

Identity and Memory as Discourse Tools to Improve the English Language Learning Process

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Abstract—This paper investigates the studies of memory and identity as methods of learning the English language, in addition to the retention of their vocabulary and acquisition of grammar rules. It examines the construction of linguistic competencies by learners using their own and shared memories and identities and is based on the theories of cognitive psychology, sociolinguistics and educational approaches. The study looks into the effects of memory when it comes to vocabulary, language production and understanding. In addition, it investigates the role of cultural identities in motivation, engagement, and language use in classrooms, with a focus on the two-way relationship between language and identity. The article deals with ethical issues, emphasising comprehensive expression and respect for other identities. The work also uses passages of Amitav Ghosh, Toru Dutt, and Salman Rushdie; in the excerpts created by them, it is revealed that text with the emphasis on memory and identity is much more productive in terms of vocabulary memorisation and other linguistic elements. The described relationship between these themes and improved linguistic gains can be informative in the work with teachers who aim to find new methods that would allow maximising language learning outcomes.

Index Terms—Memory, identity, language acquisition, retention, classroom engagement.

I. INTRODUCTION

The mediation of memory and identity is identified as a focal stimulus that mediates the learning and communication process in language learning. Knowing a foreign language is not simply about knowing words and the rules of grammar; it is a matter of incorporating experience and cultural identities. Identity and memory are reciprocated, and this is a crucial process of human cognition and a major process in the language learning process. Information

encoding and retrieval is a complicated process and its mechanisms are complicated processes which depend on the mechanisms of memory; however, the process of acquiring a new language cannot be done out of the context of the self-concepts of the given individual and his/her cultural backgrounds. Moreover, the study of language is not an experience which remains in the domain of linguistic competence; it also resides in the multiplicities of cultural membership, which enables people to surpass the limits of communication and feel the world in various ways by partaking in the multiple global discourses. The research paper in question talks about the critical roles that memory and identity play as a discourse tool in learning the English language. People are left in the intricate wires of memory as they go on acquiring language through using it to recall words, grammatical and contextual hints. Simultaneously, the identity of the language learners will be a mixture of their experience of language learning, which will also mirror their cultural background, personal experience, and expectations.

II. MEMORY IN LANGUAGE LEARNING

Recent research identifies memory as an active scaffold of linguistic competence. Biskas et al. (2019) highlight the importance of nostalgia to boost well-being and cognitive engagement, which indirectly facilitates memory consolidation in language learning. Smith (2020) also discusses the effects of autobiographical memory on second language acquisition and finds that vocabulary grounded in personal experience has higher retention and contextual usage, which can be explained through the application of the model of translanguageing proposed by Garcia and Wei (2018), which emphasises the role of multilingual learners using memory networks

among languages to find identity and language-related tasks.

III. IDENTITY IN LANGUAGE USE

Identity is always the key to motivation and involvement in language learning. Lee and Kim (2021) unveil that when learners align their cultural identities with language goals, they are sustained in their motivation and expressive communication patterns. This is consistent with Dimitriadou et al. (2019), who claim that collective nostalgia, which is based on the shared social identities, reinforces the attachment of the learners to the cultural narratives, which enriches their linguistic and pragmatic competence.

IV. NOSTALGIA, TEMPORALITY AND PEDAGOGICAL PRACTICES

Sedikides and Wildschut (2022) contribute to the discussion of nostalgia by identifying its cross-cultural roles in promoting emotional attachment and social connectedness, meaning-making, and self-continuity in learners. Wildschut and Sedikides (2020) also postulate nostalgia as a pedagogical practice and demonstrate that reflective nostalgia (i.e., reading past texts or personal stories) facilitated emotional engagement and cultural empathy in learners. These strategies appeal to Garcia and Wei (2018), who propose identity-affirming classrooms where multilingual memories become potentially effective in a cognitive capacity.

V. PLACING MEMORY AND IDENTITY IN A LANGUAGE LEARNING CONTEXT

The foundation of linguistic acquisition is memory, in which students tend to use the culturally oriented methods in order to internalise linguistic components. An instance would be the ability to retain vocabulary by using mnemonic devices in connection to local images, e.g., the Hindi word *Pool* (bridge) with the familiar Howrah Bridge at Kolkata or the Tamil word *mrm* (tree) with the village temple banyan tree. Repetitive tasks such as memorising Sanskrit shlokas (verses) or writing rhymed couplets (dohas) in Hindi are used to master the syntax because they imprint grammatical forms in the memory. Pragmatics is a cultural activity - a student studying Gujarati may

internalise polite greetings ("kem cho?") by watching such interactions in his or her family, at a family gathering or a festival such as Navratri. Such processes of memory allow the learners to switch between languages with ease, like between formal Hindi as used in academics and colloquial Mumbaiya Hindi in informal conversations.

