

### **1. Introduction**

Romance languages have their verbal morphological system inherited from Latin. The verbal word structure can be specified as Figure 1<sup>1</sup>.

Questions

lexicon? (Tab. 1)

by verbal groups ?

word processing?

Is there a Thematic vowel

(Th) representation in French

Is stem formation determined

How stress system influences

#### **3. Results**





Figure 1: Verbal word structure.

Language	ā	ĕ	ē	ī
Latin	am <b>āre</b>	prend <b>ĕre</b>	vid <b>ēre</b>	aud <b>īre</b>
Spanish	amar	prender	ver	oír
Portuguese	amar	prender	ver	ouvir
Italian	amare	prendere	vedere	udire

ii) phonological abstract representation for  $e/E^2$ .

partial prime in *Test* condition = distinct, but

Hypothesis 2:

-> longer RTs<sup>3</sup>.

related lexical representation



Figure 3: Prime -> Target schema.





Table 1: Th in Romance languages.

# 2. Method

Subjects: 48 subjects, 23 women, right hand, French as L1, mean age 21.8 years old.

**Experience:** cross-modal priming with lexical decision task (Fig. 2).



Verb Type Control Identity Test Target 1st e/E pèsent jeter JETTENT jettent parlons aimer AIMONS 1st –er aimons 3rd –ir SENTONS dormons sentir sentons suffisons 3rd –ire lire LISONS lisons 3rd – dre mordre mordons MORDONS perdons **3rd – indre** plaignons joindre joignons JOIGNONS

Table 2: Stimuli example by verb type and conditions.

Figure 4: RTs by verb type and conditions.

# 4. Conclusions

These results were different from studies in Italian, Spanish, and Portuguese, which presented full priming only in the 1<sup>st</sup> group<sup>3</sup>. They can be explained by a Th representation and readjustment rules<sup>1</sup> for stem formation. The French verbs investigated have a similar behavior, suggesting a single morphemic abstract representation modified by morphological operations.

#### References

<sup>1</sup>Embick, D., & Halle, M. (2005). Procedings of Going Romance 2003, Amsterdam. <sup>2</sup>Meunier, F., & Marslen-Wilson, W.D. (2004). *Language and Cognitive Processes, 19*(4). <sup>3</sup>Veríssimo, J., & Clahsen, H. (2009). *Cognition*, *112*(1), 187-194.