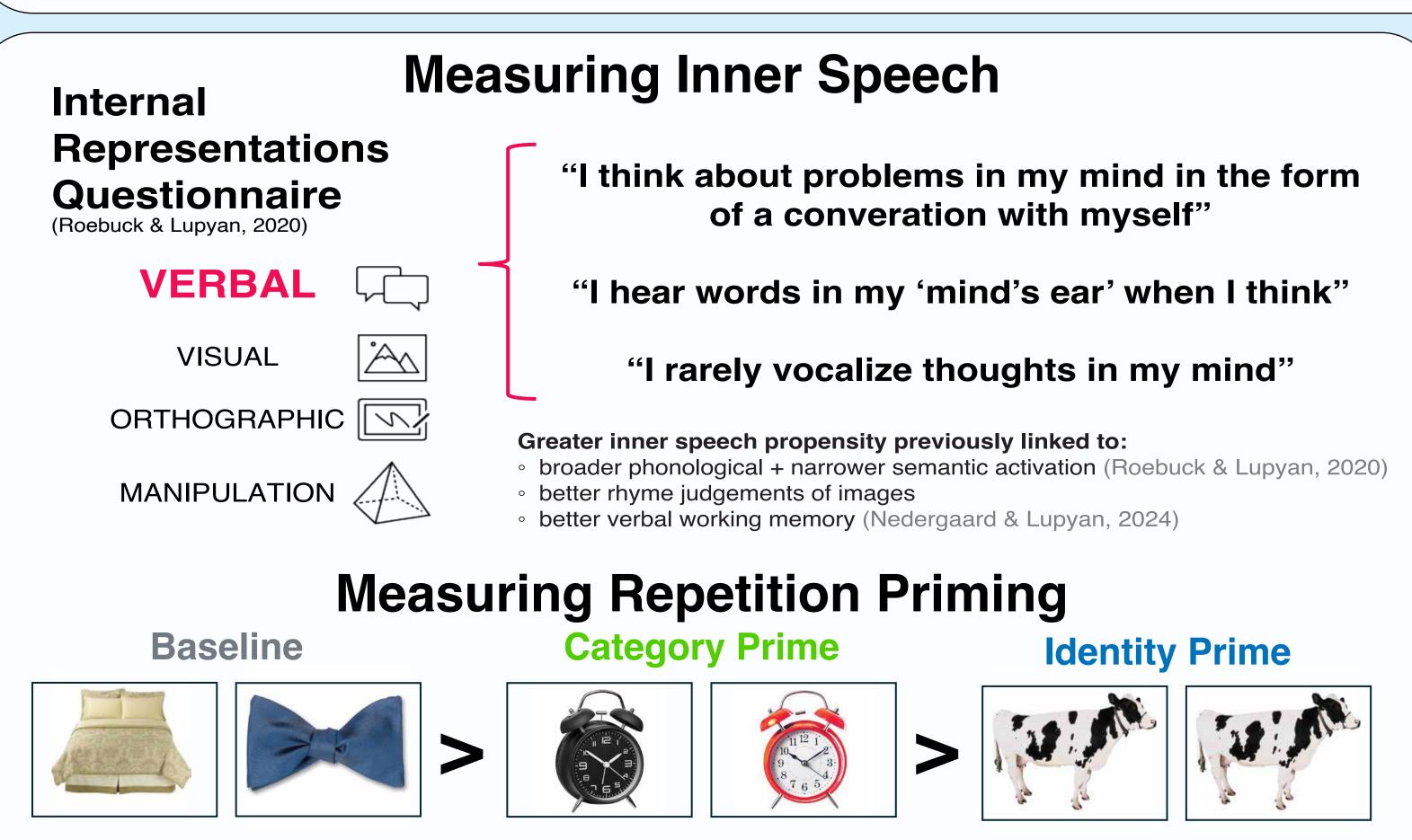
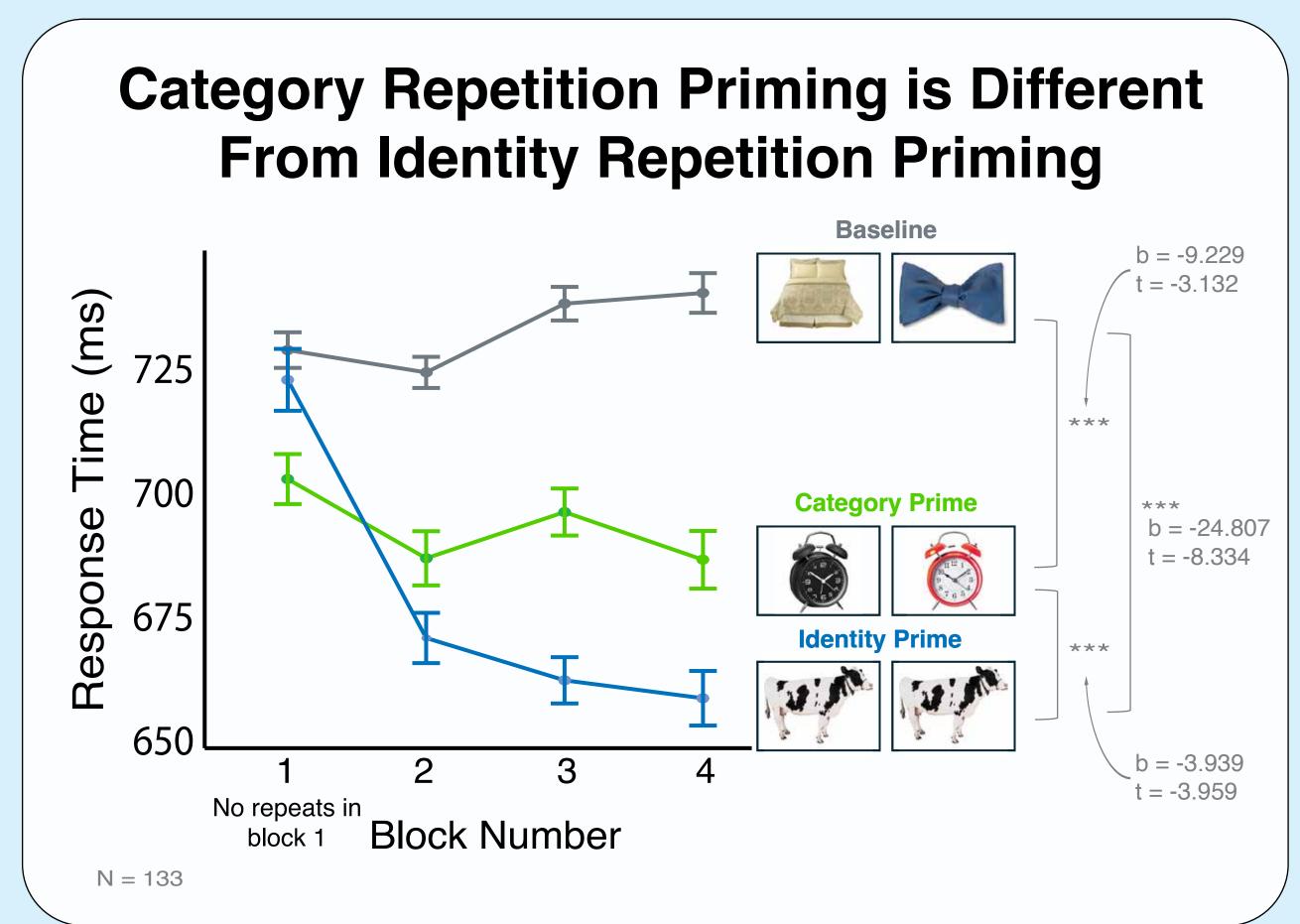
# Who Notices Object Repeats? Individual Differences in Inner Experience Influence Repetition Priming

