

similar to those in dysphasic subjects remains to be seen.

SUMMARY

An analysis of verbal association processes in learning nonsense syllables was undertaken in eight patients with dysphasia and eight patients with neurological disorders without dysphasia.

The pattern of learning shows that patients with dysphasia have greater difficulty in learning nonsense syllables than non-dysphasic patients, when learning depends upon the ability to form associations with a particular word. This suggests that the breakdown of association processes, which has been shown to occur when dysphasics are required to name objects and respond to spoken stimulus words, also accounts for the impairment of other aspects of language function, namely, verbal learning and recall.

Some theoretical implications of this finding are discussed.

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