Running head: SEMANTIC NORMS

1

- English Semantic Feature Production Norms: An Extended Database of 4,436 Concepts
- Erin M. Buchanan¹, K. D. Valentine², & Nicholas P. Maxwell¹
 - ¹ Missouri State University
 - ² University of Missouri

3

5

Author Note

- Erin M. Buchanan is an Associate Professor of Quantitative Psychology at Missouri
- ⁷ State University. K. D. Valentine is a Ph.D. candidate at the University of Missouri.
- 8 Nicholas P. Maxwell is a Masters' candidate at Missouri State University.
- We would like to thank Keith Hutchison and David Balota for their contributions to
- this project, including the funds to secure Mechanical Turk participants.
- 11 Correspondence concerning this article should be addressed to Erin M. Buchanan, 901
- S. National Ave, Springfield, MO 65897. E-mail: erinbuchanan@missouristate.edu

Abstract

The largest limiting factor in understanding memory and language networks is often the 14 availability of normed stimuli to use and explore in experimental studies. In this study, we 15 expand on three previous semantic feature overlap norms to over 4,000 cue stimuli ranging 16 from nouns, verbs, adjectives, and other parts of speech. Participants in the norming study 17 were asked to provide feature components of each cue stimuli, which were combined with the 18 previous research using semantic feature production procedures. In addition to expanding 19 previous research, this project explores different semantic overlap measurements by coding 20 each word feature listed by root and affixes to determine different strengths of feature 21 overlap. All information is provided in a searchable database for easy access and utilization 22 for future researchers when designing experiments. The final database of cue-target pairs was paired with the Semantic Priming Project to examine the relation of feature overlap 24 statistics on semantic priming in tandem with other psycholinguistic variables, such as association and thematics.

Keywords: semantics, word norms, database, psycholinguistics

English Semantic Feature Production Norms: An Extended Database of 4,436 Concepts 28 Semantic representations are the focus of a large area of research which tries to 29 delineate the essential features of a concept. These features are key to many models of 30 semantic memory (Collins & Loftus, 1975; Collins & Quillian, 1969), and they have been 31 used to create both feature based (Cree & McRae, 2003; Smith, Shoben, & Rips, 1974; Vigliocco, Vinson, Lewis, & Garrett, 2004) and distributional based models (Griffiths, Steyvers, & Tenenbaum, 2007; Jones & Mewhort, 2007; Riordan & Jones, 2011). Category 34 set creation was a seminal task with corresponding norms that have been prevalent in the 35 literature (Ashcraft, 1978; Rosch & Mervis, 1975; Toglia, 2009; Toglia & Battig, 1978). Feature production norms are created by soliciting participants to list properties or features 37 of a target concept. These features are then compiled into feature sets that are thought to represent, at least somewhat, the memory representation of a particular concept. Previous 39 work on semantic feature production norms in English includes databases by Buchanan, Holmes, Teasley, and Hutchison (2013), McRae, Cree, Seidenberg, and McNorgan (2005), 41 and Vinson and Vigliocco (2008). For example, when queried on what ines a cat, participants may list tail, animal, 43 and pet. These features capture the most common types of descriptions: "is a" and "has a". Additionally, feature descriptions may include uses, locations, behavior, and gender (i.e., actor denotes both a person and gender). The goal of these norms is often to create a set of high-probability feers, as there can and will be many idiosyncratic features listed in this task, corresponding to the theory of fuzzy logic for category representation (Medin, 1989).

- These norms have now been published in Italian (Montefinese, Ambrosini, Fairfield, &
- 50 Mammarella, 2013; Reverberi, Capitani, & Laiacona, 2004), German (and Italian, Kremer &
- Baroni, 2011), Portuguese (Stein & de Azevedo Gomes, 2009), Spanish (Vivas, Vivas,
- ⁵² Comesaña, Coni, & Vorano, 2017), and Dutch (Ruts et al., 2004), as well as for the blind
- ⁵³ (Lenci, Baroni, Cazzolli, & Marotta, 2013).
- The data from these studies has been used to explain many semantic based phenomena

in several ways. First, the feature production norms can be used as the underlying data to create models of semantic priming and cognition (Cree, McRae, & McNorgan, 1999; Rogers & McClelland, 2004; Vigliocco et al., 2004). Moss, Tyler, and Devlin (2002) explored how 57 deficits in categories may arise with production norms, and since these studies focused on the likelihood of cue-feature combinations, features can be used to examine the probabilistic nature of language (Cree & McRae, 2003; McRae, {de Sa}, & Seidenberg, 1997; Pexman, Holyk, & Monfils, 2003). When using database norms to select for stimuli, others have studied semantic word-picture interference (Vieth, McMahon, & Zubicaray, 2014), recognition memory (Montefinese, Zannino, & Ambrosini, 2015), and semantic richness, which is a measure of shared defining features (Grondin, Lupker, & McRae, 2009; Kounios et al., 2009; Yap & Pexman, 2016; Yap, Lim, & Pexman, 2015). The Vinson and Vigliocco labs have shown the power of turning in-house data projects into a larger norming set (Vinson & Vigliocco, 2008), as they published papers on aphasia (Vinson & Vigliocco, 2002; Vinson, Vigliocco, Cappa, & Siri, 2003), meaning-syntactic differences (Vigliocco, Vinson, & Siri, 2005; Vigliocco, Vinson, Damian, & Levelt, 2002), and representational models (Vigliocco et al., 2004). 70

However, it would be unwise to consider these norms as an exact representation of a concept in memory (McRae et al., 2005). These norms represent salient features that participants can recall, likely because saliency is considered special to our understanding of concepts (Cree & McRae, 2003). Additionally, Barsalou (2003) suggested that participants are likely creating a mental model of the concept based on experience and using that model to create a feature property list. This model may represent a specific instance of a category (i.e., their pet dog), and feature lists will represent that particular memory.

Computational modeling of memory requires sufficiently large datasets to accurately portray semolic memory, therefore, the advantage of big data in psycholinguistics cannot be understated. There are many large corpora that could be used for exploring inguage through frequency (see the SUBTLEX projects Brysbaert & New, 2009; New, Brysbaert,

Veronis, & Pallier, 2007). Additionally, there are large lexicon projects that explore how the basic features of words, such as orthographic neighborhood, length, and part of speech, affect 83 semantic priming (Balota et al., 2007; Keuleers, Lacey, Rastle, & Brysbaert, 2012). Prge 84 databases of age of acquisition (Kuperman, Stadthagen-Gonzalez, & Brysbaert, 2012). 85 concreteness (Brysbaert, Warriner, & Kuperman, 2014), and valence (Warriner, Kuperman, & Brysbaert, 2013) provide further avenues for understanding the impact these rated 87 properties have on semantic memory. For example, age of acquisition and concreteness ratings have been shown to predict performance on recall tasks (Brysbaert et al., 2014; Dewhurst, Hitch, & Barry, 1998), while valence ratings are useful for gauging the effects of emotion on meaning (Warriner et al., 2013). These projects represent a small subset of the 91 larger normed stimuli available (Buchanan, Valentine, & Maxwell, 2018), however, research is still limited by the overlap between these datasets. If a researcher wishes to control for lexical and relational variables, the inclusion of each new variable to the study will further restrict the item pool for study. Large, overlapping datasets are crucial for exploring the entire range of an effect, and to ensure that the stimuli set is not the only contributing factor to the results of a study.