Department of Psychology
UNIVERSITY OF WISCONSIN-MADISON

Kira Breeden & Gary Lupyan

#### Language and Category Representations "dog" **Cue to new category** Language helps us learn Continuous Language makes our "blue" existence Representation new categories quickly & representations more accurately "categorical" **Cue to between-category More Categorical** (Balaban et al., 1997; Gelman & Markman, 1986; and within-category [ (Forder & Lupyan, 2019; Boutonnet & Lupyan, 2015) Representation Nazzi & Gopnik, 2001; Waxman & Markow, 1995) relationships.

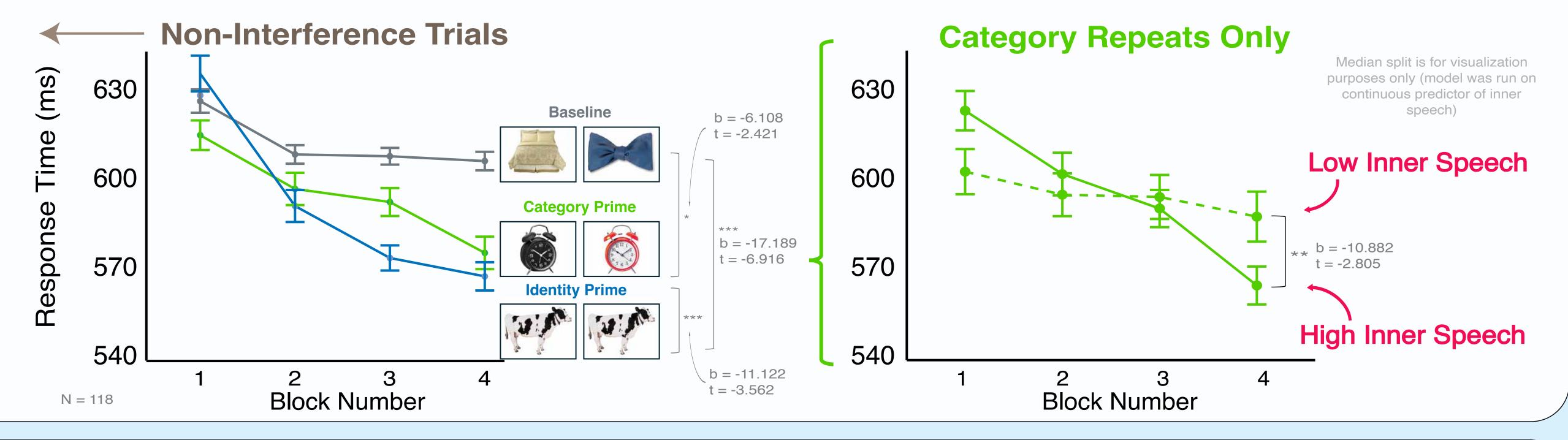




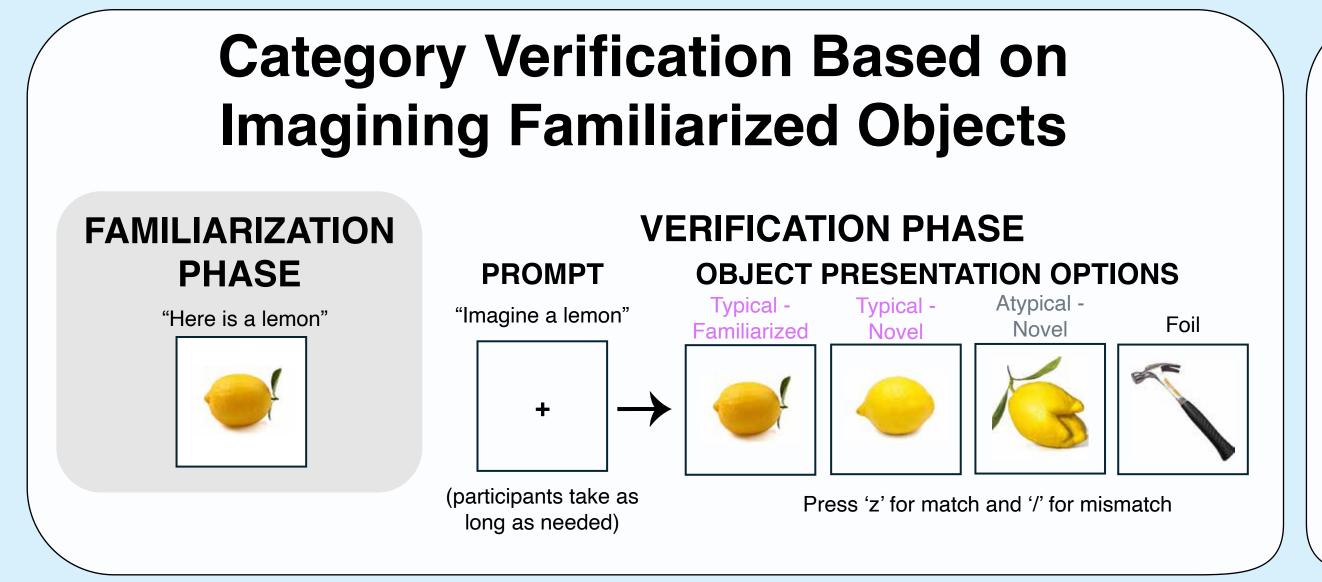
### How Do Inner Speech and Verbal Interference Influence Repetition Priming?

