List of References

**D’Onofrio, A. (2016) Social Meaning and Explicit Memory. In D’Onofrio Social Meaning and Linguistic Perception. Dissertation.**

Listeners with the Business Professional prime were significantly *less* accurate in responses to new words when they heard backed TRAP, as compared with front TRAP. Congruence of the social prime (Business Professional) and phonetic form (backed TRAP) leads to an expectation that a word (with backed TRAP) was previously heard (false alarm), regardless of whether or not this was the case. This finding corroborates with social psychology work on confirmation bias, as well as language ideologies about erasure.

**Otgaar, H., Peters, M. & Howe, M. L. (2012). Dividing Attention Lowers Children's but Increases Adults' False Memories. Journal of Experimental Psychology: Learning, Memory, and Cognition, 38(1), pp. 204-210. doi: 10.1037/a0025160**

Studied false memory and true recall rates among adults and children using world lists of differing valence, neutral versus negative. Divided attention increases adults’ false memory rates, and significantly reduced true recall. It is likely that divided attention increased false memory levels, because divided attention made the adults rely more on themes that were activated during presentation (AAT) or on gist traces that were extracted (FIT) leading to an increase in false memory levels.

**Roediger III, H., McDermott, K., Pisoni, D., & Gallo, D. (2004). Illusory recollection of voices. *Memory*, *12*(5), 586-602.**

They ask whether listeners attribute nonpresented words with a particular voice. To investigate this, they examined subjects’ source attributions to nonpresented but related lures (e.g. mountain from hill, valley climb) when the lists were presented using mixed voices. Listeners evenly distribute attributions between two sources for critical lures; overall levels of true and false recall were somewhat greater for the mixed-voice condition than pure-voice.

**Howe, M. L., Candel, I., Otgaar, H., Malone, C., & Wimmer, M. C. (2010). The role of valence in the development of immediate and long-term false memory illusions. Memory, 18, 58–75.**

Results showed that adults correctly and falsely recalled more neutral than negative-emotional items, tended to correctly recognize more neutral than negative items, but falsely recognized more negative emotional than neutral items. For adults, true recognition declined more rapidly for negative-emotional than neutral material.

**Roediger, H. L., Balota, D. A., & Watson, J. M. (2001a). Spreading activation and the arousal of false memories. In H. L. Roediger, III, J. S. Nairne, I. Neath, & A. M. Surprenant (Eds.), The nature of remembering: Essays in honor of Robert G. Crowder (pp. 95–115). Washington, DC: American Psychological Association.**

A review of the encoding processes for the creation of false memories. Early evidence of associative effects comes from semantic priming. That hearing ‘nurse’ partially activates ‘doctor’ so that it can be identified faster is evidence that the priming word spreads through an associative network. False and veridical recall increase in direct proportion to activation.

**Pérez-Mata, M. N., Read, J. D., & Diges, M. (2002). Effects of divided attention and word concreteness on correct recall and false memory reports. Memory, 10, 161–177.**

Divided attention, abstract lists, and auditory presentation have been associated with increased false memories. Results showed significantly more items were recalled from concrete than abstract lists in the Full attention condition. Significantly more critical words were falsely recalled from abstract than concrete lists. The Full Attention condition recalled significantly fewer critical words than the divided attention condition. (there was less false recall in the full attention condition)

**Dodd, M. D., & MacLeod, C. M. (2004). False recognition without intentional learning. Psychonomic Bulletin & Review, 11, 137–142**

False memories don’t depend on intentional processing. The authors studied participants in an unintentional processing condition and an intentional learning condition. In the unintentional condition, participants were very likely to false alarm to unstudied critical lures, but had a relatively low hit rate for actually presented words. Intentional reading increased the recognition of actually presented words, however false alarms to critical lures remained virtually identical to those in the unintentional condition.

**Stadler, M. A., Roediger, H. L., & McDermott, K. B. (1999). Norms for word lists that create false memories. *Memory & cognition*, *27*(3), 494-500.**

They studied the effects of 36 DRM lists to obtain normative data on lists that can be used to produce false memories. The diversity in their effectiveness was large. Words that produced the highest false recall relevant to our study are as follows: smoke, rough, anger, city. Thief produced low false recall rates, making an effect of talker impressive. Words that produced the highest false recognition relevant to our study: anger, smoke, thief.