Therefore, the purpose of this study is to further expand the stimuli and variable 98 options available to the field, as well as promote the use of these norms for stimuli creation. 99 To accomplish these goals, we have expanded our original semantic feature production norms 100 (Buchanan et al., 2013) to include all cues and targets from The Semantic Priming Project 101 (Hutchison et al., 2013). The existing norms were reprocessed along with these new norms to 102 explore the impact of feature coding and affixes on variable creation and prediction. The 103 entire dataset is available on our website (http://www.wordnorms.com) which has been 104 revamped with a new interface and web applications to easily find and select stimuli for 105 future experiments. The data collection, (re)processing, website, and finalized dataset are 106 detailed below. 107

108 Method

109 Participants

Participants in the newly collected stimuli set were gathered from Amazon's 110 Mechanical Turk, which is a large, diverse participant pool wherein users can complete 111 surveys for small sums of money (Buhrmester, Kwang, & Gosling, 2011). Answers can be 112 screened for errors, and incorrect or incomplete surveys can be rejected or discarded without 113 payment. Each participant was paid five cents for a survey, and they could complete 114 multiple Human Intelligence Tasks or HITS. Each HIT included five concepts, and HITS 115 would remain active until n = 30 valid survey answers were collected. HITS were usually 116 rejected if they included copied definitions from Wikipedia, "I don't know", or writing a paragraph about the concept. These answers were discarded, as described below. Table 1 118 includes the sample sizes from the new study (Mechanical Turk 2), as well as the sample 119 sizes from the previous study, as described in Buchanan et al. (2013). 120

121 Materials

The purpose of this second norming set was to expand the Buchanan et al. (2013) 122 norms to include all concepts from the Semantic Priming Project (Hutchison et al., 2013). 123 The original concept set was selected primarily from the Nelson, McEvoy, and Schreiber 124 (2004) database, with small overlaps in the McRae et al. (2005) and Vinson and Vigliocco 125 (2008) database sets for convergent validity. In the Semantic Priming Project, cue-target 126 pairs were shown to participants to examine naming and lexical decision time priming across 127 related and unrelated pairs. The related pairs included first associate (most common 128 response to a cue) and other associates (second or greater common responses to cues) as 129 their target words. The Buchanan et al. (2013) publication of concepts included the cue 130 words from the Semantic Priming Project, while this project expanded to include unnormed 131 cue words and all target words for all first and other associate pairs. The addition of these 132 concepts allowed for complete overlap between the Semantic Priming Project and feature 133

production norms.

Concepts were labeled by part of speech using the English Lexicon Project (Balota et 135 al., 2007), the free association norms, and Google's define search when necessary. When labeling these words, we used the most common part of speech to categorize concepts. This 137 choice was predominately for simplicity of categorization, however, the participants were 138 shown concepts without the suggestion of which sense to use for the word. Therefore, 139 multiple senses (i.e., bat is noun and a verb) are embedded into the feature production 140 norms, while the database is labeled with single parts of speech. The other parts of speech 141 can be found in the English Lexicon Project or multiple other databases. This dataset was 142 combined with McRae et al. (2005) and Vinson and Vigliocco (2008) feature production 143 norms, which resulted in a combined total of 4437 concepts. 70.4\% of concepts were nouns, 144 14.9% adjectives, 12.4% verbs, and 2.3% were other forms of speech, such as adverbs and 145 conjunctions. 146

147 Procedure

Each HIT was kept to five concepts, and usual survey response times were between five 148 to seven minutes. Each HIT was open until thirty participants had successfully completed 149 the HIT and were paid the five cents for the HIT. The survey instructions were copied from 150 McRae et al. (2005)'s Appendix B, which were also used in the previous publication of these 151 norms. Because the McRae et al. (2005) data was collected on paper, we modified these 152 instructions slightly. The original lines to write in responses were changed to an online text 153 box response window. The detailed instructions additionally no longer contained information about how a participant should only consider the noun of the target concept, as the words in 155 our study included multiple forms of speech and senses. Participants were encouraged to list 156 the properties or features of each concept in the following areas: physical (looks, sounds, and 157 feels), functional (uses), and categorical (belongings). The same examples used previously in 158 McRae et al. (2005) and Buchanan et al. (2013) (duck, cucumber, stove) were included to 159

aid in task understanding and completion. Participants signed up for the HITS through 160 Amazon's Mechanical Turk website and completed the study within the Mechanical Turk 161 framework. Approved HITs were compensated through the Mechanical Turk system. All 162 answers were then combined into a larger dataset. 163

The entire dataset, at each processing stage described here, can be found at:

Data Processing

165

184

https://osf.io/cjyzw/. On our OSF page, we have included a detailed processing guide on 166 how concepts were (re) examined for this publication. This paper was written with R167 markdown (R Core Team, 2017) and papaja (Aust & Barth, 2018). The markdown document 168 allows an interested reader to view the scripts that created the article in line with the 169 written text. However, the processing of the text documents was performed on the raw files, 170 and therefore, we have included the processing guide for transparency of each stage. 171 First, each concept was separated into an individual text file that is included as the 172 "raw" data online. Each of these files was then spell checked and corrected when the participant answer was obviously a typo. As noted earlier, participants often tried to cut and paste Wikipedia or other online dictionary sources into the their answers to complete surveys 175 quickly with minimal effort. These entries were easily found because the formatting of the 176 webpage was included in their answer. These answers were then discarded from the 177 individual concept's text file. Next, each concept was processed for feature frequency. In this 178 stage, the raw frequency counts of each cue-feature combination were calculated and put 179 together into one large file. Cue-cue combinations were discarded, as participants might 180 write "a zebra is a horse" when asked to define zebra. English stop words such as the, an, of 181 were then discarded, as well as terms that were often used as part of a definition (like, 182 means, describes). 183

