CHAPTER II

PROBLEM AND HYPOTHESIS

From the first review chapter it is apparent that recognition memory has been an important field for experimentation since decades. Much of the experiments are being conducted related to verbal and nonverbal abilities. Recent researches have shown the superiority of verbal ability over nonverbal material when the information was in language manner. Similarly the nonverbal material was recognised in a short time than the verbal when the material was of pictorial form.
It has been proved that reading and listening are two different abilities for learning any material.

The issue of phonological recoding during reading has been of interest for sometime (Huey, 1968). It seems clear that we can phonologically recode written material if we choose to do so. Recent interest, therefore, has focused not on whether phonological recoding ever occurs, but on whether it always occurs and what its function is when it does occur (Levy, 1981, McGusker, 1981).

The present investigator thus formulated his problem to see the effect of distraction (interpolated task) on reading vs listening conditions.

Problem:

Interpolated recognition memory of boys and girls in reading and listening conditions.

The boys and girls of undergraduation and post graduation were divided into two (reading and listening) conditions. When a boy or a girl learns any thing during disturbance and he or she has to recognize the material according to the condition (i.e. reading and listening), it will take more time in reading condition than the listening condition. The following hypotheses were made.
(a) Since interpolation (distraction) is made constant in recognition memory, the subject would take more time in reading condition than in listening condition.

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(b) There would not be any difference in both the conditions (i.e. reading and listening).

We may now pass on to the next chapter dealing with the review of literature in the area before taking up the design and methodology.