



# Does the introduction of elliptical responses prime participants to respond in an elliptical manner?



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## ABSTRACT

With the research project, we wanted to understand why people frequently give elliptical, linguistically empty answers to questions. We investigated the cognitive and social aspects that influence our decision to respond in an elliptical manner (or not). During this experiment, the participant and experimenter will be taking turns asking each other generic questions. The experimenter will be responding in an elliptical manner to determine if that will prime the participants response. Based on their responses we did research on determining whether social factors shape our choice to make an elliptical response. When gathering data & information we hypothesize that social factors will shape our choice to make elliptical responses.

## INTRODUCTION

A collection of terms from the same language is known as a lexicon. A lexicon, also referred to as a thesaurus, organizes a language's conceptual vocabulary in accordance with standards. Groupings of words, phrases, and vocabularies make up a language's lexicon. Words relate to one another by appearance, context, and sound in mental lexicons, where they are retained more effectively than words that are learned separately. A mental lexicon is crucial for both language comprehension and production, as well as for accessing the words stored within. Long-term research has shown that when speakers communicate with one another, their speech traits, lexical choices, and syntactic choices all align. With our experiment we wanted to understand why some responses are more detailed versus others which are elliptical and linguistically empty. We investigated the cognitive and social aspects that influence our decision to respond in an elliptical manner (or not). We intend to gain a better understanding of how memory variables, manners, and language conventions combine to influence our utterances by doing this.

## METHODS

Before you start the experiment

1. There will be three documents on the front table by the main door: an information sheet, a debriefing sheet, and a sign in sheet
2. Prior to each session, check the Sona system to see whether a participant has signed up for your next time slot. You can log in at: <https://fsu.sons-systems.com/default.aspx>. Once you are in the system, you should see "Upcoming Appointments" on the right side of the screen. This will tell you the upcoming time slots that have participants.
3. If someone has signed up for your session, you can click on the timeslot to see the participant's name.
4. Go to the experiment room and launch Audacity. Audacity is a program on the desktop of the machine in that room
5. Go to the waiting room outside room 402 and bring the participant back to the lab.

