

Word modification on memory recall

Psychology



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Word Modification on Memory Recall Memory can be enhanced in different ways. However, this varies from one person to another. This paper forms the introduction of Word Modification on Memory Recall. The paper will focus on the hypothesis: individuals would recall a higher number of words when given in a noticeable change in font style.

Word Modification on Memory Recall

Introduction

Human beings are created with memory that has the aptitude to encode, store and remember information (Arbib et al., 1998). The encoding of human beings allows the perceived object to be translated into a certain form that can be stored in the brain, and can be recalled later either from short-term or long term-memory (Arbib et al., 1998). In regard to storage of the word information, visual encoding is involved with information obtained from words. This is the process of encoding images and visual sensory information.

In regard to font style and the way they affect memory, some researches have found out that people tend to retain more information and material when they study in a font that is not only unusual but also difficult to read (Goolkasian & Foos, 2002). Psychologists believe that people tend to remember newly learned facts for a longer time than they do remember the usual things they know (Goolkasian & Foos, 2002). The same case applies to new and changed font styles other than the commonly used font types. The use of changed and unusual font is effective in memory because it makes people think more deeply about the material. It is argued that when reading materials are put in a hard to read font, people will be forced to read more carefully in order to grasp the content of the material.

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Some studies indicate that the time certain information is retained in memory depends with how easily the information is inputted to mind, how familiar the information is, or how quick people can read the written information (Randall, 2007). In this regard, the idea of how easily the information can be read can impact memory either positively or negatively. Students tend to have metacognitive judgment on readings presented in a usual font type. They pay less attention to such texts. In fact, texts presented in a customary text create a notion that the text is familiar, and this affects student's concentration.

According to Yue, (2011), a study conducted by Yauman, D, Vaughan, (2010) maneuvered the type of study material. Participants were asked to memorize the materials. Results indicated that materials presented in alien types were most remembered (Yue, 2011). They later took the experience to a high school and the results were the same. It was apparent that even if the students were not aware of the differences between font types since they contained similar information, the alien fonts may have triggered extra strategies that led to better performance (Yue, 2011).

It can, therefore, be argued that the font type can have a significant impact on memory recall. Students presented with texts in distinct font types may be enticed to read in to details the content of the text. Some font types appear to be bigger while others appears to be smaller. These changes trigger student's curiosity, which make the concentrate more on the text. However, change in color of the font may also enhance the student's concentration on the text. Some colors are more appealing than others.

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