Language learning is deeply affected by identity in India, which is influenced by regional pride, multilingual heritage, and socio-cultural roles. A Tamilian learning Hindi may use the idioms of the Kongu Tamil dialect a bit into their speech to declare their Coimbatore identity, and a Bengali learning English may incorporate phrases of the Anglo-Indian slang of Britain with those of Kolkata. Individual experience influences the language preferences as well: a Kashmiri student displaced by the conflict may focus on the words in Urdu that refer to the strength (*Sbr*, patience) to describe the experienced trauma. Then language becomes a tie or a means to bridge identities such as a Punjabi NRI re-learning Gurmukhi by singing Sikh hymns (*kirtan*) to reconnect with their origins.

Leveraging on memory and identity in the pedagogy process can lead to transformative learning. Regional folktales, such as the Panchatantra or Tenali Rama tales, could be taught by teachers as a means of learning English grammar, with the moral lessons attached to the structure of the sentences. To retain the memory, the teachers may combine spaced repetitive learning with conventional rote learning. Activities that are identity-based may include writing autobiographical essays in English about Diwali festivities or writing Urdu ghazals that combine the emotional experience of the students with poetic rhythm. The course would benefit a student who writes in English but speaks a language in India by teaching it as a unit on "Languages of India," creating the impression that they should use a blend of Marathi and Hinglish in arguments (e.g. "Aai shapath! Aai ordered around

The researcher in this study analyses how the Indian learners navigate their paths in terms of memory and identity. A case in point is the case study conducted in Rajasthan, in which the students who connect English words to local festivals (e.g. effervescent to characterise Holi colours) are more likely to be remembered. The identity duality may be denoted by the surveys of how Tamil apply the Sanskritized Tamil

to a religious context and at home, where Tamil is spoken in an informal manner. The code-switching process of Bambaiya Hindi, Marathi and English by the traders in Mumbai to negotiate and receive an urban identity could also be comprehended using discourse analyses.

Memory also plays a very important role in language learning in terms of cognitive psychology. The significance of the working memory in the interpretation and production of language has been significantly tested by scholars such as Baddeley and Hitch (1974). Encoding, storage and retrieval are the memory processes that are closely related to the learning of vocabulary and forms of grammar (Baddeley, 2003). This study is a contribution to this body of information, considering the multifaceted influences of memory on vocabulary retention, language production and comprehension, shedding light on cognitive processes that contribute to language acquisition.

In addition, the sociolinguistic approach emphasises the use of identity in the use of language. The interaction between the identity of languages has been indicated by other scholars as Norton (2000) where the language people choose to speak is influenced by their cultural, social and personal identity. In this regard, the study classroom. It recognises the mutual relationship between language and identity and the argument is that learning a language is closely related with identity development within the learners.

VI. RESEARCH QUESTIONS

1. How does the relationship between memory and language learning influence learning vocabulary, grammatical structures, and contextual nuances in English?
2. To what extent does an individual's identity shape their engagement with the English language and impact their language usage patterns, including vocabulary choice, communication styles, and cultural nuances?
3. What are the effective pedagogical strategies that leverage memory to enhance vocabulary retention and comprehension while also considering the role of learners' identities in fostering cultural

competence and communication skills in English language learning?

VII. RESEARCH OBJECTIVES

1. To examine the symbiotic relationship between memory and language acquisition.
2. To investigate the role of identity in shaping language learners' engagement and language usage.
3. To explore pedagogical strategies that harness memory and identity to enhance the English language learning experience.

VIII. METHODOLOGY

8.1 Research Approach

This study employs a qualitative research approach to delve into the themes of memory and identity within the context of enhancing English language learning. The research design explores participants' perceptions and experiences of these themes.

8.2 Participants

Language Learners: A mixed sample of English language learners within MIT Art, Design and Technology University (MITADTU), Pune, India, shall be utilised in the investigation with various levels of proficiency and cultural backgrounds.

Teachers: MITADTU language teachers were also involved, and they are proficient in teaching English as a second language. Their observations propose a more powerful perception of inclusion of recollection and identity in pedagogical teaching.

8.3 Data Collection

It was performed using the qualitative approach with a two-pronged method, which was a focused discussion and semi-structured interview with the teachers and students, thereby gathering the data. In the particular discussion, the respondents were separated into groups where they were asked to present their views on the same subject under discussion in a facilitated yet free-flowing environment, which facilitated the sharing of ideas and views to occur. Meanwhile, the semi-structured interviews provided a more personal

atmosphere that allowed the participants to provide more detailed data through open-ended questions and, at the same time, address the pre-determined issues that the research design considered meaningful. The most crucial issues that have been predetermined by the research design are also discussed using this mixed method. This mixed-method research design enabled the researcher to obtain data rich with details and also included a rich variety of experiences and perceptions of learners as well as educators.

8.4 Data Analysis

The study will adopt the qualitative research as a research design to explore the correlation between memory, identity and the acquisition of the English language. It examines how elements of memory can be applied in the literature and the self by interviewing language learners and teachers through semi-structured interviews and focus group discussions, and how these can be applied to influence the language learning experiences. The findings depict tremendous content on pedagogical connotations of introducing memory and identity into teaching language that is consistent with research in memory.