To create the final root cosine values, we then created a "translated" column for each feature listed. This column indicated the root word for each feature, and additional columns 185

were added with the affixes that were used in the original feature. For example, the original 186 feature cats would be translated to cat and s, wherein cat would be the translated feature 187 and the s would be the affix code. Multiple affix codes were often needed for features, as 188 beautifully would have been translated to beauty, ful, and ly. Often, the noun version of the 189 feature would be used for the translation or the most common part of speech for each feature 190 would be recorded. The sample size for the cue was added to this dataset, as the sample 191 sizes varied across experiment time, as shown in Table 1. Therefore, instead of using raw 192 feature frequency, we normalized each count into the percent of participants that included 193 that feature with each cue. 194

At this stage, the data was reduced to cue-feature combinations that were listed by at 195 least 16% of participants (matching McRae et al. (2005)'s procedure) or were in the top five 196 features listed for that cue. This calculation was performed on the translated normalized 197 feature percent. For example, beauty may have been listed as beauty, beautiful, beautifully, 198 beautifulness, and this feature would have been listed four times in the dataset for the 199 original cue. The frequency feature column indicates the frequency of the original, unedited 200 feature, while the frequency_translated includes all combinations of beauty into one overall 201 feature. Because non-nouns can be more difficult to create a feature list for, we included the top five descriptors in addition to the 16% listed criteria, to ensure that each concept 203 included at least five features. Table 2 indicates the average number of cue-feature pairs found for each data collection site/time point and part of speech for the cue word. 205

The parts of speech for the cue, original feature, and translated feature were merged with this file as described above. Table 3 depicts the pattern of feature responses for cue-feature part of speech combinations. This table includes the percent of features listed for each cue-feature part of speech combination (i.e., what is the percent of time that both the cue and feature were both adjectives) for the original feature (raw) and translated feature (root). Next, the normalized frequency percent average was calculated along with their standard deviations. These columns indicate the frequency percent that a cue-feature part of

speech combination was listed across participants (i.e., what is the average percent of
participants that listed an adjective feature for an adjective cue). These two types of
calculation describe the likelihood of seeing part of speech combinations across the concepts,
along with the likelihood of those cue-feature part of speech combinations across participants.

The top cue-feature combinations the reprocessed and new data collection were then 217 combined with the cue-feature combinations from McRae et al. (2005) and Vinson and 218 Vigliocco (2008). We included all of their cue-feature combinations with the cue-feature listed 219 in their supplemental files with the feature in the raw feature column. If features could be 220 translated into root words with affixes, the same procedure as described above was applied. 221 The final file then included the original dataset, cue, feature, translated feature, frequency of 222 the original feature, frequency of the translated feature, sample size, and normalized 223 frequencies for the original and translated feature. This file includes 69284 cue-original 224 feature combinations, with 48925 from our dataset, and 24449 of which are cue-translated 225 feature combinations. Statistics in Tables 2 and 3 only include information from the 226 reprocessed Buchanan et al. (2013) norms and the new cues collected for this project. 227

The final data processing step was to code affixes found on the original features. A 228 complete affix list translation file can be found online in our OSF files. Table 4 displays the 229 list of affix tags, common examples for each type of affix, and the percent of affixes that fell 230 into each category. The percent values are calculated on the overall affix list, as feature 231 words could have up to three different affixes. Generally, affixes were tagged in a one-to-one 232 match, however, special care was taken with numbers and verb tenses. Features like cats 233 would be coded as a number affix, while features like walks would be coded as a third person verb. In the final words file found online, we additionally added forward strength (FSG) and 235 backward strength (BSG) for investigation into association overlap (Nelson et al., 2004). The last few columns indicate the word list a concept was originally normed in to allow for 237 matching to the original raw files on the OSF page, along with the code for each school and 238 time point of collection. 239

This affix processing procedure is a slight departure from our previous work, as we 240 previously argued to keep some morphologically similar features separate if they denoted 241 different concepts. For example, act and actor were separated because each feature 242 explained a separate component of the cue word (i.e., noun and gender). The original 243 processing in Buchanan et al. (2013) combined features that overlapped in cue sets by 80%. 244 In this reprocessing and update, we translated all words to a root form, and coded these 245 translations, thus, allowing for the exploration of the affect of affixes on semantic feature 246 overlap. Both forms of the feature are provided for flexibility in calculating overlap by using the original feature (raw), the translated feature (root), and the affix overlap by code (affix). 248 Cosine values were calculated for each of these feature sets by using the following formula:

$$\frac{\sum_{i=1}^{n} A_i \times B_i}{\sqrt{\sum_{i=1}^{n} A_i^2} \times \sqrt{\sum_{i=1}^{n} B_i^2}}$$

This formula is similar to a dot-product correlation, where A_i and B_i indicate the 250 overlapping feature normalized frequency between cue A and cue B. The i subscript denotes 251 the current cue, and when features match, the frequencies are multiplied together and 252 summed across all matches (Σ) . For the denominator, the feature normalized frequency is 253 first squared and summed from i to n features for cue A and B. The square root of these 254 summation values is then multiplied together. In essence, the numerator calculates the 255 overlap of feature frequency for matching features, while the denominator accounts for the 256 entire feature frequency set for each cue. Cosine values range from 0 (no overlapping 257 features) to 1 (complete overlapping features). With nearly five thousand cue words, just 258 under twenty-five million cue-cue cosine combinations can be calculated. In the datasets presented online, we only included cue-cue combinations with a feature overlap of at least two features, in order to reduce the large quantity of zero and very low cosine values. This 261 procedure additionally allowed for online presentation of the data, as millions of cosines were 262 not feasible for our server. The complete feature list, along with our code to calculate cosine, 263 can be used to obtain values not presented in our data if desired. 264

In addition to our OSF page, we present a revamped website for this data at

http://www.wordnorms.com/. The single words page includes information about each of the

Website

266

267

cue words including cue set size, concreteness, word frequency from multiple sources, length, 268 full part of speech, orthographic/phonographic neighborhood, and number of phonemes, 269 syllables, and morphemes. These values were taken from Nelson et al. (2004), Balota et al. 270 (2007), and Brysbaert and New (2009). A definition of each of these variables is provided 271 along with the minimum, maximum, mean, and standard deviation of numeric values. The 272 table is programmed using Shiny apps (Chang, Cheng, Allaire, Xie, & McPherson, 2017). 273 Shiny is an R package that allows the creation of dynamic graphical user interfaces for 274 interactive web applications. The advantage to using Shiny applications is data manipulation 275 and visualization with the additional bonus of up to date statistics for provided data (i.e., as 276 typos are fixed or data is updated, the web app will display the most recent calculations). In 277 addition to the variable table, users can search and save filtered output using our Shiny 278 search app. With this app, you can filter for specific variable ranges and save the output in a csv or Excel file. The complete data is also provided for download. 280 On the word pairs page, all information about word-pair statistics can be found. A 281 second variable table is provided with semantic and associative statistics. This dataset 282 includes the cue and target words from this project (cue-cue combinations), the root, raw, 283 and affix cosines described above, as well as the original Buchanan et al. (2013) cosines. 284 Additional semantic information includes Latent Semantic Analysis (LSA; Landauer & 285 Dumais, 1997) and JCN (Jiang & Conrath, 1997) values provided in the Maki, McKinley, and Thompson (2004) norms, along with FSQ and BSG from the Nelson et al. (2004) norms 287 for association. The descriptions, minimum, maximum, mean, and standard deviations of these values are provided in the app. Again, the search app includes all of these stimuli for 289 cue-cue combinations with two or more features in common, where you can filter this data 290 for experimental stimuli creation. The separation of single and word-pair data (as well as 291

