

target phrases toward the dominant or subdominant sense (e.g., “green toxin” uses the color sense of “green,” whereas “green conference” uses the eco-friendly sense). The target phrase was preceded by a prime word that was consistent, inconsistent, or unrelated to the sense used in the target. The time to verify the definition of the target phrase was facilitated in the consistent condition but was not affected in the inconsistent condition. In addition, the strength of both senses influenced verification time. These results indicate that alternative senses share a core meaning.

(3030)

**Implicit Prosody in Ambiguity Resolution.** MARA E. BREEN & CHARLES CLIFTON, JR., *University of Massachusetts, Amherst*—We conducted two experiments (self-paced reading and eyetracking) to look for evidence of simultaneous syntactic and metrical reanalysis by embedding noun–verb homographs in sentences like (1), which disambiguated the homograph as a noun (1a) or a verb (1b). These homographs had different stress patterns as a noun/verb (convict) or the same stress pattern (sentence). The two types of homographs were matched on length and overall syntactic category frequency. We also included baseline conditions with unambiguous nouns and verbs (statement, condemn). As expected, reading times were significantly longer when the homograph was disambiguated as a verb rather than as a noun. More important, the stress-alternating words (convict) incurred longer reading times in the disambiguating region than did the non-stress-alternating words, indicating the involvement of implicit prosody (metrical structure) in reading. 1a. Noun: stress-alternating/non-stress-alternating/unambiguous: *The intelligent convict/sentence/statement exhibited surprising coherence.* 1b. Verb: stress-alternating/non-stress-alternating/unambiguous: *The intelligent convict/sentence/condemn criminals after a fair trial.*

(3031)

**Individual Differences in Relational Aggression Influences ERPs to Sarcastic Prosody.** DAWN G. BLASKO & VICTORIA A. KAZMERSKI, *Pennsylvania State University, Erie*—In previous work, those high in relational aggression (RA) showed different patterns of ERPs when reading scenarios in which close friends used sarcasm. In the present study, ERPs were recorded while high- and low-RA participants listened to words spoken in either a sarcastic or a sincere prosody. The sarcastic prosody took longer to judge than did the sincere. Prosody interacted with RA group, so that the high-RA group showed greater differences between words with sarcastic and normal prosody. Similar to the work with written language, a large late positivity was seen to words with sarcastic prosody. A four-way interaction in the early region of the waveform (200–300 msec post stimulus onset) suggested different patterns of processing for low- and high-RA individuals. Those with high and low relational aggression may be differentially sensitive to the acoustic cues of sarcastic intonation.

(3032)

**Metaphors Need No Explanations.** CARLOS RONCERO, *Concordia University, Montreal*, JANE ASHBY, *University of Massachusetts, Amherst*, & ROBERTO G. DE ALMEIDA, *Concordia University, Montreal* (sponsored by John M. Kennedy)—Roncero, Kennedy, and Smyth (2006) found that similes (e.g., “time is like money”) were more often followed by explanations (e.g., “because you never seem to have enough”) than their equivalent metaphor form (e.g., “time is money”). The present experiment measured eye movements as participants read explanations following either a metaphor or an equivalent simile form. Reading times in the explanation region were significantly longer in the simile condition (1,133 msec vs. 1,092 msec for metaphors), but readers were also more likely to regress from the explanation back to the vehicle in the metaphor condition (9% vs. 4% for similes), suggesting that explanations following metaphors caused more disruption in eye movements. Therefore, metaphor explanations may be either redundant (resulting in faster first-pass reading times) or conflicting (as indicated by more regressions to earlier text). Consistent with Roncero et al.’s (2006) findings, our results suggest that metaphors need no explanations.

(3033)

**Breaking the Language Barrier: Social Interactivity Improves Adult Language Learning.** JIMMY TONG, KIMBERLY STONE, KRISTINA

DAHLEN, EMMA CHU, & CATHERINE L. CALDWELL-HARRIS, *Boston University* (sponsored by Catherine L. Caldwell-Harris)—A growing body of work suggests a role for socioemotional interaction in language acquisition, a factor that has been incorrectly overlooked in traditional classroom exercises and videotaped lessons. English monolinguals were taught Samoan phrases in four learning conditions: passive videotape, active videotape, passive live instruction, and active live instruction. Increased social interactivity (active learning and live instruction) yielded the highest scores on a subsequent picture-naming task. We discuss the role of interactive learning for adult language learners and suggest a new approach for increasing learner interest and mitigating anxiety: video game interaction.

(3034)

**People’s Sensitivity to Phonological Universals: Evidence From Fricatives and Stops.** TRACY LENNERTZ & IRIS BERENT, *Northeastern University* (sponsored by Iris Berent)—Are people sensitive to universal restrictions concerning the sound structure of language? To address this question, we examine the sonority levels of fricatives and stops. Sonority is a phonological property correlated with intensity. Across languages, fricatives are more sonorous than stops, but this distinction is absent in English and is not learnable from the statistical properties of its lexicon. We examine whether English speakers nonetheless differentiate between the sonority levels of stops and those of fricatives. Previous research has demonstrated that people are sensitive to sonority distance: Onsets with small sonority distances (e.g., lba) are ill formed; hence, they are more likely to undergo perceptual repair relative to larger distances (e.g., bna). If fricatives are more sonorous than stops, then the sonority distance between fricatives and sonorants should be attenuated (e.g., fna), thereby increasing the vulnerability of fricative–sonorant onsets to perceptual repair relative to stop–sonorant combinations (e.g., pna). Preliminary results support this prediction.

(3035)

**Implicit Learning in Foreign Language Acquisition.** LIDIA SUÁREZ & WINSTON D. GOH, *National University of Singapore* (sponsored by Winston D. Goh)—Lexical stress is critical in word recognition and speech segmentation. Implicit learning of lexical stress during the first stages of foreign language acquisition (FLA) was examined using a lexical decision task. Spanish words that followed a lexical stress rule—trochaic stress for words ending with vowels and iambic stress for words ending with consonants—were presented aurally to English-speaking participants, who subsequently had to discriminate between new Spanish words and nonwords. Although participants were not able to explicitly explain the lexical rule and attributed more of their responses to intuition judgments than to guessing, results showed that Spanish lexical stress was implicitly learned and used in lexical decision, despite word meaning being unavailable. Lexical stress cues seem to be acquired automatically by exposure to a foreign language, highlighting the importance of listening tasks for FLA. Such learning might be further exploited during foreign word recognition and speech segmentation.

(3036)

**Liaison Consonant in French and Exemplar-Based Lexicon: A Priming Experiment in Children Five to Six Years of Age.** JEAN-PIERRE CHEVROT, *University of Grenoble and LIDILEM/LPNC*, & SOPHIE GALLOT, *University of Grenoble and LPNC* (sponsored by Elsa Spinelli)—Liaison in French is one type of the between-word phonological alternations present in many languages. The study of its acquisition allows a better understanding of the mechanisms involved in child segmentation of words, since liaison errors act as an indicator of attempts to segment chunks of speech. In a priming experiment in 62 children 5–6 years of age, we examined the nature of the child lexical representation of nouns that are vowel-initial in adults. The produced targets (determiner–liaison–noun sequences) were preceded by lexically linked or unlinked heard primes that either share the same liaison consonant or do not. The analysis of correctly produced liaisons confirms that the liaison consonant is lexically encoded at the initial of exemplars of the noun (e.g., /nurs/, /zurs/ for ours “bear”) and supports the usage-based model of liaison acquisition (Chevrot, Dugua, & Fayol, in press). Moreover, error analysis improves our understanding of the competition between the exemplars of the same noun.