert, K. (2001). The role of taxonomies in the study of human memory. *Cognitive, affective, and behavioral neuroscience,* *1*(3), 250–265.

Wilson, A. E., & Ross, M. (2003). The identity function of autobiographical memory: Time is on our side. *Memory*, *11*(2), 137–149.

Wilson, R. A. (2005). Collective memory, group minds, and the extended mind thesis. *Cognitive Processing*, *6*(4), 227–236.

Wollheim, R. (1979). Memory, experiential memory, and personal identity. In G.F. Macdonald (Ed.), *Perception and identity* (pp. 186-234). Ithaca, NY: Cornell University Press.

Wood, H. H., & Byatt, A. S. (2008). *Memory: An anthology.* London, UK: Chatto & Windus.

Wright, C. (2013). An investigation of working memory effects on oral grammatical accuracy and fluency in producing questions in English. *TESOL Quarterly, 47*(2), 352-374.

Yalçın, Ş., Çeçen, S., & Erçetin, G. (2016). The relationship between aptitude and working memory: An instructed SLA context. *Language Awareness*, *25*(1-2), 144-158.

Yates, F. (1966). *The art of memory.* London, UK: Routledge and Kegan Paul.

Young, J. (1993). *The texture of memory: Holocaust, memorials, and meaning.* New Haven, CT: Yale University Press.

Zemach, E. M. (1983). Memory: What it is, and what it cannot possibly be. *Philosophy and Phenomenological Research*, *44*(1), 31–44.

Zhao, Y. (2013). Working memory and corrective recasts in L2 oral production. *Asian Journal of English Language Teaching, 23*(1), 57-82.