cosine calculation reduction to cues with two features in common) was practical, as the
applications run slowly as a factor of the number of rows and columns of data. On each page,
we link the data, applications, and source code so that others may use and manipulate our
work depending on their data creation or visualization goals.

An examination of the results of the cue-feature lists indicated that the new data

296 Results

297

collected was similar to the previous semantic feature production norms. As shown in Table 298 2, the new Mechanical Turk data showed roughly the same number of listed features for each 290 cue concept, usually between five to seven features. Table 3 portrayed that adjective cues 300 generally included other adjectives or nouns as features, while noun cues were predominately 301 described by other nouns. Verb cues included a large feature list of nouns, but then was 302 equally split between adjectives, other verbs, and other categories. Lastly, the other cue 303 types generally elicited nouns and verbs. Normalized percent frequencies were generally 304 between seven and twenty percent when examining the raw words. These words included multiple forms, as the percent increased to around thirty percent when features were translated into their root words. Indeed, nearly half of the 48925 cue-feature pairs were 307 repeated, as 24449 cue-feature pairs were unique when examining translated features. 308 36030 affix values were found, which arose from 4407 of the 4437 cue concepts. 33052 300 first affixes were found, with 2832 second place affixes, and 146 third place affixes. Table 4 310 shows the distribution of these affix values. Generally, numbers were the largest category of 311 affixes demonstrating that participants often indicated the quantity of the feature when describing the cue word. The second largest affix category was characteristics which often 313 indicated the switch to or from a noun form of the feature word (i.e., angry to anger). Verb tenses (past tense, present participle, and third person) comprised a large set of affixes 315 indicating the type of concept or when a concept might be doing an action for a cue. Persons 316 and objects were also indicated about 7% of the time, while actions and processes of the cue 317

were mentioned about 8% of the time.

319 Divergent Validity

When collecting semantic feature production norms, there can be a concern that the 320 information produced will simply mimic the free association norms, and thus, be a 321 representation of association (context) rather than semanticity (meaning). Table 5 portrays the overlap with the Nelson et al. (2004) norms. The percent of time a cue-feature 323 combination was present in the free association norms was calculated, along with the average FSG for those overlapping pairs. These values were calculated on the complete dataset with the McRae et al. (2005) and Vinson and Vigliocco (2008) norms, as we are presenting them as a combined dataset, on the translated cue-feature set only. The overall overlap between 327 the database cue-feature sets and the free association cue-target sets was approximately 37%, 328 ranging from 32% for verbs and nearly 52% for adjectives. Similar to our previous results, 320 the range of the FSG was large (.01 - .94), however, the average FSG was low for overlapping 330 pairs, M = .11 (SD = .14). These results indicated that while it will always be difficult to 331 separate association and meaning, the dataset presented here represents a low association 332 when examining overlapping values, and more than 60% of the data is completely separate 333 from the free association norms. The limitation to this finding is the removal of idiosyncratic 334 responses from the Nelson et al. (2004) norms, but even if these were to be included in some 335 form, the average FSG would still be quite low when comparing cue-feature lists to 336 cue-target lists. 337

338 Convergent Validity

To examine the validity of cosine values, we calculated the average cosine score between the new processing of the data for each of the three feature production norms used in this project. Overlapping cues in each of three database sets were found (n = 188), and the average cosine between their feature sets was examined. Buchanan et al. (2013) and the new dataset are listed the subscript B, while McRae et al. (2005) is M and V for Vinson and

Vigliocco (2008). For root cosine values, we found high overlap between all three datasets: $M_{BM} = .67 \ (SD = .14), M_{BV} = .66 \ (SD = .18), \text{ and } M_{MV} = .72 \ (SD = .11).$ The raw 345 cosine values also overlapped well, even though the McRae et al. (2005) and Vinson and 346 Vigliocco (2008) datasets were already mostly preprocessed for word stems: $M_{BM} = .55$ (SD 347 = .15), M_{BV} = .54 (SD = .20), and M_{MV} = .45 (SD = .19). Last, the affix cosines 348 overlapped similarly between BM datasets, $M_{BM} = .43$ (SD = .29), but did not overlap with 349 the V datasets: $M_{BV} = .04$ (SD = .14), and $M_{MV} = .09$ (SD = .19), likely due to V dataset 350 preprocessing. 351 The correlation between root, raw, affix, old cosine, LSA, and JCN were calculated to 352 examine convergent validity. As shown in Table 6, the intercorrelations between the cosine 353 measures are high, especially between our previous work and this dataset. JCN is backwards 354 coded, as zero values indicate close semantic neighbors (low dictionary distance) and high 355 values indicate low semantic relation. The small negative correlations replicated previous 356 findings (Buchanan et al., 2013). LSA values showed small positive correlations with cosine 357 values, indicating some overlap with thematic information and semantic feature overlap 358 (Maki & Buchanan, 2008). These correlations were slightly different than our previous 359 publication, likely because we restricted this cosine set to values with at least two features in 360 common. LSA and JCN correlations were lower than LSA-COS and JCN-COS, but these 361 values indicated that themes and dictionary distance were similarly related to feature overlap.

Relation to Semantic Priming

363

As a second examination of convergent validity, the correlation between values

calculated from these norms and the Z priming values from the Semantic Priming Project

were examined. The Semantic Priming Project includes lexical decision and naming response

latencies for priming at 200 and 1200 ms stimulus onset asynchronies (SOA). In these

experiments, participants were shown cue-target words that were either the first associate of

a concept or an other associate (second response or higher in the Nelson et al. (2004) norms).