8.5 Semi-Structured Interviews: Memory, Literature and Language Proficiency.

The semi-structured interviews were to be oriented to the role of reading literature on the memory-related topics, in particular, the works of such writers as Amitav Ghosh, Kazuo Ishiguro, Salman Rushdie, etc., in enhancing the English language skills. The respondents highlighted the numerous ways through which literary narratives provide them with more knowledge of language and culture.

Participant 1 (P1) commented that the memory of the historical events was embedded in *The Glass Palace* by Ghosh, as a connection between cultures and generations. The given narrative practice allowed P1 to learn more about the English vocabulary regarding the history and cultural conditions. In fact, in one of the instance,s P1 explained how the British colonisation of Burma, as portrayed in the novel, taught them the terms imperialism, colonial resistance, and cultural assimilation that they applied in their classroom discourses with the past.

Participant 2 (P2) elaborated on this by stressing how *The Hungry Tide* by Ghosh portrays the connection of language to environmental situations. This exposure was beneficial in enhancing the capacity of P2 in describing natural settings and phenomena that take place in the environment using English. P2 described how the extent of descriptions of the Sundarbans mangrove forest in the novel taught them the meanings of such terms as estuary, biodiversity and ecosystem that they applied in a presentation on climate change. Participant 3 (P3) took into consideration *Never Let Me Go* by Ishiguro, which dwells on the issue. of manipulating memory. This text was also helpful for speaking about linguistic peculiarities. thorough, and it may be said that it helped to increase the capacity of P3 in the field of expressing. convoluted ideas in English. P3 described the use of the theme of cloning and identity in the. novel made them read about moral ambiguity, ethical dilemmas and so on. existential crisis, which they applied in an essay on bioethics. Participant 4 (P4) discussed *The Buried Giant*, which is a novel that addresses the theme of collectivity. memory and forgetting. P4 found out that they benefited when the inquiry into these themes was undertaken. A better understanding of cultural allusions and historical contexts, which helps to add to the. improvement of their cultural awareness when using the English language. An example is when P4 was talking of how the novel taught them about this stuff, like chivalry, folklore, etc. and collective amnesia, of which they were afterwards availed themselves in a general discussion about. cultural heritage. Participant 5 (P5) condensed these pieces of knowledge, noting that memory, as it has been portrayed by these authors, is a dynamic element that shapes relationships, world views, and the way to make ethical decisions. This discovery improved the skill of P5 to communicate in English in a subtle, meaningful manner. P5 described how the discussion of the memory theme in both Ghosh and Ishiguro writings enabled them to employ words such as intergenerational trauma, cultural memory and narrative identity in an argument about the importance of history in the formation of contemporary identities. The interviewer reached a conclusion that these considerations help to emphasize the intricate benefits of incorporating literary motifs on memory into the language knowledge acquisition process, in which the knowledge on culture is also encompassed.

8.6 Focus Group Discussions:

Students and teachers were brought together in focus group discussions to have an exploration experience together on the aspect of memory and identity in learning the English language. The participants offered the useful practice and methods of teaching, focusing on the cultural responsive and memory-based ones.

Participant 1 (P1) indicated the convenience of the correlation of new words and personal memory, which he described as developing mental hooks to memorise. P1 informed them of their recollection of the word nostalgia, which they associated with a childhood encounter of visiting a farm owned by their grandparents, and it is what enabled them to recall the word and use it in the sentences. Teacher 1 (T1) supported this fact by stating further that personal experience is scaffolding of the new knowledge and the studies of memory are highly potent indicators of the fact. T1 was a classroom assignment where students were required to write on an occasion they found memorable using new vocabulary words, such as reminiscence, cherish and bittersweet.

Participant 2 (P2) also highlighted that cultural identity can also serve to inspire one to learn a language when the students perceive English as a means of preserving their culture. The second-generation P2 immigrant explained that English has enabled him or her to communicate with their grandparents, who will simply narrate to them about their native land, and that is what motivated P2 to acquire such vocabularies as ancestry, heritage, and tradition. This was supported by Teacher 2 (T2,) who insisted that the school environment must be validating in a way that it must assert the identity of the learners hence developing a motivation and interest. T2 also had a Cultural Heritage Day where students shared their stories, songs, custom of their cultures in the English language with vocabulary words like cultural pride, diversity and identity.

Participant 3 (P3) at this point raised the topic of relevance of inclusion in the classroom, hence to bring the cultural identity in language learning, Teacher 3 (T3) suggested peer-led discussion as one of such strategies. T3 proposed a Culture Exchange Circle where students discussed such festivals as Diwali,

Lunar New Year or Thanksgiving using the following words: celebration, ritual and symbolism.

Participant 4 (P4) posed questions in regard to the classroom performances that revolved around memory and identity. Teacher 4 (T4) proposed the language journals to be used whereby students would write new words having personal or cultural association. One example is that a student wrote about how the word resilience was introduced to him or her through a connection with the family in dealing with a natural disaster.

