**Verbal Learning**

**Abstract:**

This experiment was performed to examine the concept of verbal learning. A subject is selected who did not know about the experiment. The experimenter gave few words which are meaningful and then few words which are meaningless and asked the subject to recall it. The subject learnt meaningful sensible words more than meaningless words. The independent variable is list of words and dependent variable is the time of learning.

**Introduction:**

According to the working memory model, human verbal short-term memory performance, as studied in immediate serial recall (ISR) tasks, depends on the articulatory loop, which consists of a phonological store for verbal material and mechanisms that enable rehearsal. The articulatory loop model provides a simple and elegant account of a wide range of phenomena in ISR tasks. Despite its impressive contributions, however there is increasing to suggest that the account it offers is too simplistic.

There are three crucial levels of representation: the Phoneme layer, a level of output phonology at which phonemes are represented; the phonological chunk layer, at which word forms are represented for both input and output phonology, and the semantics/context layer, at which semantic and contextual information about word forms is represented. Production of a word form is a serially ordered process; therefore the representation of a word form at the phonological layer has to be able to produce specific sequence of phonemes at the phoneme layer. There is a general sequencing mechanism that provides immediate memory for sequence of word forms i.e. that can reply a sequence of activations that have occurred at the phonological chunk layer.

**Method:**

* **Type of practical:** Experimental.
* **Design of practical:** Repeated measures.

**Independent Variable:** List of words.

**Dependent Variable:** Time of learning.

**Experimental Hypothesis:** Sensible words can learn more easily than non-sensible words.

**Null Hypothesis:** Non-sensible words can learn more easily than sensible words.

**Subject:**

Name: S.F.

Age: 19 years

Gender: Female

Education: BA.

**Apparatus:**

* Two lists.
* Pencil.
* Paper.

**Procedure:**

1. The subject was asked to sit comfortably.
2. The experimenter gave a list of sensible and meaningful words to the subject and asked subject to learn.
3. When the subject had learnt, the experimenter note the time of learning.
4. After this, the experimenter gave the subject a list of non-sensible words and asked him to learn and note the time of learning.
5. After comparing, it was noted that the subject learn sensible words more easily in less timing as compared to non-sensible words.

**Results:**

The experimental hypothesis is proved by this experiment that sensible words can learn more easily than non-sensible words. Because sensible words takes less effort to learn as compared to meaningless words.

|  |  |
| --- | --- |
| List of sensible | List of non-sensible words |
| Jett | Jit |
| Kite | kit |
| Pot | Pit |
| Mat | mit |
| Sit | tis |
| Lit | ilt |
| Hut | Tuh |

**Discussion:**

The verbal style involves both the written and spoken word. If you use this style, you find it easy to express yourself, both in writing and verbally. You love reading and writing. You like playing on the meaning or sound of words, such as in tongue twisters, rhymes, limericks and the like. You know the meaning of many words, and regularly make an effort to find the meaning of new words. You use these words, as well as phrases you have picked up recently, when talking to others. Humans learn before birth and continue until death as a consequence of ongoing interactions between people and their environment. The nature and processes involved in learning are studied in many fields, including educational psychology, neuropsychology, experimental psychology, and pedagogy. Research in such fields has led to the identification of various sorts of learning. For example, learning may occur as a result of habituation, or classical conditioning, operant conditioning or as a result of more complex activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness. Learning that an aversive event can't be avoided nor escaped may result in a condition called learned helplessness. There is evidence for human behavioral learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development. Play has been approached by several theorists as the first form of learning. Children experiment with the world, learn the rules, and learn to interact through play. Lev Vygotsky agrees that play is pivotal for children's development, since they make meaning of their environment through playing educational games.

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