The response latency of the target word was subtracted from the non-primed lexical decision or naming time using the English Lexicon Project as the baseline expected response latencies 371 for concepts. Therefore, each target item received four (two SOAs by two tasks lexical 372 decision or naming) priming times, and we selected the Z-scored priming from the dataset to 373 correlate with our data. In addition to root, raw, and affix cosine, we additionally calculated 374 feature set size for the cue and target of the primed pairs. Feature set size is the number of 375 features listed by participants when creating the norms for that concept. Because of the 376 nature of our norms, we calculated both feature set size for the raw, untranslated features, as 377 well as the translated features. The average feature set sizes for our dataset can be found in 378 Table 2. The last variable included was cosine set size which was defined as the number of 379 other concepts each cue or target was nonzero paired with in the cosine values. Feature set 380 size indicates the number of features listed for each cue or target, while cosine set size indicates the number of other semantically related concepts for each cue or target.

Tables 7 and 8 display the correlations between the new semantic variables described 383 above, as well as FSG, BSG, LSA, and JCN for reference. For lexical decision priming, we 384 found small correlations between the root and raw cosine values and priming, with the 385 largest for first associates in the 200 ms condition. The correlations decreased for the 1200 386 ms condition and the other associate SOAs. These two variables are highly correlated, 387 therefore, it is not surprising that they have similar correlations with priming. Affix cosine 388 also was slightly related to priming, especially for first associates in the 200 ms condition. 389 Most of the cue and feature set sizes were not related to priming, showing correlations close 390 to zero in most instances. Cue set size for the cue word was somewhat related to 200 ms priming, along with raw cue feature set size. These correlations are small, but they are comparable or greater than the correlations for association and other measures of semantic 393 or thematic relatedness. For naming, the results are less consistent. Cosine values are related 394 to 1200 ms naming in first and other associates, and none of the feature or cue set sizes 395 showed any relationship with priming. Again, we see that many of the other associative and 396

semantic variables correspondingly do not correlate with priming. In both naming and
lexical decision priming, BSG has a small but consistent relationship with priming, which
may indicate the processing of the target back to the cue. LSA was also a small predictor of
priming across conditions.

401 Discussion

This research project focused on expanding the availability of English semantic feature 402 overlap norms, in an effort to provide more coverage of concepts that occur in other large 403 database projects like the Semantic Priming and English Lexicon Projects. The number and 404 breadth of linguistic variables and normed databases has increased over the years, however, 405 researchers can still be limited by the concept overlap between them. Projects like the Small 406 World of Words provide newly expanded datasets for association norms, and our work helps 407 fill the voids for corresponding semantic norms. To provide the largest dataset of similar 408 data, we combined the newly collected data with previous work by using Buchanan et al. 409 (2013), McRae et al. (2005), and Vinson and Vigliocco (2008) together. These norms were 410 reprocessed from previous work to explore the impact of feature coding for feature overlap. As shown in the correlation between root and raw cosines, the parsing of words to root form 412 created very similar results across other variables. This finding does not imply that these 413 cosine values are the same, as root cosines were larger than their corresponding raw cosine. 414 It does, however, imply that the cue-feature coding can produce similar results in raw or 415 translated format. 416

Of particular interest was the information that is often lost when translating raw
features back to a root word. One surprising result in this study was the sheer number of
affixes present on each cue word. With these values, we believe we have captured some of the
nuance that is often discarded in this type of research. Affix cosines were less related to their
feature root and raw counterparts, but also showed small correlations with semantic priming.
Potentially, affix overlap can be used to add small, but meaningful predictive value to related

semantic phenomena. Further investigation into the compound prediction of these variables is warranted to fully explore how these, and other lexical variables, may be used to understand semantic priming. An examination of the cosine values from the Semantic Priming Project cue-target set indicates that these values were low, with many zeros. This restriction of range could explain the small correlations with priming, along with the understanding that semantic priming itself can be exceedingly variable and small across items.

We encourage readers to use the corresponding website associated with these norms to 430 download the data, explore the Shiny apps, and use the options provided for controlled 431 experimental stimuli creation. We previously documented the limitations of feature 432 production norms that rely on on single word instances as their features (i.e., four and legs), 433 rather than combined phrase sets. One limitation, potentially, is the inability to create fine 434 distinctions between cues; however, the small feature set sizes imply that the granulation of 435 features is large, since many distinguishing features are often never listed in these tasks. For 436 instance, dogs are living creatures, but has lungs or has skin would usually not be listed 437 during a feature production task, and thus, feature sets should not be considered a complete 438 snapshot of mental representation (Rogers & McClelland, 2004). The previous data and other norms were purposely combined in the recoded format, so that researchers could use the entire set of available norms which increases comparability across datasets. Given the strong correlation between databases, we suspect that using single word features does not reduce their reliability and validity.

One other important limitation of the instructions in this study is that multiple senses of concepts were not distinguished. We did not wish to prime participants for specific senses to capture the features for multiple senses of a concept, however, this procedure could lead to lower cosine values for concepts that might intuitively seem very related. The feature production lists could be used to sort senses and recalculate overlap values, but it is likely that feature information is correspondingly mixed or sorted into small sublists in memory as

well. The addition of the coded affix information may help capture some of those sense

- differences, as well as the some of the spatial and relational features that are not
- 452 traditionally captured by simple feature production. For example, by understanding the
- numbers or actors affixes, we may gain more information about semanticity that is often
- regarded as something to disregard in data processing.

455 References

```
Ashcraft, M. H. (1978). Property norms for typical and atypical items from 17 categories: A
456
          description and discussion. Memory & Cognition, 6(3), 227-232.
457
          doi:10.3758/BF03197450
458
   Aust, F., & Barth, M. (2018). papaja: Create APA manuscripts with R Markdown.
459
          Retrieved from https://github.com/crsh/papaja
460
   Balota, D. A., Yap, M. J., Hutchison, K. A., Cortese, M. J., Kessler, B., Loftis, B., ...
461
          Treiman, R. (2007). The English lexicon project. Behavior Research Methods, 39(3),
462
          445-459. doi:10.3758/BF03193014
463
   Barsalou, L. W. (2003). Abstraction in perceptual symbol systems. Philosophical
464
          Transactions of the Royal Society B: Biological Sciences, 358(1435), 1177–1187.
465
          doi:10.1098/rstb.2003.1319
466
   Brysbaert, M., & New, B. (2009). Moving beyond Kučera and Francis: A critical evaluation
467
          of current word frequency norms and the introduction of a new and improved word
468
          frequency measure for American English. Behavior Research Methods, 41(4), 977–990.
469
          doi:10.3758/BRM.41.4.977
470
   Brysbaert, M., Warriner, A. B., & Kuperman, V. (2014). Concreteness ratings for 40
471
          thousand generally known English word lemmas. Behavior Research Methods, 46(3),
472
          904-911. doi:10.3758/s13428-013-0403-5
473
   Buchanan, E. M., Holmes, J. L., Teasley, M. L., & Hutchison, K. A. (2013). English
474
          semantic word-pair norms and a searchable Web portal for experimental stimulus
          creation. Behavior Research Methods, 45(3), 746–757. doi:10.3758/s13428-012-0284-z
   Buchanan, E. M., Valentine, K. D., & Maxwell, N. P. (2018). LAB: Linguistic Annotated
          Bibliograpy - A searchable portal for normed database information. Retrieved from
478
          https://osf.io/r6y3n
479
```