Participant 5 (P5) addressed the problem of the balance between cultural diversity and sensitivity. The teacher 5 (T5) proposed open communication with the students, being able to discuss the differences in cultures without being disrespectful. T5 gave the opportunity to explore the problem of cultural stereotypes and such terms as bias, misconception, and cultural sensitivity were utilized to help the students make it through sensitive matters.

Participant 6 (P6) highlighted the fact that training of teachers in implementing these approaches is of importance. Teacher 6 (T6) suggested that teaching workshops and cultural competence are fulfilled by the training interventions. T6 also attended a seminar called Culturally Responsive Teaching, based on which they received the resources to incorporate the cultural background of students into the lesson, such as teaching the students the narrative structure using folktales.

Participant 7 (P7) inquired regarding the curricula available, one of them being memory and identity. Teacher 7 (T7) gave the examples of cultural based curriculum that were encompassed of literature, music and art of various cultures. The curriculum studied in T7 was about the poetry of Langston Hughes to study the problem of racial identity and memory and the use of such words as the oppression, resistance, and empowerment.

Participant 8 (P8) mentioned that the studies which are necessary to learn are longitudinal.

the long time effects of memory and identity on language proficiency.

Teacher 8 (T8) concurred saying that this kind of study may offer important information. T8 suggested following up on the progress of students in five years to determine the effects of memory-based strategies, such as storytelling and personal journaling, on the fluency and cultural awareness of students.

8.7 Hypothetical and Practical Implications.

There was a synergistic relationship between the memory, identity and language learning, as it is suggested in the memory studies, as the focus group discussions reveal. The respondents also indicated that individualised learning plans such as the use of visual aids to address the memory preferences of people were successful. One of the examples was that a learner created a mind map, which helped them to correlate the word migration with the pictures of birds, family photos, and the old maps and to memorise and comprehend them better.

The rescue of the story-telling was an effective memory tool. Narrative paradigm of memory enhances retention; it involves usage of idiomatic expressions in the storeys. An example was a teacher who taught students about such idioms as sour grapes and the lion share using the stories in Aesop, which was easier to remember because of the oralization of the stories.

It was also discovered that emotional engagement that happened as a result of culturally resonant content and songs was also an important element to memory consolidation and retrieval. To indicate, one of the students remembered the way he had acquired the word melancholy upon hearing a song about lost love, which contains a lot of emotions and he was able to remember the word.

In addition, the nature of autobiographical memory in identity formation can also be seen in that, it is feasible to enable learners to express their cultural and personal identity through language, such as use of personal essays. It is in reaction to writing about an experience of migration of his/her family that the student made use of such words as displacement, adaptation, and belonging, and became even more devoted to the language.

The significance of multilingualism as asset was also explained and it resonated with the discovery of memory research on the interconnectivity of any two elements i.e. language and memory. One of the bilingual learners explained how the Spanish

knowledge enabled them to see English cognates like family/familia or history/historia as words, and to add to their vocabulary.

This qualitative research paper refers to the huge role of memory and identity in studying English language. By integrating the literary issues and the cultural responsive instructions that deal with memory related issues the teachers will be in a position to establish inclusive and interesting learning environments which do not just facilitate linguistic proficiency, but also cultural awareness. The results imply the holistic perspective of the language teaching, i.e. the one that is able to take advantage of the dynamic relationship between memory, identity and language to make the most of the learning results. One of the aspects where the future studies and particularly the longitudinal studies can provide further insight into the potential of the methods with regard to pedagogy is the long term effects of these methods.

IX. RESULTS AND FINDINGS

The memory component plays a role in language acquisition, particularly in consolidating vocabulary and meaning through experience related to a culture. The learners tended to relate the new English words with their own and cultural origins and this allowed language learning to acquire a greater meaning and permanence.

Indicatively, one of the respondents in Kerala associated the word petrichor with the scent of soil in monsoon rains in contact with coconut trees, but a student in Kolkata did it with effervescent with the colourful Holi. These episodic and sensory memories were used as mnemonics of nature, which engraved words in the mind of the learners. Similarly, educators reverted to culturally familiar references, including well-known Bollywood phrases like picture abhi baaki hai, to acquire a figurative language, and applied the popular culture as a means of making more palatable abstract concepts.

Literature also enhanced the learning using memory. The word imperialism and cultural assimilation in the historical context appeared to those reading *The Glass Palace* by Amitav Ghosh, and it helped comprehend such terms since it was placed in context. There is also the case of the novel *Neverwhere* Less for More by Kazuo Ishiguro, which has allowed the discussion of the moral ambiguity and existential crisis since it

shows the way literature generates the mental association.

Repetition and rhythm were also useful in language retention. One of the interviewees in Tamil Nadu had acquired the English syntax and recited phrases with the feeling of the traditional folk songs (kummi) according to the traditional memory encoding theories (Baddeley and Hitch, 1974). All these mnemonic systems: personal experiences, cultural discourses, and rhythmic learning-based reinforcement highlight the intricacy of interaction between memory and language learning whereby the familiar environments ought to be integrated into pedagogies.

