

# Psychology of Language

16 Big picture discussion

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Fall 2023

Tues/Thur 5:00-6:15pm

Emma Wing  
Drop-in hours:  
Wednesdays 3-4pm  
& by appointment  
[Webex link](#)

# Road map

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- Assignment #2 is due October 30<sup>th</sup> @ midnight
  - Reminder: 1 late assignment accepted; 1 redo accepted (/3 total)
- Quiz Reminder: 8 total points required
- Practice for **15 Production**
- Review for Exam 2
- Unit 2: The Mature System
  - 16 Big Picture Discussion

# Speech errors: more lessons

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- What's going on in this example?
  - What is wrong?
  - What should it have been?
  - What else do you notice about it?
- 1. I'd **hear** it if I **knew** it.
  - I'd hear+present it if I know+past it
- 2. I'd **know** it if I **heard** it.
  - I'd know+present it if I hear+past it



# Speech errors: more lessons

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- What does this suggest about order?
  - Two intended “words” were swapped (without tense)...
  - THEN the tenses are applied
- During normal (error-free) speech, lemmas are selected independently of tense, with tense being applied after lemma selection.
  - **Lemma**: a level of linguistic representation that combines information about word meaning and word type (noun, verb, etc.), but no sound

# Practice with speech errors

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For the following errors, identify if they are problems with sounds, morphemes, or whole words.

Then, decide if they are caused by:

- Substitution
- Exchange
- Blend
- Deletion
- Perseveration
- Anticipation

# Practice with speech errors

Substitution  
Exchange  
Blend  
Deletion  
Perseveration  
Anticipation

1. B string... bench hitters. ("B team", "second string", "the bench", "pinch hitters")
2. I dodn't forgot.
3. We'll hear a dalk by Dr. Koval. (dalk = talk)
4. White blackground and black lettering.
5. JC is the person to talk about with this stuff.
6. Lemme just show you something in the basement. In the closet. (basement/closet = trunk of car)
7. I have freeloaded. And I've enjoyeded it.
8. It says it in some of the readings I was senting you.
9. The composition is spotless. Wait...flawless.
10. It's the only slafe seep surface.
11. What Wusley wearing? (Wusley = was Wesley)
12. Yeah, that's a very color.
13. I think that's crue. (crue = true/correct)
14. Emma wholed the heard story.

# Practice with speech errors

Substitution  
Exchange  
Blend  
Deletion  
Perseveration  
Anticipation

1. B string... bench hitters. ("B team", "second string", "the bench", "pinch hitters")
  - Blend at the sentence level
2. I dodn't forgot.
  - Anticipation at the sound level
3. White blackground and black lettering.
  - Anticipation at the sound level
4. JC is the person to talk about with this stuff.
  - Exchange at the word level
5. Lemme just show you something in the basement. In the closet.  
(basement/closet = trunk of car)
  - Substitution.
6. I have freeloaded. And I've enjoyeded it.
  - Perseveration at the morpheme level
7. It says it in some of the readings I was senting you.
  - Perseveration at the morpheme level (tense!)

# Practice with speech errors

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Substitution  
Exchange  
Blend  
Deletion  
Perseveration  
Anticipation

7. The composition is spotless. Wait...flawless.
  - Substitution
8. It's the only slafe seep surface.
  - Exchange & deletion at the sound level
9. What Wusley wearing? (Wusley = was Wesley)
  - Blend at the word level
10. Yeah, that's a very color.
  - Deletion
11. I think that's crue. (crue = true/correct)
  - Blend at the word level
12. Emma wholed the heard story.
  - Exchange at the morpheme level



# Key concepts

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- ✓ Three stages of planning for speaking
  - ✓ Conceptualization
  - ✓ Formulation
  - ✓ Execution (articulation)
- ✓ Code-switching
- ✓ Inhibition
- ✓ Speech errors
  - ✓ Sounds, morphemes, or words
  - ✓ Anticipation, deletion, substitution, exchange, perseveration, blend
- ✓ Speech errors reflect the processes that we go through when we plan utterances

# Review: Topics

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- Unit 2: The Mature System
  - Spoken word recognition
  - Semantic memory
  - Sentence processing
  - Discourse processing
  - Computational models
  - Dialogue
  - Pragmatics
  - Production

# Review + discussion

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- Relationship between competence and performance
  - In comprehension
  - In production
- Comprehension and production: are they separate systems?
- What can computational models tell us about language?
  - What *can't* they tell us?
  - Pros and cons of doing research with models