Buhrmester, M., Kwang, T., & Gosling, S. D. (2011). Amazon's Mechanical Turk.

```
Perspectives on Psychological Science, 6(1), 3-5. doi:10.1177/1745691610393980
481
    Chang, W., Cheng, J., Allaire, J., Xie, Y., & McPherson, J. (2017). Shiny: Web application
482
          framework for r. Retrieved from https://CRAN.R-project.org/package=shiny
483
    Collins, A. M., & Loftus, E. F. (1975). A spreading-activation theory of semantic processing.
484
          Psychological Review, 82(6), 407–428. doi:10.1037/0033-295X.82.6.407
485
    Collins, A. M., & Quillian, M. R. (1969). Retrieval time from semantic memory. Journal of
486
          Verbal Learning and Verbal Behavior, 8(2), 240–247.
487
          doi:10.1016/S0022-5371(69)80069-1
488
   Cree, G. S., & McRae, K. (2003). Analyzing the factors underlying the structure and
          computation of the meaning of chipmunk, cherry, chisel, cheese, and cello (and many
490
          other such concrete nouns). Journal of Experimental Psychology: General, 132(2),
491
          163-201. doi:10.1037/0096-3445.132.2.163
492
    Cree, G. S., McRae, K., & McNorgan, C. (1999). An attractor model of lexical conceptual
493
          processing: Simulating semantic priming. Cognitive Science, 23, 371–414.
494
          doi:10.1016/S0364-0213(99)00005-1
495
   Dewhurst, S. A., Hitch, G. J., & Barry, C. (1998). Separate effects of word frequency and
496
          age of acquisition in recognition and recall. Journal of Experimental Psychology:
497
          Learning, Memory, and Cognition, 24(2), 284–298. doi:10.1037/0278-7393.24.2.284
498
    Griffiths, T. L., Steyvers, M., & Tenenbaum, J. B. (2007). Topics in semantic representation.
499
          Psychological Review, 114(2), 211–244. doi:10.1037/0033-295X.114.2.211
500
    Grondin, R., Lupker, S. J., & McRae, K. (2009). Shared features dominate semantic richness
501
          effects for concrete concepts. Journal of Memory and Language, 60(1), 1–19.
502
          doi:10.1016/j.jml.2008.09.001
503
   Hutchison, K. A., Balota, D. A., Neely, J. H., Cortese, M. J., Cohen-Shikora, E. R., Tse,
504
           C.-S., ... Buchanan, E. M. (2013). The semantic priming project. Behavior Research
505
          Methods, 45(4), 1099-1114. doi:10.3758/s13428-012-0304-z
506
```

Jiang, J. J., & Conrath, D. W. (1997). Semantic similarity based on corpus statistics and

```
lexical taxonomy. Proceedings of International Conference Research on Computational
508
          Linguistics (ROCLING X). Retrieved from http://arxiv.org/abs/cmp-lg/9709008
509
   Jones, M. N., & Mewhort, D. J. K. (2007). Representing word meaning and order
          information in a composite holographic lexicon. Psychological Review, 114(1), 1–37.
511
          doi:10.1037/0033-295X.114.1.1
512
   Keuleers, E., Lacey, P., Rastle, K., & Brysbaert, M. (2012). The British Lexicon Project:
513
          Lexical decision data for 28,730 monosyllabic and disyllabic English words. Behavior
514
          Research Methods, 44(1), 287–304. doi:10.3758/s13428-011-0118-4
515
   Kounios, J., Green, D. L., Payne, L., Fleck, J. I., Grondin, R., & McRae, K. (2009).
516
           Semantic richness and the activation of concepts in semantic memory: Evidence from
517
          event-related potentials. Brain Research, 1282, 95–102.
518
          doi:10.1016/j.brainres.2009.05.092
519
   Kremer, G., & Baroni, M. (2011). A set of semantic norms for German and Italian.
520
          Behavior Research Methods, 43(1), 97–109. doi:10.3758/s13428-010-0028-x
521
   Kuperman, V., Stadthagen-Gonzalez, H., & Brysbaert, M. (2012). Age-of-acquisition ratings
          for 30,000 English words. Behavior Research Methods, 44(4), 978–990.
523
          doi:10.3758/s13428-012-0210-4
524
   Landauer, T. K., & Dumais, S. T. (1997). A solution to Plato's problem: The latent
525
          semantic analysis theory of acquisition, induction, and representation of knowledge.
          Psychological Review, 104(2), 211–240. doi:10.1037//0033-295X.104.2.211
527
   Lenci, A., Baroni, M., Cazzolli, G., & Marotta, G. (2013). BLIND: A set of semantic feature
528
          norms from the congenitally blind. Behavior Research Methods, 45(4), 1218–1233.
529
          doi:10.3758/s13428-013-0323-4
530
   Maki, W. S., & Buchanan, E. M. (2008). Latent structure in measures of associative,
531
          semantic, and thematic knowledge. Psychonomic Bulletin & Review, 15(3), 598–603.
532
          doi:10.3758/PBR.15.3.598
533
```

Maki, W. S., McKinley, L. N., & Thompson, A. G. (2004). Semantic distance norms

```
computed from an electronic dictionary (WordNet). Behavior Research Methods,
535
          Instruments, & Computers, 36(3), 421-431. doi:10.3758/BF03195590
536
   McRae, K., Cree, G. S., Seidenberg, M. S., & McNorgan, C. (2005). Semantic feature
          production norms for a large set of living and nonliving things. Behavior Research
538
          Methods, 37(4), 547–559. doi:10.3758/BF03192726
539
   McRae, K., {de Sa}, V. R., & Seidenberg, M. S. (1997). On the nature and scope of featural
540
          representations of word meaning. Journal of Experimental Psychology: General,
          126(2), 99–130. doi:10.1037/0096-3445.126.2.99
   Medin, D. L. (1989). Concepts and conceptual structure. American Psychologist, 44(12),
543
          1469–1481. doi:10.1037/0003-066X.44.12.1469
544
   Montefinese, M., Ambrosini, E., Fairfield, B., & Mammarella, N. (2013). Semantic memory:
545
          A feature-based analysis and new norms for Italian. Behavior Research Methods,
546
          45(2), 440–461. doi:10.3758/s13428-012-0263-4
547
   Montefinese, M., Zannino, G. D., & Ambrosini, E. (2015). Semantic similarity between old
          and new items produces false alarms in recognition memory. Psychological Research,
549
          79(5), 785–794. doi:10.1007/s00426-014-0615-z
550
   Moss, H. E., Tyler, L. K., & Devlin, J. T. (2002). The emergence of category-specific deficits
          in a distributed semantic system. In E. Forde & G. Humphreys (Eds.),
552
          Category-specificity in mind and brain (pp. 115–145). CRC Press.
   Nelson, D. L., McEvoy, C. L., & Schreiber, T. A. (2004). The University of South Florida
554
          free association, rhyme, and word fragment norms. Behavior Research Methods,
555
          Instruments, & Computers, 36(3), 402–407. doi:10.3758/BF03195588
556
   New, B., Brysbaert, M., Veronis, J., & Pallier, C. (2007). The use of film subtitles to
557
          estimate word frequencies. Applied Psycholinguistics, 28(4), 661–677.
558
          doi:10.1017/S014271640707035X
550
```

