



THE EFFECT OF QUESTION WORDING ON RECOLLECTION

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**BASED OFF OF
THE WORKS OF ELIZABETH LOFTUS**

**Loftus, E. (1975). Leading questions and the
eyewitness report. *Cognitive Psychology*, 7,
560-572**

**Loftus E, & Palmer J. (1974). Reconstruction of
automobile destruction: An example of the
interaction between language and memory.
*Journal of Verbal Learning and Verbal
Behavior*, 13,585-589**

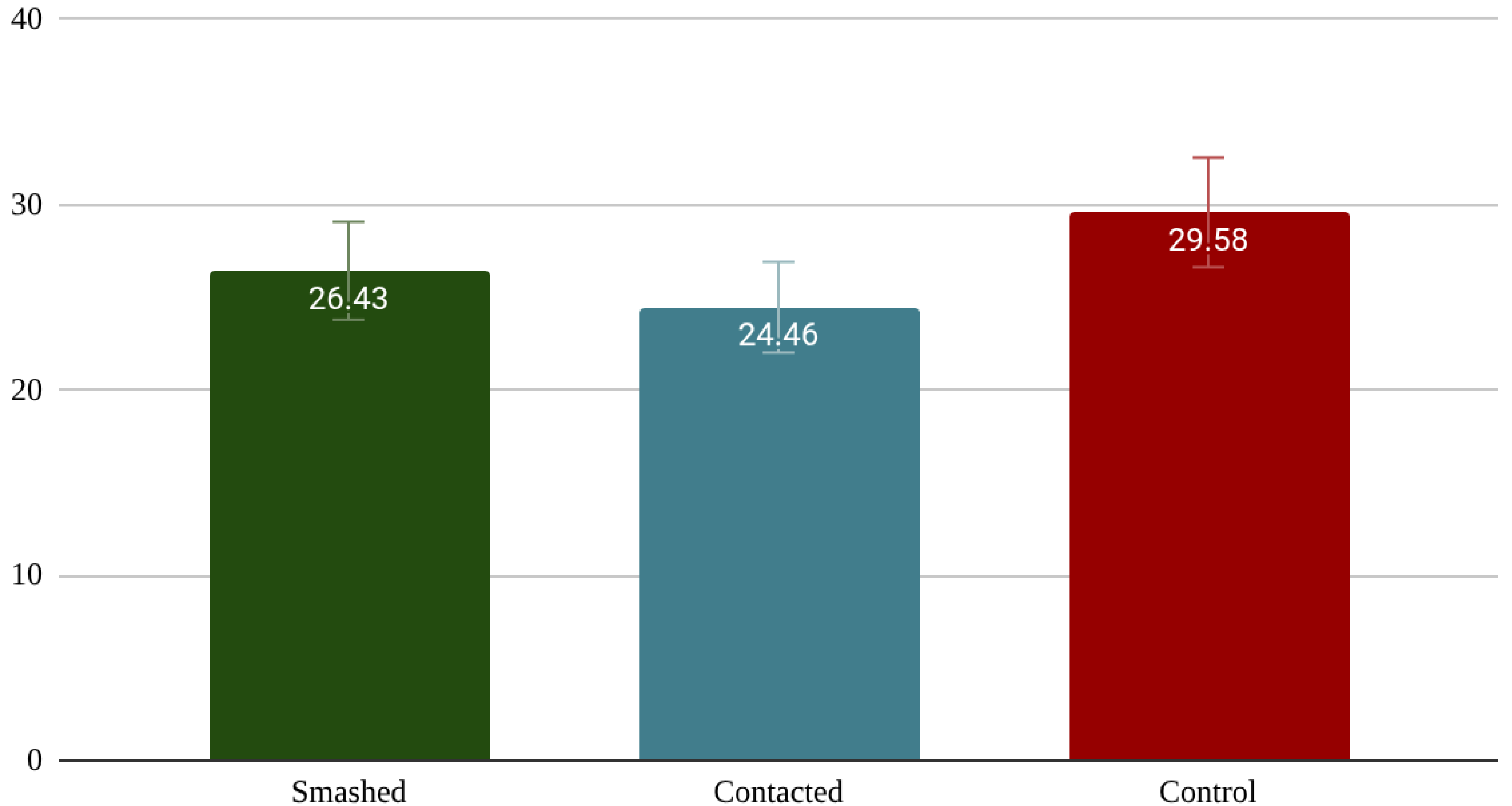
Method

- **Participants were shown a video of a car crash**
- **They were then asked one of three questions:**
 - **“How fast were the cars going”,**
 - **“How fast were the cars going when they smashed into each other” or**
 - **“How fast were the cars going when they contacted”**
- **They were then asked if they saw broken glass**

My hypothesis

I think that people who were given the question "how fast were the cars going when they smashed?" would give the highest overall mph estimates and say yes to seeing broken glass the most

AVG Speed Estimates by Condition (MPH)



Conclusion

The results in the previous slide suggest that although wording may have an effect on long-term memory, it does not seem to have any effects on extremely short term memory.

Future results

What I would do in the future:

1:

I would show the car crash and ask the same questions with a much larger sample size group.

Future results

What I would do in the future:

2:

**Different groups would be asked
the questions the same day, the
next day, the third day, or the
fourth day and so on.**