### Introduction

- What impact do surface and structural properties have on syn
- Our focus comes from the assumption in theoretical linguistic formations that operate on syntactic constructions.
- Is structural priming able to be triggered by pre-transformation if the evidence of that construction has been manipulated

## Background

- Bock (1986) showed that hearing a structure can prime future
- Since 1986, the scope of syntactic priming has been investigate
  - Priming in ditransitives occur independently of which "for") is used (Bock and Loebell 1990)
  - Complementizer and demonstrative "that" do not prin reira 2003)
  - These show that some type of abstract structure can l
- Transformational Grammar or Movement:
  - One unifying notion across syntactic frameworks in is the notion of transformations
  - Transformations relate surface forms to earlier derivation
  - Most generative grammars derive passive subjects fro
  - "The book was read by me" is derived from "I read the – In the current minimalist program this is implemente of Move (Chomsky 1995)
- Bock et al. (1992) tried to investigate if earlier derivational step
  - Tested underlying object vs surface subject in passive
  - Did not find any evidence for role of underlying object
  - They did find an effect of linear order of thematic role
  - Problem: The earlier derivational stage in the passive native (i.e. active)
  - Solution: Rely on transformations that are orthogona

# Questions

**Experiment 1:** Do passive questions prime passive descriptions Experiment 2: Do passive ditransitives prime active ditransitves

# Highlights

- Experiment 1
  - **Discovery:** Tentative evidence for both surface and derive - **Problem:** Derivational effect could be driven by passive
- Experiment 2
  - Discovery: Only linear order was primed in comprehens
  - **Problem:** Could reflect task specific aspects of chunking

# Extensions and References

Future work will investigate:

- Trying new paradigms to investigate the question behind exp
- Look for other syntactic variables that surface priming cannot
- Possibly particle verb questions:
  - "What did John read over?" from "John read (what) ov

### **Selected References**

• Bock, K. (1986). Syntactic persistence in language production. 18:355–387. • Bock, K. and Loebell, H. (1990). Framing sentence • Bock, K., Loebell, H., and Morey, R. (1992). From conceptu relations: bridging the syntactic cleft. Psychological Review, 99:1 N. (1995). The minimalist program. MIT Press, Cambridge, MA. The persistence of optional complementizer production: Why saying "that" at all. *Journal of Memory and Language*, 48:379–398.

# Linear order and syntactic structure in sentence priming

Hezekiah Akiva Bacovcin & ta bacovcin@ling.upenn.edu

Meredith Tamminga tamminga@ling.upenn.edu

	Experiment 1 – Design	Experiment 2 – Design
ntactic priming? cs that there are trans-	Experiment 1PrimesWhat did the squirrel eat? [Pat. Act.]What was eaten by the squirrel? [Pat. Pass.]What ate the acorn? [Agt. Act.]	Experiment 2Primes(She was) (given it) (on Tuesday)(It was) (given to her) (on Tuesday)Targets(They gave) (him it) (in January)
by a transformation? e production ted: ch preposition ("to" vs	<ul> <li>What was the acorn eaten by? [Agt. Pass.]</li> <li>Targets Picture of baseball breaking a window "break"</li> <li>Experiment 1:         <ul> <li>Do passive questions prime passive declaratives?</li> <li>131 sbjs (subject pool and ProlificAcademic); 12 critical items; 12 filler pairs</li> <li>Two Tasks:</li></ul></li></ul>	<ul> <li>(They gave) (it to him) (in January)</li> <li>Experiment 2: <ul> <li>Do passive DOC prime declarative DOC?</li> <li>Two sub-experiments: <ul> <li>Each subject saw each item once</li> <li>Each subject saw each item three times</li> <li>180/100 sbjs (subject pool); 9 critical items; 9 filler pairs</li> </ul> </li> </ul></li></ul>
ime one another (Fer- be primed	<ul> <li>* Picture Description (Targets)</li> <li>– All targets had inanimate agents and patients (better distribution of active/passive, see Bock 1986)</li> <li>– Primes included animals but no human agents</li> </ul>	<ul> <li>Two Tasks For Each Item:</li> <li>* Self Paced Reading; () indicate chunks</li> <li>* Acceptability Judgement; 1-7 Likert scale</li> </ul>
generative grammar	– Pictures taken from Denkinger and Koutstaal (2014)	<ul> <li>Experiment 2 – Rating Results</li> <li>Both word orders are given reasonably high ratings</li> </ul>
ational steps fom an object position he book" ed with the operation	Experiment 1 – Example         Question Answering       Picture Description	<ul> <li>"She gave it to him" is rated slightly higher than "She gave him</li> <li>If the gave him the gave</li></ul>
ps could act as primes es ect es e is the priming alter-	Picture:	During the second secon
al to target property s in production? es in comprehension?	Shown Text:What ate the acorn?"break":Response:The squirrelThe baseball broke the window.Experiment 1 – Results	<ul> <li>Mean("She gave it to him") - mean("She gave him it")</li> <li>Average scores of about 5.8 (collapsing across conditions)</li> <li>Correlation of 0.490 between by-sbj passive and active difference</li> <li>Results from Wilcoxon tests (on raw ratings): <ul> <li>Him–it orders rated 1 (CI .99–1.01) point lower than it–him</li> </ul> </li> </ul>
vational priming e morphology sion priming s periment 2. ot explain over (what)". . <i>Cognitive Psychology,</i> es. <i>Cognition,</i> 35:1–39. ual roles to structural	<ul> <li>Passive questions do prime passive descriptions</li> <li>Patient questions also prime passive descriptions</li> <li>These effects are independent</li> </ul>	<ul> <li>Experiment 2 – RT Results (Highly Rated T</li> <li>Comprehension priming did occur</li> <li>(It was) (given to him) primed (She gave) (him it)</li> <li>(It was) (given to him) did NOT prime (She gave) (it to him)</li> <li>If was) (given to him) did not prime (She gave) (it to him)</li> <li>If was) (given to him) did not prime (She gave) (it to him)</li> <li>If was) (given to him) did not prime (She gave) (it to him)</li> <li>If was) (given to him) did not prime (She gave) (it to him)</li> <li>If was) (given to him) did not prime (She gave) (it to him)</li> <li>If was) (given to him)</li> <li>If was)</li> <li>If was (given to him)</li> <li>If</li></ul>
<ul> <li>150–171. Chomsky,</li> <li>Ferreira, V. (2003).</li> <li>saying "that" is not</li> </ul>	<ul> <li>Results from Mixed Effects Models (Random Intercepts for Subject and Items):         <ul> <li>Significant effect of wh-type (p = 0.024) and prime voice (p = 0.002)</li> <li>No significant interaction (p = 0.151)</li> </ul> </li> </ul>	<ul> <li>Significant effects:</li> <li>* Prime type [matches/not matches target] (p = 0.044</li> <li>* Target type (p = 0.032)</li> <li>No significant interaction (p = 0.841)</li> </ul>





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