Pexman, P. M., Holyk, G. G., & Monfils, M.-H. (2003). Number-of-features effects and

```
semantic processing. Memory & Cognition, 31(6), 842-855. doi:10.3758/BF03196439
561
   R Core Team. (2017). R: A language and environment for statistical computing. Vienna,
562
          Austria: R Foundation for Statistical Computing. Retrieved from
563
          https://www.R-project.org/
   Reverberi, C., Capitani, E., & Laiacona, E. (2004). Variabili semantico lessicali relative a
565
          tutti gli elementi di una categoria semantica: Indagine su soggetti normali italiani per
566
          la categoria "frutta". Giornale Italiano Di Psicologia, 31, 497–522.
567
   Riordan, B., & Jones, M. N. (2011). Redundancy in perceptual and linguistic experience:
           Comparing feature-based and distributional models of semantic representation.
569
          Topics in Cognitive Science, 3(2), 303-345. doi:10.1111/j.1756-8765.2010.01111.x
570
   Rogers, T. T., & McClelland, J. L. (2004). Semantic cognition: A parallel distributed
571
          processing approach. MIT Press.
572
   Rosch, E., & Mervis, C. B. (1975). Family resemblances: Studies in the internal structure of
573
          categories. Cognitive Psychology, 7(4), 573-605. doi:10.1016/0010-0285(75)90024-9
574
   Ruts, W., De Devne, S., Ameel, E., Vanpaemel, W., Verbeemen, T., & Storms, G. (2004).
575
           Dutch norm data for 13 semantic categories and 338 exemplars. Behavior Research
576
          Methods, Instruments, & Computers, 36(3), 506-515. doi:10.3758/BF03195597
   Smith, E. E., Shoben, E. J., & Rips, L. J. (1974). Structure and process in semantic
578
          memory: A featural model for semantic decisions. Psychological Review, 81(3),
579
          214–241. doi:10.1037/h0036351
580
   Stein, L., & de Azevedo Gomes, C. (2009). Normas Brasileiras para listas de palavras
581
           associadas: Associação semântica, concretude, frequência e emocionalidade.
582
          Psicologia: Teoria E Pesquisa, 25, 537–546. doi:10.1590/S0102-37722009000400009
583
   Toglia, M. P. (2009). Withstanding the test of time: The 1978 semantic word norms.
584
          Behavior Research Methods, 41(2), 531–533. doi:10.3758/BRM.41.2.531
585
   Toglia, M. P., & Battig, W. F. (1978). Handbook of semantic word norms. Hillside, NJ:
```

```
Earlbaum.
587
    Vieth, H. E., McMahon, K. L., & Zubicaray, G. I. de. (2014). The roles of shared vs.
588
           distinctive conceptual features in lexical access. Frontiers in Psychology,
          5 (September), 1–12. doi:10.3389/fpsyg.2014.01014
    Vigliocco, G., Vinson, D. P., & Siri, S. (2005). Semantic and grammatical class effects in
591
          naming actions. Cognition, 94, 91–100. doi:10.1016/j.cognition.2004.06.004
592
    Vigliocco, G., Vinson, D. P., Damian, M. M. F., & Levelt, W. (2002). Semantic distance
593
          effects on object and action naming. Cognition, 85, 61–69.
594
          doi:10.1016/S0010-0277(02)00107-5
595
    Vigliocco, G., Vinson, D. P., Lewis, W., & Garrett, M. F. (2004). Representing the meanings
          of object and action words: The featural and unitary semantic space hypothesis.
597
          Cognitive Psychology, 48(4), 422–488. doi:10.1016/j.cogpsych.2003.09.001
598
    Vinson, D. P., & Vigliocco, G. (2002). A semantic analysis of noun-verb dissociations in
599
          aphasia. Journal of Neurolinguistics, 15, 317–351. doi:10.1016/S0911-6044(01)00037-9
600
    Vinson, D. P., & Vigliocco, G. (2008). Semantic feature production norms for a large set of
601
          objects and events. Behavior Research Methods, 40(1), 183–190.
602
          doi:10.3758/BRM.40.1.183
603
    Vinson, D. P., Vigliocco, G., Cappa, S., & Siri, S. (2003). The breakdown of semantic
604
          knowledge: Insights from a statistical model of meaning representation. Brain and
605
          Language, 86(3), 347-365. doi:10.1016/S0093-934X(03)00144-5
606
    Vivas, J., Vivas, L., Comesaña, A., Coni, A. G., & Vorano, A. (2017). Spanish semantic
607
          feature production norms for 400 concrete concepts. Behavior Research Methods,
608
          49(3), 1095–1106. doi:10.3758/s13428-016-0777-2
    Warriner, A. B., Kuperman, V., & Brysbaert, M. (2013). Norms of valence, arousal, and
610
           dominance for 13,915 English lemmas. Behavior Research Methods, 45(4), 1191–1207.
611
          doi:10.3758/s13428-012-0314-x
612
```

Yap, M. J., & Pexman, P. M. (2016). Semantic richness effects in syntactic classification:

```
The role of feedback. Frontiers in Psychology, 7(July), 1394.

doi:10.3389/fpsyg.2016.01394

Yap, M. J., Lim, G. Y., & Pexman, P. M. (2015). Semantic richness effects in lexical decision: The role of feedback. Memory & Cognition, 43(8), 1148–1167.

doi:10.3758/s13421-015-0536-0
```

Table 1 $Sample\ Size\ and\ Concept\ Norming\ Size\ for\ Each\ Data\ Collection$ $Location/Time\ Point$

Institution	Total Participants	Concepts	Mean N
University of Mississippi	749	658	67.8
Missouri State University	1420	720	71.4
Montana State University	127	120	63.5
Mechanical Turk 1	571	310	60
Mechanical Turk 2	198	1914	30

