**Kush, Johns & Van Dyke (2018)**

* Twenty-four native speakers of English, data from 5 of them removed
* A 30-minute practice session
* 17 response tones (100 ms, 1,000 Hz) began 300 ms prior to the onset of the final critical phrase and continued every 350 ms over a 5,950 ms response interval

**Johns, Matsuki & Van Dyke (2015)**

* **Experiment 1**
* Five native speakers of English
* 1-hour training, two 3-hour experimental sessions, one session 🡪 two 1-hour SAT sessions separated by a 1-hour period of cognitive assessments for another study & rest
* Four experimental lists of 96 sentences, a total of 384 items, one list for each SAT session
* A sequence of 15 tones (100 ms, 1000 Hz, every 350 ms) was spliced into the sentence recording, beginning 200 ms prior to the onset of the sentence-final critical word.
* The tones were presented simultaneously with and following the critical word, forming a 5000 ms response period.
* **Experiment 2**
* Twenty-two native speakers of English
* The rest 🡪 same as experiment 1

**Foraker, S., & McElree, B. (2007)**

* **Experiment 1**
* Twelve native speakers of American English
* A 1-hour practice session, three 1 h-10 min experimental sessions, two mandatory breaks
* A total of 156 items were developed for the four conditions and two continuations, and the resulting 1248 stimuli were distributed across eight counterbalanced lists.
* Each list was divided into three sessions, comprising 104 stimuli per session.
* 300 ms before onset of the pronoun sentence, a series of 14 auditory response cues (100 ms duration) occurred every 350 ms, with a total time span of 5250 ms.
* **Experiment 3**
* Twenty-two native speakers of American English
* 32 items
* In each of 4 sessions, a participant read 64 experimental scenarios, 2 conditions per item, counterbalanced within and across sessions
* The rest 🡪 pretty much the same as experiment 1