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| Paper | Procedure | Exposure | Online Task | Offline Task |
| (Batterink, Reber, Neville, & Paller, 2015) | ½ participants were told there were words and they needed to find out where each word starts and ends  Exposure  Offline Task  Online Task | 11 syllables  6 tri-syllabic words (varying TP for syllables)  208 syllables/min ~ 288 msec each  Each word repeated 300 times  3 blocks of 8 minutes = 24 minutes | 33 streams created, each with 2 reps of each word (12 words) ~ 3.5 mins each  Slower rate than exposure, 144 syllables/min  (Onsets determined by three raters upon inspection of spectrograms and listening)  Each syllable was a target 3 times; each stream had 2-8 targets [5-24 trials per syllable], 36 trials for each position | 6 words vs. 6 nonwords  Rated confidence on a 1-10 scale after each 2afc |
|  |  |  | Main effect of position  1-2 and 2-3 but not 1-2 | Accuracy = 61.3, SD = 8.0  Correlation with online  R = 0.7, p – 0.75 |
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Individual Abilities:

* Sentence comprehension (AGL) Misyak & Christiansenn 2012
* Lexical, Oral language skills (Mainela-Arnold & Evans, 2014;Singh, Steven Reznick, & Xuehua, 2012; Spencer, Kaschak, Jones, & Lonigan, 2014).
* Only ones to modify paradigm: (but see Bertels et al., 2014,and Bertelsetal., 2012, for task modifications)

Implicit vs. Explicit:

(Batterink, Reber, Neville, & Paller, 2015; Bertels, Boursain, Destrebecqz, & Gaillard, 2014; Bertels, Franco, & Destrebecqz, 2012; Kim, Seitz, Feenstra, & Shams, 2009)