The Lexicon

1. The significance of the lexicon
2. Lexical knowledge
3. Lexical skills

The Significance of the Lexicon

- Lexical errors lead to misunderstanding.
  - “There’s that Australian guy!”

Australian?

Let me know what classes Zach is taking next semester.”

- Lexical errors lead to misunderstanding.
Taking?

- Classes Zach is taking:
  - Environment 233
  - Computer Science 340
  - Biology 390
  - Limnology 202

- Classes Zach is teaching:
  - Intermediate swimming

The Significance of the Lexicon

- Lexical forms are confused.
  - “He blandished his sword at me.”

Blandish or Brandish?

- Blandish
  - *cajole:* to persuade somebody by flattery

- Brandish
  - *wave something about:* to wave something about, especially a weapon, in a menacing, theatrical, or triumphant way

The Significance of the Lexicon

- Lexical errors lead to misunderstanding.
  - “There’s that Australian guy!”
- Lexical forms are confused.
  - “He blandished his sword at me.”
- Some words occur in specialized lexical fields.
  - “Taupe”
  - “Medjool”

Taupe

- A brownish shade of grey resembling the color of moleskin.
  - *dark brownish-gray:* of a dark gray color tinged with brown, like moleskin
Medjool Dates

Medjool

► A soft, sweet, succulent date with a velvety texture and a delicious taste, Medjools were originally grown in Morocco exclusively for royalty. It wasn’t until 1927 when disease threatened to destroy their trees, that Morocco sent 11 offshoots to the United States to prevent this delicious fruit from becoming extinct. Considered the ultimate delicacy, these are the largest dates grown in North America.

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Lexical Knowledge

► Word associations

► Incidental vocabulary learning

► Incremental vocabulary learning

► Multiple meanings

What is Involved in Knowing a Word?

► For example,

Supercalifragilisticexpialidocious

What is Involved in Knowing a Word?

► For example,

- Nine eleven
- Twenty-four seven
- Ten-four
What is Involved in Knowing a Word?

► What is involved in knowing ...
  ▪ a word form?
  ▪ the meaning of a word?
  ▪ how to use a word?

Three things involved in knowing a Word Form

1. Spoken
   ▪ What does the word sound like?
   ▪ How is the word pronounced?
2. Written
   ▪ What does the word look like?
   ▪ How is the word written and spelled?
3. Word Parts
   ▪ What parts are recognizable in this word?
   ▪ What word parts are needed to express the meaning?

Three things involved in knowing the Meaning of a Word?

1. Form and meaning
   ▪ What meaning does this word form signal?
   ▪ What word form can be used to express this meaning?
2. Concept and referents
   ▪ What is included in the concept?
   ▪ What items can the concept refer to?
3. Associations
   ▪ What other words does this make us think of?
   ▪ What other words could we use instead of this one?

Three things involved in knowing how to Use a Word?

1. Grammatical functions
   ▪ In what patterns does the word occur?
   ▪ In what patterns must we use the word?
2. Collocations
   ▪ What words or types of words occur with this one?
   ▪ What words or types of words must we use with this one?
3. Constraints on use
   ▪ Where, when, and how often would we expect to meet this word?
   ▪ Where, when, and how often can we use this word?

Multiple Meanings

► “What’s eating Gilbert Grape?”
Multiple meanings

► eat  ► eat
► 1.1. a. trans.  ► 11.8.e. trans.

► To take into the mouth piecemeal, and masticate and swallow as food; to consume as food. Usually of solids only.
► To disturb, vex.

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Lexical Skills

► Perception
► Production
► Word formation
► Word combinations, collocations, and phraseology

From Word to Meaning

► Synonym
► Reduplication
► Acronym
► Idiom
► Inflection
► Derivation
► Homonym
► Antonym
► Stem
► Vocabulary
► Affix
► Polysemy
► Phrasal verb
► Syntagmatic
► Paradigmatic
► Collocation

From Word to Meaning ...

► What processes did you go through to retrieve (or discover) the meanings of these words?
► And back again.
► Fill in the blanks in the following crossword.

From Meaning to Word

► Identify the parts of a car in this picture.
From Meaning to Word

What processes did you go through to retrieve (or discover) the words to name these items?

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Levelt’s Model of Speaking

The Image
The Image

► The first step on the path where thoughts can flow into words can be thinking about or seeing the image of the thing you want to talk about, like a llama.
► A word that is known but that is not frequently used will take more time to recall.

The Lexical Level, or Concept

► The image activates the lexical module, or node, for llama, carrying all the information the brain has stored about llamas: an animal with hooves, wool, etc.
► Adjacent lexical nodes for related words like sheep, goat, animal, etc., are also activated: the information is passed onto the next module for processing.

The Lemma Level

► All activated concepts are passed onto this level, where syntactic properties are assigned to each one, including word order, gender, case markings, and other grammatical features.
► The various activated concepts compete and usually the most highly activated wins, but the more competing concepts interfere, the longer it takes to generate the desired word.
The Lexeme Level

- Turning the desired concept into a spoken word requires matching the syntactic elements from the lemma level to sounds: not just phonemes, but stresses, rhythms, and intonation.
- This is where the tip-of-the-tongue phenomenon occurs, perhaps because a given lexical node was not sufficiently activated to make it to the lexeme level.