Linguistics 170: HW1

due Thursday 19 October 2006

1. One of the most robust results of psycholinguistics is that of priming. Give a short definition of priming. Researchers have distinguished form-based priming and meaning-based priming. Describe the differences between these two types of priming.

Which type of priming shows clear evidence for effects? Propose a hypothesis to explain the difference in strength.

2. Do the results of Swinney’s (1979) study support a model of lexical access as an automatic or attentional process? Explain what Swinney’s crucial results were and how they support the relevant type of model.

3. Briefly describe the traditional dual route model of English language word reading. What basic evidence supports the existence of each of the routes, and what type(s) of acquired dyslexia are consistent with the dual route model? what type(s) are problematic for it? Why?

4. Despite their inability to completely model human performance, the textbook places a high value on connectionist models. Give two major differences between these types of models and the more traditional models, as well as examples of these differences. You may use examples from either models of word recognition or reading.

Do you see these differences as positive things? Why or why not?

5. Cutler et al. (1986, 1992) found in a phoneme monitoring task that native speakers of French were able to correctly identify both CV (e.g., ‘ba’) and CVC (e.g., ‘bal’) sequences more easily when the sequence to be identified was a syllable in the input (e.g., ‘ba’ in ‘balance’) than when it was not (e.g., ‘ba’ in ‘balcon’). Native English speakers, in contrast, did not show such a pattern. To what structural difference between French and English has this set of results been attributed?

What are the consequences of this result for the idea of cross-linguistic universals of the language processing architecture?