**Seamon, J. G., Goodkind, M. S., Dumey, A. D., Dick, E., Aufseer, M. S., Strickland, S. E., et al (2003). ‘‘If I didn’t write it, why would I remember it?” Effects of encoding, attention, and practice on accurate and false memory. Memory & Cognition, 31, 445–457.**

The distracting condition (write number) impaired accurate memory, but not false memory, whereas the focused-attention (write word and write second letter conditions- attention to form) were generally comparable in producing accurate memory but were better at reducing false memory.

**Sumner, M., & Kataoka, R. (2013). Effects of phonetically-cued talker variation on semantic encoding. *The Journal of the Acoustical Society of America*, *134*(6), EL485-EL491.**

In the false recall experiment, listeners are more likely to falsely recall critical lures for the NY speaker than for the British English and General American speakers. Listeners similarly recalled words uttered by BE and GA speakers.

**Roediger, H. L., & McDermott, K. B. (1995). Creating false memories: Remembering words not presented in lists. *Journal of experimental psychology: Learning, Memory, and Cognition*, *21*(4), 803.**

The mean probability of veridical recall was .65. The critical lure was recalled with a probability of .40 or with about the same probability as items that had been presented in the middle of the list. Items that were not presented were recalled at about the same rate as those that were presented. Study 2, which used longer list, induced higher rates of false recall

**Payne, D. G., Elie, C. J., Blackwell, J. M., & Neuschatz, J. S. (1996). Memory illusions: Recalling, recognizing, and recollecting events that never occurred. *Journal of Memory and Language*, *35*(2), 261-285.**

A female and male were videotaped reading a long list of study items. After this list was read, subjects completed three free recall tests. After completing, subjects were asked to identify which person had spoken the items they recalled. Subjects were even willing to indicate which of two persons speaking the study items had spoken the critical non-presented items that were recalled.

**Robinson, K. J., & Roediger III, H. L. (1997). Associative processes in false recall and false recognition. *Psychological Science*, *8*(3), 231-237.**

False recall and false recognition should increase as the total amount of activation for that critical item increases. They presented 3, 6, 9, 12 or 15 items from the DRM lists and tested memory. Probability of veridical recall drops with length of the list (list length effect; Murdock, 1961) but recall of non-presented items increases as a function of list length. In other words, activation summates.

**Pycha, A. (2017). False memories for morphologically simple versus complex words in English. *The Mental Lexicon*, *12*(1), 71-106.**

In the morphological domain, Pycha compared critical items that were either morphologically simple (rise, fade, etc.) versus morphologically complex (lies, paid, etc.) and reported no differences between these two conditions. Neither syllable structure nor morphological structure exert demonstrable effects on memory rates.

**Staum Casasanto (2008)** shows that pictures of Black vs. White faces significantly impact whether listeners perceive a string like *mas* as a complete lexical item *mass* or as a reduced form which has undergone consonant cluster reduction. Listeners, associating White speakers with less consonant cluster reduction and African American speakers with greater use of reduction, took longer to process a sentence ending which violated these socially triggered expectations. *Listeners combine their knowledge of sociolinguistic variation, social information, and auditory information from the speech stream* to construct an interpretation of the speech they have heard.

**Szakay, A., Babel, M., & King, J. (2016). Social categories are shared across bilinguals׳ lexicons. *Journal of Phonetics*, *59*, 92-109.**

Bilingual listeners’ recognition of L1 lexical targets is primed by translation equivalent L2 words when listening to a talker with an L2 accent, but not when listening to a talker with an L1 accent, indicating that socio-indexical property (i.e. ethnicity) is shared between perceptual representations of an L2 word and an L1 word realized in L2 pronunciation. For Maori L2 listeners, Maori English and standard New Zealand both primed Maori words, but Maori English primed Maori words at a much larger magnitude than standard New Zealand primed Maori words. The authors suggest that the effects of the concept activation link and the social category activation link may be additive.