DISCUSSION

From the study, the experimenters sought that sentences with non-relative clauses are understood better than sentences with self-embedded relative clauses; which just supports the theory of Kimball in his earlier studies, where he adheres to the concept that listeners try to attach each new word to the preceding constituent. Furthermore, this study would implicate the suggestions made by Bever and Watt in their researches, that listeners are prone to memory load. Use of verbatim and paraphrased questions after each sentence further determined the understanding and encoding of the meaning of the text by the subjects. Structural and Semantic text variables were deemed as affecting the encoding capacity of the subjects. Structural, as the interpretation of the text when manipulated, and semantic variables, as diction and arrangement or words so as to express content, showed how much the subjects understood the text in as much as these variables were embedded in both the questions and sentences.

With regard to the deviations in scores of the subjects may be due to individual differences and certain confounding variables, as the concentration of the subjects and noise. The time of the experimental sessions were during the wee lunch hours, that subjects may have not eaten yet, which may have affected their concentration. In as much as some subjects may learn easier from auditory than visual presentations as argued by Binet et. al 1894 and others may learn otherwise, meaning, subjects may learn easier
from visual than auditory patterns (Hawkins, 1897) is another variable the researchers must take into account when determining causes of deviations. Despite these confounding elements present in the experiment, it was deemed that relative easiness of the sentences and multiple choice questions presented to the subjects may have resulted to the minimum error committed by the subjects on their answers. The sentences used by the experimenters were comprised of simple everyday words and ideas such that encoding was not that difficult.

The experiment showed that after hearing a passage, people try to recall as much information as they can. Some ideas may be understood and recalled by everyone while certain points may be remembered and fully encoded by only some. In relation to this, the study supports the earlier studies of Fries (1962) and Epstein (1961, 1962), that grammatical markers and syntactic cues facilitate recall and encoding of the text materials. As based on the derived results, not only could it be said that the presence of relative and non-relative clauses affected the understanding of sentences, the latter being easier to encode; but learning has occurred in the subjects both at phonological and semantic levels as reflected in their answers, given structured and semantic variables, as in the questions and sentences presented to them.