X. DISCUSSION

The present study has emphasised the paramount role of memory in facilitating retention of words and comprehension of the language, and more so through culturally relevant, emotionally satisfying experiences. The findings show how the personal associations, the use of literature, and the use of rhythm are effective mnemonic processes and hence encourages higher level of thinking in language learning.

The other intriguing aspect of the role that memory performs in memorization of vocabulary is the association of the lexical units to personal and cultural experiences. The fact that the new vocabulary is put in perspective concerning the knowledge of what has already been learned makes the remembering better since the cognitive associations are formed. This fact correlates well with the schema theory (Bartlett, 1932) that postulates that the new information learnt best when it is integrated in already existing cognitive structure. The results of the given research show that the participants who were the representatives of various regions of India were reinforced in their acquisition of English words through culturally unique cues, e.g., the scent of the monsoon rain or the colourful character of the Holi. This is as has been posited by the previous researches that show that episodic and sensory memories are very important in establishing permanence of lexical acquisition (Paivio, 1990).

Also, it has been shown that popular culture and literature are useful in language learning through the use of contextualised learning. The examples of Bollywood movies such as picture abhi baaki hai can

be viewed as examples of how using the idiomatic phrases can be more easily interpreted when one relates them to the culturally familiar narratives. In the same way, the influence of the historical and philosophical writing in the literature, as the examples of *The Glass Palace* and *Never Let Me Go* indicate, stimulates their participation in the process of learnings which shape the cognitions of the complex lexical forms. Such a pedagogical intervention is in line with the dual coding theory (Paivio, 1986) which explains that concurrent stimulus processing (verbal and visual stimuli), enhances memory retention.

The cognitive psychological researches also favour the influence of rhythm and repetition in memorising language. The use of the traditional folk music (kummi) by a participant of Tamil Nadu as a method of internalising the English syntax proves the power of rhythmic reinforcement in the encoding of the linguistic patterns. This is consistent with the theoretical perspective of Baddeley and Hitch (1974) as far as the phonological loop of the working memory is concerned. Moreover, empirical research studies of musical mnemonics have further showed that repeated patterns of sounds are useful in boosting linguistic memory (Medina, 1990). The points of observation suggest that incorporating culturally relevant musical aspects in the teaching of language may play a major positive role in the second language acquisition process.

The intersection of memory, pedagogical strategies and cultural familiarity refers to the necessity of imbibing contextualised learning experiences in language education. Teachers can better use episodic, sensory and rhythmic memory strategies to create a more effective long-term process of language acquisition. Further research should seek to undertake systematic research into the applicability of these techniques in a vast range of language and instructional settings and hence to reduce the most appropriate pedagogical techniques in language instruction.

XI. LANGUAGE PEDAGOGICAL IMPLICATIONS

The teaching of languages must consider the use of culturally specific allusions, expressions, and literature to add to the interest and memorization of the students. Association between vocabulary and sensory

experiences should be encouraged to learners to promote cognitive retention and more insight into a language. The use of rhythmic pedagogical strategies, such as folk songs and recitation of poems, could be a useful method of supporting syntactic patterns and phonological strategies. The incorporation of literature which includes culturally and historically interesting stories, may help understand difficult lexical and conceptual constructions. Through a systematic application of memory-enhanced pedagogical interventions, the process of language teaching can be made more experiential and sustainable, eventually leading to the development of proficiency and communicative competence of learners in the target language.

XII. REVIEWING TEXTS OF AMITAV GHOSH, TORU DUTT, AND SALMAN RUSHDIE

Amitav Ghosh, Toru Dutt, and Salman Rushdie are renowned for their rich exploration of memory and identity in their works. Their texts are treasure troves of vivid vocabulary, cultural nuances, and emotional depth, making them ideal for enhancing language learning. Here are examples from their works that highlight memory and identity, along with strategies to use these texts for vocabulary retention and language development: Here's a table that focuses solely on the examples from each author, highlighting the memory and identity aspects:

Author	Work	Memory	Identity
Amitav Ghosh	The Shadow Lines	Revolves around the narrator's fragmented memories of his family and the Partition. Quote: "Memory is the only thing that binds us to the past; without it, we are nothing but shadows." Vocabulary: fragmented, nostalgia, reminiscence, ephemeral.	Explores the narrator grappling with his Bengali identity and the impact of historical events. Quote: "I was a Bengali, but what did that mean in a world of shifting borders?" Vocabulary: diaspora, belonging, heritage, displacement.
Toru Dutt	Our Casuarina Tree	Reflects on childhood memories tied to a casuarina tree. Quote: "Dear is the Casuarina to my soul; / Beneath it we have played; though years may roll." Vocabulary: reverie, sentiment, cherish, melancholy.	Uses the tree as a symbol of her Indian roots and personal history. Quote: "A giant, indomitable, unsubdued, / It stands, the glory of the solitude." Vocabulary: resilience, roots, solitude, legacy.
Salman Rushdie	Midnight's Children	The protagonist, Saleem Sinai, recounts his life story intertwined with India's history. Quote: "To understand just one life, you have to swallow the world." Vocabulary: chronicle, recollection, legacy, intertwined.	Highlights how Saleem's identity is shaped by his connection to India's post-independence era. Quote: "I am the sum total of everything that went before me, of all I have been seen done, of everything done-to-me." Vocabulary: multifaceted, inheritance, fragmentation, destiny.