Once the participant is in the lab

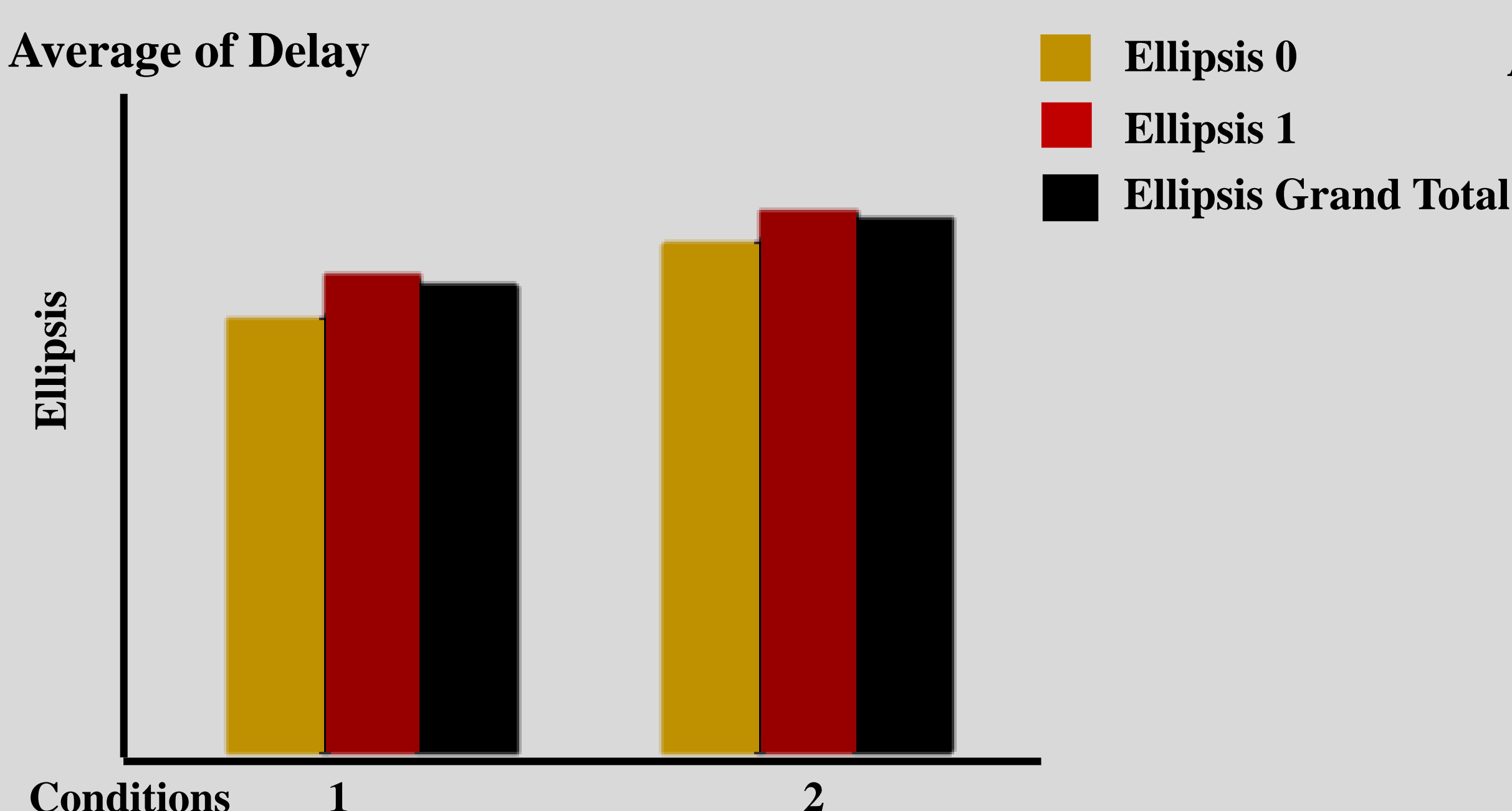
1. Hand the participant the information sheet and ask them to read it.
2. While the participant reads the sheet, register them in the sign-in sheet. Give them a participant number, log their name and date, and indicate your name as the experimenter conducting the study.
3. The sign-in sheet will have a number (1 or 2) for each participant. This tells you which questions to read. The lists will be on the clipboards in the experiment room. Ensure that the experimenter and participant list are the same (1 or 2) before beginning the task.
4. When the participant is seated, tell them you are going to take turns asking each other questions. You (the experimenter) will start the first question, and the participant should answer. After they finish their answer, instruct them to ask you the first question on their list and wait for your response. Let them know that you will alternate asking questions through the task, and that they should ask the questions on their list in order. Give them the opportunity to ask questions. If they do not have questions, you can begin the task
5. Once the participant is settled and you are ready to begin, push the red "record" button on Audacity. (You should see the recording start.
6. Proceed to ask the questions in the order they are listed on the question sheet in the lab room There are a total of 40 questions.
7. Once the participant has answered the last question, press the square "stop" button on Audacity to end the recording.
8. Tell the participant that the experiment is over and take them out to the main hall of the lab. Give them the debriefing sheet and tell them it is information about the study. Offer to answer any questions they have about the study.

## CONCLUSION

A person's long-term memory is regarded to provide the foundation for priming effects since it activates ideas and the connections among them. The more often we encounter something, the more vividly we remember it and the more easily we can access it. Human cognition, including the cognitive processes associated with attention, learning, categorization, schematization, and memory, is inextricably related to language. The results indicates that priming works with our unconscious responses to change our thought patterns and reactions by tapping into the way our brains process, store, and recall information. Priming is known to improve cognitive and behavioral response times. With the results that we have acquired we can assume that cognitive and social aspects that influence our decision to respond in an elliptical manner.

