1 ◻ Sentence comprehension and memory

- Immediate processing of sentences
- Comprehending sentences in context
- Memory of sentences

2 ◻ Immediate processing of sentences

- Parsing—assign elements of its surface structure to linguistic categories
- Immediacy principle—make decisions immediately as we encounter a word
- "Wait and see" approach—to postpone interpreting a word or phrase until it is clearer where a sentence is going

3 ◻ Parsing strategies

- Late closure strategy—whenever possible, we prefer to attach new items to the current constituent
- (5) Tom said that Bill had taken the cleaning out yesterday.
- (6) Jessie put the book Kathy was reading in the library…
- (7) Since Jay always jogs a mile seems like a very short distance to him.

4 ◻ Minimal attachment strategy

- Fewest syntactic nodes
- See Figure 6-2 on p130

5 ◻ Modular versus Interactive Models

- Modular approach—comprehension as a whole is a result of many different modules, each devoted to a particular aspect of comprehension. Parsing is performed initially by a syntactic module that is not influence by higher-order contextual variables.
- Interactive models—syntax and semantics interact during the comprehension process.

6 ◻ Constraint-based model

- We simultaneously use all available information in our initial parsing— syntactic, lexical, discourse, and nonlinguistic, contextual information.

7 ◻ Examples

- (11) The florist sent the flowers was very pleased.
- (12) The florist sent the flowers to the elderly widow.
- (13) The florist who was sent the flowers was very pleased.
- (14) The performer sent the flowers was very pleased.

8 ◻ Findings

- The parser operates with structural biases that are not influenced by prior semantic context. (see ex. 15-18, p. 132.)
- The comprehenders immediately use their lexical knowledge. (see ex. 19-20, p.132)

- Lexical variables influence parsing more rapidly and consistently than discourse variables.

9 ☐ Comprehending sentences in context
- Can you pass the salt?
- Some marriages are iceboxes.

10 ☐ Maxims of conversations
1. Quantity
2. Quality
3. Relation
4. Manner

11 ☐ Speech act
- Locutionary act—the act of saying something
- Illocutionary force—the action that is performed by saying the sentence
- Perlocutionary effect—the effect of the utterance

12 ☐ How do we comprehend indirect speech act?
- In natural discourse, previous sentences may have activate enough information in semantic memory to comprehend the non-literal meaning directly, without first considering the direct speech act.

13 ☐ Metaphors
- Billboards are warts on the landscape.
  tenor   vehicle

  Ground—the implied similarity between tenor and vehicle

14 ☐ Comprehending metaphors
- When no context preceded the metaphor, metaphoric statements took longer to comprehend than literal statements.
- However, with 45-word contexts, metaphors require no more or less time to understand than literal statements.
- We cannot ignore metaphors, even when metaphoric readings are irrelevant to the task.
- Both literal and figurative priming facilitate metaphor comprehension. (ex 44-46, p141)

15 ☐ Conceptual metaphor theory
- Lakoff and Johnson have argued that metaphors are not creative expressions but rather instantiations of underlying conceptual metaphors.
- LOVE IS JOURNEY
- Look how far we have come.
- We have hit a dead end.

16 ☐ Class-inclusion theory
- Glucksberg and his colleagues have advanced a model that states the

metaphors are class-inclusion statements.

- (47) My job is a jail.
- (48) All dogs are animals.
- instantiation
- (49) The container held the apples.
- (50) The container held the cola.

17 ▣ Metaphors and "normal" comprehension processes

- We understand metaphors much the way we understand literal speech—by retrieving information from the lexicon, selecting the part that is relevant, and identifying a relationship between the lexical representations that have been retrieved.

18 ▣ Memory for sentences

- Memory for meaning vs. surface form
----Ex 53-57, p145
----We ordinary use the syntactic structure of a sentence to extract the underlying meaning.
- Time course of retention
----Retention of both form and meaning was excellent immediately after the study sentence, but memory for form declined substantially within 40 syllables of retention interval (about 12.5 seconds)

19 ▣ Pragmatic factors

- Interactional content—convey the attitude of the speaker toward the listener
- Subjects had excellent retention of form as well as meaning of statements that were high in interactional content.
- Students remember polite working better than impolite wording in an unexpected memory test.
- Also, they were more likely to remember form that were inconsistent with a speaker's status.

20 ▣ Inferences and sentence memory

- Greater elaboration of processing leads to better retention.
- Inferences and false recognition errors (See Ex. 58, 59, p.147-8)
- Role of inferences in advertising (p.148)
--People are not good at distinguishing between direct assertions and inferences.
-- Advertisers are prevented, on legal ground from making false statements about their products, but making false implications is less dangerous.