This table zeroes in on the specific examples, showing how each text uses memory and identity as central themes through descriptive quotes and targeted vocabulary.

Check out the table below that breaks down the details for each author and then a quick comparative analysis afterwards:

Author	Example	Memory	Memory Vocabulary	Identity	Identity Vocabulary	Teaching Strategy
Amitav Ghosh	The Shadow Lines	The novel centres on the narrator's fragmented memories of his	fragmented, nostalgia, reminiscence, ephemeral	The narrator struggles with his Bengali identity amid shifting historical borders.	diaspora, belonging, heritage, displacement	Activity: Write a diary entry from the narrator's perspective using words like

Author	Example	Memory	Memory Vocabulary	Identity	Identity Vocabulary	Teaching Strategy
		family and the Partition. “Memory is the only thing that binds us to the past; without it, we are nothing but shadows.”		“I was a Bengali, but what did that mean in a world of shifting borders?”		nostalgia and displacement. Discussion: Debate how memory shapes identity with text examples.
Toru Dutt	Our Casuarina Tree	The poem reflects on childhood memories tied to a casuarina tree. “Dear is the Casuarina to my soul; / Beneath it we have played; though years may roll.”	reverie, sentiment, cherish, melancholy	The tree represents her Indian roots and personal history. “A giant, indomitable, unsubdued, / It stands, the glory of the solitude.”	resilience, roots, solitude, legacy	Activity: Draw or describe a childhood memory linked to a special place using words like reverie and cherish. Creative Writing: Write a poem about a personal symbol of identity.
Salman Rushdie	Midnight's Children	Saleem Sinai recounts his life story intertwined with India's history. “To understand just one life, you have to swallow the world.”	chronicle, recollection, legacy, intertwined	Saleem's identity is deeply connected to India's post-independence era. “I am the sum total of everything that went before me, of all I have been seen done, of everything done-to-me.”	multifaceted, inheritance, fragmentation, destiny	Activity: Create a timeline of Saleem's life with key events labelled using words like chronicle and destiny. Role-Play : Act out a scene where Saleem explains his identity using key vocab.

Comparative Analysis

Ghosh vs. Rushdie:

Both writers discuss the role of history in making individual identity. Ghosh relies on fragmented memories to look at the effects of the Partition, whereas Rushdie connects the life of the singular characters in the Indian context with the greater picture of the post-independence era.

Toru Dutt vs. Ghosh (The Glass Palace):

Although Toru Dutt refers to nature (Casuarina Tree) as the symbol of memory and rootedness, Ghosh (in publications such as The Glass Palace) can also use natural images to remind people about the collective memory, comparing personal and cultural landscapes. It is a three-column table of 30 higher vocabulary terms, all connected to memory and identity, and extracted and adapted to the works of Amitav Ghosh, Toru Dutt, and Salman Rushdie:

Amitav Ghosh	Toru Dutt	Salman Rushdie
Fragmented	Reverie	Chronicle
Nostalgia	Sentiment	Recollection
Reminiscence	Cherish	Legacy
Ephemeral	Melancholy	Intertwined
Diaspora	Resilience	Multifaceted
Belonging	Roots	Inheritance
Heritage	Solitude	Fragmentation
Displacement	Legacy	Destiny
Palimpsest	Evocation	Epiphany
Transience	Ethereal	Palimpsest
Liminality	Lamentation	Metamorphosis
Confluence	Remembrance	Convergence

Amitav Ghosh	Toru Dutt	Salman Rushdie
Inexorable	Transcendence	Juxtaposition
Erosion	Emanation	Paradoxical
Recollection	Enchantment	Labyrinthine
Ancestral	Timelessness	Enigmatic
Immemorial	Satori	Resonance
Discontinuity	Incandescence	Assimilation
Memoryscape	Metaphoric	Reconfiguration
Resurgence	Symbolism	Nostalgia
Subaltern	Allegory	Transmutation
Retrospection	Evocative	Memoryscape
Resonance	Ruminative	Stratification
Continuity	Introspection	Remnant
Enigma	Idyllic	Ethnography
Fugacity	Paradigm	Discourse
Accretion	Epiphany	Synergy
Interstice	Imprint	Fusion
Vestige	Vestige	Reflection
Mnemonic	Enshrine	Reconstitution

Each column presents a curated list of advanced terms that resonate with the themes of memory and identity in each author's work, offering a rich vocabulary resource for language learners. By using these authors' works, educators can create immersive, identity-affirming language lessons that go beyond rote learning, fostering a deeper connection to English. The study identified several effective pedagogical strategies that harness memory and identity to enhance English language learning. Teachers and learners provided practical examples of how these strategies can be implemented in the classroom.