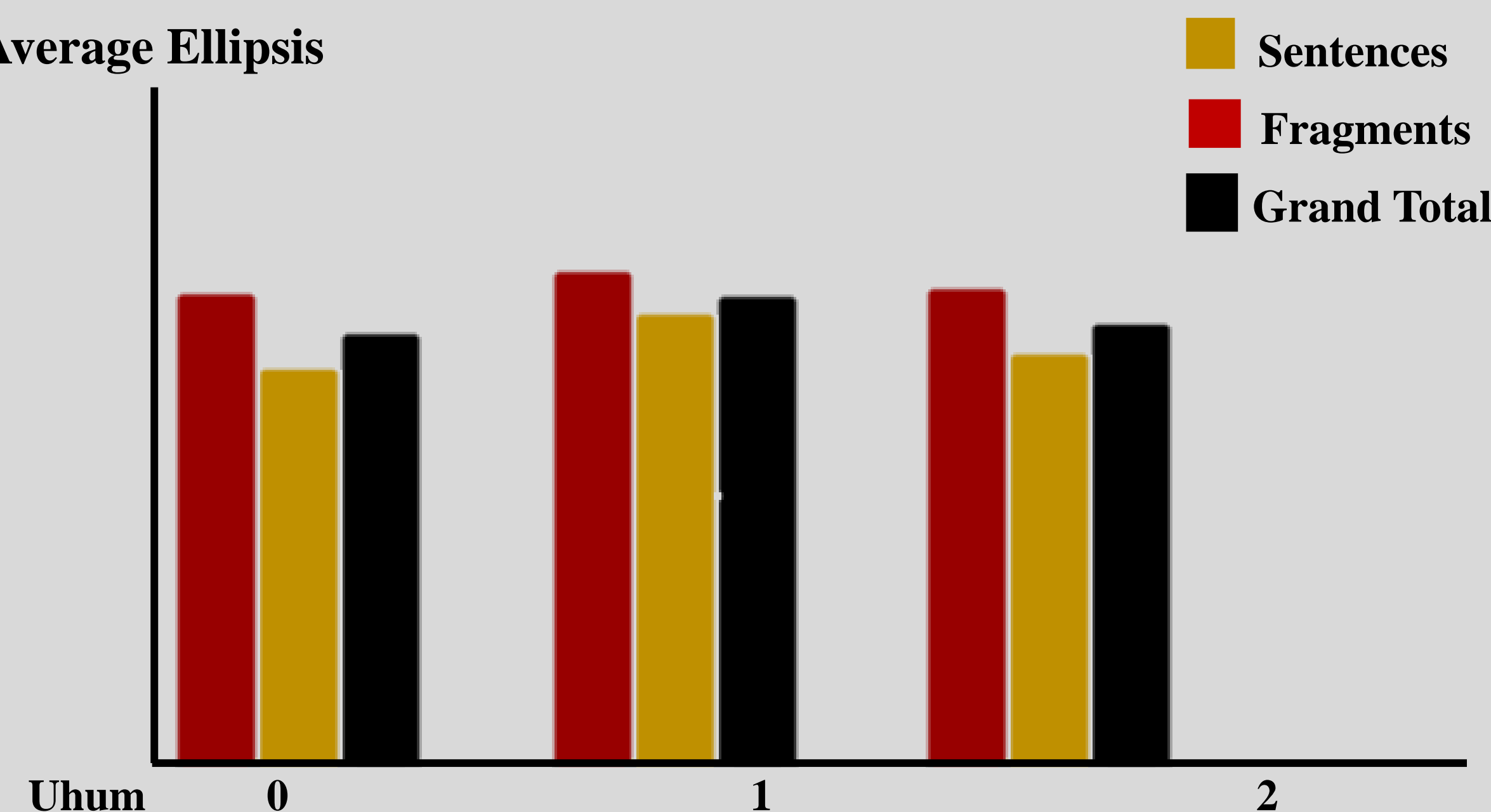
## RESULTS

Average of Delay



AVERAGE of Delay	Ellipsis	1	2	Grand Total
Condition	0	1	2	
		0.790199433	0.869295061	0.853369767
		0.929668893	0.987534964	0.974585921
Grand Total		0.86218369	0.926358666	0.912732473

Average Ellipsis



AVERAGE of Ellipsis	ExpResp	0	1	2
uhum		0	1	2
		0.8391959799	0.7057522124	0.7682352941
		0.8805970149	0.8043478261	0.8364779874
Grand Total		0.8496240602	0.7342767296	0.7868150685

## REFERENCES