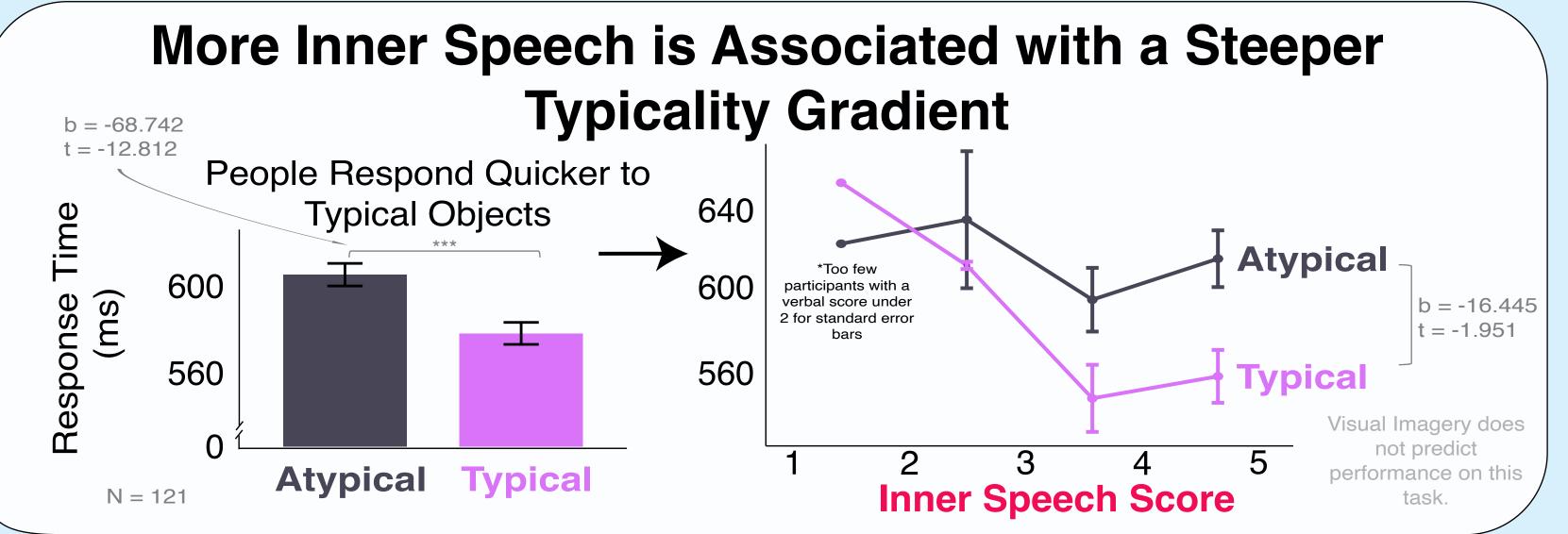
#### More Inner Speech is Associated With Greater Category Repetition Priming

Verbal interference does not reduce repetition priming



### How Does Inner Speech Interact with Object Typicality?





https://doi.org/10.3758/s13428-020-01354-v

## Inner speech is associated with more "categorical" representations

People with more inner speech show more category repetition priming People more inner speech show a bigger typicality effect in category verification

## References nan, S. R. (1997). Do Words Facilitate Object Categorization in 9-Month-Old Infants? Journal of Experimental Child Psychology, ecp.1996.2332 n, G. (2015). Words Jump-Start Vision: A Label Advantage in Object Recognition. Journal of Neuroscience, 35(25), 9329–9335. JNEUROSCI.5111-14.2015 1. (2019). Hearing Words Changes Color Perception: Facilitation of Color Discrimination by Verbal and Visual Cues. 1. (1986). Categories and induction in young children. Cognition, 23(3), 183–209. https://doi.org/10.1016/0010-0277(86). 2001). Linguistic and cognitive abilities in infancy: When does language become a tool for categorization? Cognition, 80(3), 811-

Waxman, S. R., & Markow, D. B. (1995). Words as Invitations to Form Categories: Evidence from 12- to 13-Month-Old Infants. Cognitive Psychology, 29(3), 257–302. https://doi.org/10.1006/cogp.1995.1016

#### Acknowledgements

Thank you to my advisor, Dr. Gary Lupyan, and to my mentoring committee who provided feedback on this project: Dr. Shawn Green, Dr. Karen Schloss, and Dr. Brad Postle. Thank you to the Lupyan Lab for their feedback and encouragement. And finally thank you to the participants in the UW-Madison undergraduate SONA pool for their attention and participation.