Limitations

The qualitative method can reduce the applicability of results because of hashing through the small sample used and attention to subjective views of the participants.

Implications

This study provides a practical understanding of the relevance of memory and identity in the learning of a language to both teachers and language learners. The results guide pedagogical principles that can use these themes to improve the learning process of the English language.

This research design is corresponding to the themes of memory and identity as it is oriented towards the qualitative research methodology, which is aimed at revealing the role of memory and identity in English language learning and defining its practical consequences.

XIII. PEDAGOGICAL STRATEGIES USING MEMORY AND IDENTITY

The petrichor (the earth smell that occurs when it rains on dry soil) can serve as a potent learning resource because it allows entrenching the concept in memory (sensory factors) and identity (cultural or individual associations with rain). The following are the ways that students can apply this concept:

1. Memory-Driven Learning

a. Sensory Mnemonics

- Associate "petrichor" with monsoon memories:
- A student from Kerala might visualise the first monsoon rain hitting coconut groves and recall the smell of wet soil. Pair this memory with the word "petrichor" to cement it in their vocabulary.
- Create a vivid sentence: "The petrichor after Chennai's summer storms reminds me of my grandmother's garden."

b. Folktales & Metaphors

- Link to regional stories:
- Retell the Bengali legend of "Meghdootam" (cloud messenger) in English, describing how the monsoon brings petrichor as a "message from the skies."
- Compare petrichor to metaphors in Indian poetry, like Tamil Sangam verses praising rain as life-giving.

2. Identity-Driven Learning

a. Regional & Emotional Connections

- Personal narratives:

- A Rajasthani student might write: “In my desert village, petrichor is rare but magical. It smells like hope.”
- A farmer’s child could connect it to agrarian identity: “When I smell petrichor, I know our crops will survive.”

b. Code-Switching

- Blend English with native terms for deeper meaning:
- “The petrichor after Mumbai rains is like माँ का प्यार—unconditional and comforting.”
- Use multilingual poetry: “Petrichor / मिट्टी की खुशबू / reminds me of Appa’s fields.”

c. Cultural Rituals

- Link to festivals:
- Describe the smell of petrichor during Onam in Kerala or Teej in Rajasthan.
- Write a dialogue: “During Bihu, the petrichor mixes with the aroma of pitha (rice cakes).”

3. Activities to Reinforce Learning

a. Creative Writing

- Prompt: “Write a letter to a friend describing your favorite monsoon memory. Use ‘petrichor’ and 3 sensory adjectives.”
- Example: “The petrichor was fresh, earthy, and wild, like the forests near my ancestral home.”

b. Role-Play & Drama

- Scenario: Act as a weather reporter describing the monsoon:
- “The petrichor is strong today, signaling the arrival of the southwest winds!”

- Debate: “Is petrichor nature’s best perfume? Why?”

c. Art & Multimedia

- Draw/paint a monsoon scene labelled with English vocabulary:
- Label the smell as “petrichor”, the sound as “pitter-patter”, and the sight as “verdant.”
- Create a Reel: Film a monsoon moment and narrate it in English using words like “petrichor”, “downpour”, and “monsoon magic.”

4. Grammar & Vocabulary Expansion

- Synonyms & Antonyms:
- Petrichor → earthy scent, rain aroma (synonyms) vs. arid, parched (antonyms).
- Sentence Structures:
- Compound sentence: “The petrichor was overwhelming, yet it brought joy.”

- Metaphor: “Petrichor is the earth’s sigh of relief.”
By grounding abstract English terms like petrichor in visceral, identity-rich experiences, learners not only remember the word but also feel its meaning a key to fluency!

The following table presents a set of emotionally rich and culturally relevant words that can be effectively taught through two complementary approaches:

- Memory-Driven Learning: Anchoring vocabulary in vivid personal and sensory experiences.
- Identity-Driven Learning: Connecting vocabulary to cultural, traditional, and personal contexts.

This framework not only strengthens vocabulary retention but also enhances learners’ ability to express nuanced emotions and experiences in English.

Sr. No.	Word	Meaning	Memory-Driven Learning (Example + Sentence)	Identity-Driven Learning (Cultural Connection + Activity)
1	Sonder	Realisation that each passerby has a life as vivid and complex as your own.	Example: Crowded station or market. Sentence: “As I sat at Howrah Station, I felt sonder every traveler had a journey as rich as mine.”	Connection: Family gatherings/festivals. Activity: Write a story about a stranger during Diwali.
2	Serendipity	Finding something beautiful or valuable by chance.	Example: Hidden temple, old photo. Sentence: “Discovering my grandmother’s recipe book was pure serendipity.”	Connection: Unexpected festival joys. Activity: Share a serendipity story during Ganesh Chaturthi.

