SUMMARY

The present experimental study of interpolated recognition memory was conducted in two conditions. The researcher wanted to investigate the effect of interpolation on reading and listening conditions. In first condition the experiment was conducted upon 30 subjects of reading group. Out of these 15 were boys and 15 Ss were girls of graduation or they were doing post graduation. The subjects of reading group took more time in comparison to the listening group. In second condition; the experiment was conducted upon 30 subjects (15 boys + 15 girls) of listening group. The reaction time of reading group Ss was found more in comparison to the listening group subjects. The sex variable was found to be nonsignificant. Similarly there was no difference in number of correct responses in reading or listening group subjects.

Basically analysis of variance was applied to test the hypothesis. The obtained results confirmed the first hypothesis predicting that subjects of reading group would take more time. In comparison to the listening group subjects. The second hypothesis predicting no significant difference between reading and listening groups has been rejected.
To sum up we might say that there will be more effect of interpolated task on reading than listening condition. The present work strongly support the view of Levy (1977) and (1981) that a distracting task interfered more with reading than with listening.