 $\label{eq:continuous_problem} \begin{tabular}{ll} Table 2 \\ Average (SD) Cue\mbox{-}Feature Pairs by Location/Time Point \\ \end{tabular}$

Institution	Adjective	Noun	Verb	Other	Total
University of Mississippi	5.57 (1.53)	7.35 (4.05)	5.33 (.87)	6.01 (2.11)	6.71 (3.44)
Missouri State University	5.74 (1.56)	6.85 (2.82)	6.67 (2.08)	7.45 (5.35)	6.65 (2.92)
Montana State University	5.81 (1.74)	7.25 (3.35)	5.59 (1.13)	5.76 (1.74)	6.69 (2.93)
Mechanical Turk 1	6.27 (2.28)	7.74 (4.34)	5.77 (1.17)	5.57 (1.40)	7.14 (3.79)
Mechanical Turk 2	5.76 (1.36)	6.62 (1.85)	5.92 (1.38)	5.78 (1.17)	6.38 (1.75)
Total	5.78 (1.61)	6.94 (2.88)	5.67 (1.18)	5.84 (1.71)	6.57 (2.60)

Table 3

Percents and Average Normalized Percent Frequency for Cue-Feature Part of Speech Combinations

Cue Type	Feature Type	% Raw	% Root	M Freq. Raw	M Freq. Root
Adjective	Adjective	38.09	29.74	17.84 (16.47)	30.02 (18.83)
	Noun	40.02	46.74	13.14 (14.96)	29.71 (19.94)
	Verb	17.69	20.72	8.51 (9.78)	26.88 (17.27)
	Other	4.20	2.80	15.17 (15.64)	28.04 (15.54)
Noun	Adjective	16.56	12.07	15.55 (15.17)	31.20 (18.17)
	Noun	60.85	62.67	17.21 (17.01)	33.26 (20.05)
	Verb	20.80	23.68	8.88 (9.73)	31.01 (17.87)
	Other	1.79	1.58	17.06 (15.29)	28.87 (17.14)
Verb	Adjective	15.16	12.27	13.95 (13.98)	30.03 (18.28)
	Noun	42.92	44.35	14.59 (14.92)	29.59 (18.90)
	Verb	36.92	39.72	12.75 (14.85)	30.43 (19.54)
	Other	5.00	3.66	19.16 (15.95)	25.59 (19.54)
Other	Adjective	20.80	20.32	16.61 (17.37)	31.66 (19.51)
	Noun	42.74	39.03	16.77 (19.41)	37.28 (25.94)
	Verb	19.66	23.93	7.18 (7.57)	26.14 (19.38)
	Other	16.81	16.71	22.72 (16.69)	30.70 (18.48)
Total	Adjective	19.74	14.93	16.12 (15.57)	30.75 (18.37)
	Noun	55.41	57.81	16.55 (16.74)	32.58 (20.09)
	Verb	22.02	24.95	9.50 (10.91)	30.29 (18.24)
	Other	2.82	2.31	17.76 (15.83)	28.45 (16.83)

 $\it Note.$ Raw words indicate original feature listed, while root words indicated translated feature.

 $\begin{tabular}{ll} Table 4 \\ Example of Affix Coding and Percent of Affixes Found \\ \end{tabular}$

Affix Tag	Example	Percent
Actions/Processes	ion, ment, ble, ate, ize	8.21
Characteristic	y, ous, nt, ful, ive, wise	22.72
Location	under, sub, mid, inter	0.44
Magnitude	er, est, over, super, extra	1.31
Not	less, dis, un, non, in , im, ab	2.76
Number	s, uni, bi, tri, semi	28.31
Opposites/Wrong	mis, anti, de	0.13
Past Tense	ed	8.03
Person/Object	er, or, men, person, ess, ist	7.23
Present Participle	ing	14.03
Slang	bros, bike, bbq, diff, h2o	0.12
Third Person	S	6.16
Time	fore, pre, post, re	0.54

 $\label{thm:continuous} \begin{tabular}{ll} Table 5 \\ Percent \ and \ Mean \ Overlap \ to \ the \ Free \ Association \ Norms \\ \end{tabular}$

	% Overlap	M FSG	SD FSG	Min	Max
Adjective	51.86	.12	.15	.01	.94
Noun	36.48	.11	.14	.01	.91
Verb	32.15	.11	.13	.01	.94
Other	44.44	.13	.18	.01	.88
Total	37.47	.11	.14	.01	.94

Table 6

Correlations between Semantic, Associative, and Thematic Variables

	Root	Raw	Affix	Previous COS	JCN	LSA	FSG	BSG
Root	1							
Raw	.93	1						
Affix	.50	.53	1					
Previous COS	.94	.91	.49	1				
JCN	18	22	17	22	1			
LSA	.18	.15	.10	.21	06	1		
FSG	.06	.04	.08	.10	15	.24	1	
BSG	.14	.15	.17	.18	18	.26	.31	1

 $\label{thm:constraint} \begin{tabular}{ll} LDT & Response & Latencies & Correlation & with Semantic & and Associative & Variables \\ \end{tabular}$

Variable	FA-LDT 200	FA-LDT 1200	OA-LDT 200	OA-LDT 1200
Root COS	.12	.07	.09	.08
Raw COS	.12	.06	.09	.06
Affix COS	.09	.07	.06	.04
Target Root FSS	.00	01	02	02
Target Raw FSS	00	02	02	02
Target CSS	.01	.01	03	.02
Cue Root FSS	.04	01	.04	.02
Cue Raw FSS	.06	01	.03	.02
Cue CSS	.05	.02	.07	.02
FSG	.01	.10	.05	.06
BSG	.14	.09	.09	.06
LSA	.08	.08	.13	.08
JCN	01	.01	06	.01

Note. Missing values excluded pairwise for JCN. FA: first associate, OA: other associate, CSS: cue set size, and FSS: feature set size.

Table 8

Naming Response Latencies Correlation with Semantic and Associative Variables

Variable	FA-Name 200	FA-Name 1200	OA-Name 200	OA-Name 1200
Root COS	01	.09	.00	.05
Raw COS	01	.10	.00	.04
Affix COS	01	.06	.02	.01
Target Root FSS	03	05	.01	.03
Target Raw FSS	03	03	00	.03
Target CSS	04	04	.01	.00
Cue Root FSS	02	00	.02	00
Cue Raw FSS	.00	01	.02	.00
Cue CSS	.00	02	.00	.02
FSG	03	.06	.04	.03
BSG	.11	.10	.11	.04
LSA	.07	.04	.06	.05
JCN	04	.00	08	01

Note. Missing values excluded pairwise for JCN. FA: first associate, OA: other associate, CSS: cue set size, and FSS: feature set size.