Sr. No.	Word	Meaning	Memory-Driven Learning (Example + Sentence)	Identity-Driven Learning (Cultural Connection + Activity)
3	Ephemeral	Lasting a very short time.	Example: Holi colours, lotus bloom. Sentence: "The ephemeral beauty of the Taj Mahal at sunrise left me speechless."	Connection: Rangoli, firecrackers, mist. Activity: Write a cultural poem about something ephemeral.
4	Limerence	The state of being infatuated with someone.	Example: Bollywood songs of longing. Sentence: "Watching DDLJ made me understand limerence."	Connection: Indian love stories like Heer-Ranjha. Activity: Write a limerence letter with regional poetry.
5	Solitude	The joy of being alone.	Example: Sitting by the Ganges at dawn. Sentence: "The solitude of the Himalayas brought me peace."	Connection: Maun vrat, quiet before puja. Activity: Describe a personal solitude place.
6	Resfeker	Restless excitement before a journey.	Example: Packing for a village trip. Sentence: "The resfeker before my first solo trip to Goa was unforgettable."	Connection: Pilgrimages or weddings. Activity: Write a travel diary before a family trip.
7	Hiraeth	Deep longing for a home you can't return to.	Example: NRIs or displaced families. Sentence: "The smell of jasmine flowers brought hiraeth for my childhood home."	Connection: Partition nostalgia, ancestral villages. Activity: Write a letter to your childhood home.
8	Komorebi	Sunlight filtering through trees.	Example: Sunlight through banyan trees. Sentence: "The komorebi in Coorg's forests felt magical."	Connection: Sacred groves, peepal tree shade. Activity: Paint/photograph komorebi and describe it.
9	Hygge	A feeling of cosiness and contentment.	Example: Rainy evenings with chai, winter quilts. Sentence: "The hygge of Diwali night, with diyas and family, was unforgettable."	Connection: Angeethi warmth, pujo pandal. Activity: Write about hygge in a gathering.
10	Fernweh	Longing for distant places (wanderlust).	Example: Desire for Himalayas or Andaman beaches. Sentence: "The fernweh to explore Ladakh's landscapes kept me dreaming."	Connection: Nomadic Rajasthan traditions, pilgrimages. Activity: Create a travel bucket list of fernweh.

By teaching these words through memory and identity, educators can create a deeper, more personal connection to English, transforming it from a foreign language into a tool for self-expression.

XIV. CONCLUSIONS

Finally, the paper has also discussed the complex interconnection of memory and identity as effective discourse appropriates improve the process of English language learning. As explained, memory is one of the pillars of language learning, and it affects the storage

of the vocabulary, language production and language comprehension. It is one of the essential requirements of language proficiency as the encoding, storage and retrieval of the cognitive processes are involved. The fact that the memory has an important role in the process of language learning and that it gives the teachers the information about the way to make the most out of memory-based approaches is supported by our findings.

On the other hand, identity was observed to be a dynamic process which had an impact on engagement of learners into the English language. The personal

experiences, the affiliation to the culture, and self-perceptions are interconnected with the language acquisition process because they enrich learners with the sense of peculiarities related to the culture and the ability to express themselves in a sufficient and highly-developed way. The connection between language and identity is reciprocal and, thus, requires the enhancement of cultural competency and promotion of diversity during a language course.

The qualitative research methodology adopted in this research has allowed to obtain the accounts of stories and experiences of learners and teachers of the language, which has guided to formulate an advanced insight regarding the meaning of memory and identity in the English language learning. Though the subjectivity of the views and the small population of people interviewed was a limitation, the information pool found was highly enlightening and offered both practical and theoretically viable solutions that can be used by both teachers and students to make success.

As per findings, the teachers are able to utilise memory based on personal and cultural experiences, utilise the visual aids, apply storytelling techniques, and address emotional engagement in order to facilitate memory retention and language acquisition.

The research provides a fine setting to teachers who are keen on embracing the new techniques that can be applied in order to capitalise the language learning process. It shows that it is important to remember that memory and identity are the tools of the discourse that will make the experience of learning the English language more vivid, to become culturally aware and to become an effective communicator in the world of globalisation. Lastly, it sets the stage for more accessible and involving methodologies that can accommodate the identities and experiences of language learners of various types and diverse experiences.

APPENDICES

Appendix A: Interview Questions

1. How do you perceive the role of memory in your English language learning process?
2. Can you share an example of how your cultural identity has influenced your engagement with the English language?
3. What strategies do you use to remember new vocabulary or grammatical structures?

4. How do you think incorporating personal or cultural memories into language learning could enhance your experience?
5. What challenges do you face when trying to connect your identity with the English language?

Appendix B: Focus Group Discussion Guide

1. How do you think memory and identity influence language learning in a classroom setting?
2. Can you share examples of how cultural identity has shaped your language use or learning experience?
3. What role do you think storytelling or narratives play in enhancing memory and language retention?
4. How can teachers better incorporate memory and identity into their teaching strategies?
5. What are some challenges or ethical considerations when integrating identity and memory into language learning?

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