
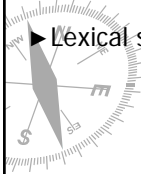


The Lexicon



The Lexicon

- ▶ The significance of the lexicon
- ▶ Lexical knowledge
- ▶ Lexical skills




2

The Lexicon

The significance of the lexicon

Lexical knowledge


Lexical skills



3



The Significance of the Lexicon

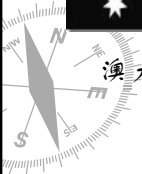
- ▶ Lexical errors lead to misunderstanding.
 - "There's that Australian guy!"



4

Australian?


	
澳大利亚	奥地利



5

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."



6

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



7

The Significance of the Lexicon

► Lexical errors lead to misunderstanding.

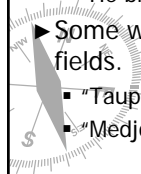
- "There's that Australian guy!"

► Lexical forms are confused.

- "He blandished his sword at me."

► Some words occur in specialized lexical fields.

- "Taupe"
- "Medjool dates"



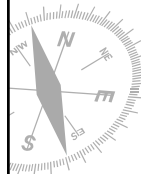
8

Taupe



dark brownish-gray: of a dark gray color tinged with brown, like moleskin

Medjool Dates



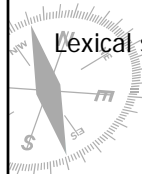
10

The Lexicon

↻ The significance of the lexicon

Lexical knowledge

Lexical skills



11

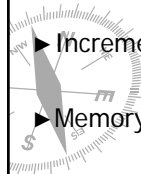
Lexical Knowledge

► Word associations

► Incidental vocabulary learning

► Incremental vocabulary learning

► Memory metaphors



12

What is Involved in Knowing a Word?

- ▶ For example,

Supercalifragilisticexpialidocious



13

What is Involved in Knowing a Word?

- ▶ For example,
 - Nine eleven
 - Twenty-four seven
 - Ten-four



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What is Involved in Knowing a Word?

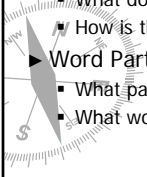
- ▶ What is involved in knowing ...
 - a word form?
 - the meaning of a word?
 - how to use a word?



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What is Involved in Knowing a Word Form?

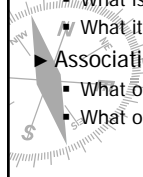
- ▶ Spoken
 - What does the word sound like?
 - How is the word pronounced?
- ▶ Written
 - What does the word look like?
 - How is the word written and spelled?
- ▶ Word Parts
 - What parts are recognizable in this word?
 - What word parts are needed to express the meaning?



17

What is Involved in Knowing the Meaning of a Word?

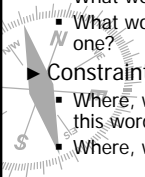
- ▶ Form and meaning
 - What meaning does this word form signal?
 - What word form can be used to express this meaning?
- ▶ Concept and referents
 - What is included in the concept?
 - What items can the concept refer to?
- ▶ Associations
 - What other words does this make us think of?
 - What other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



18

What is Involved in Knowing How to Use a Word?

- ▶ Grammatical functions
 - In what patterns does the word occur?
 - In what patterns must we use the word?
- ▶ Collocations
 - What words or types of words occur with this one?
 - What words or types of words must we use with this one?
- ▶ 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?



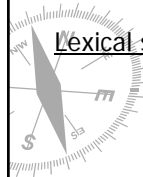
19

The Lexicon

↻ The significance of the lexicon

↻ Lexical knowledge

Lexical skills



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Lexical Skills

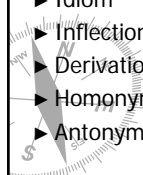
- ▶ Perception
- ▶ Production
- ▶ Word formation
- ▶ Word combinations, collocations, and phraseology



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From Word to Meaning

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



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From Word to Meaning

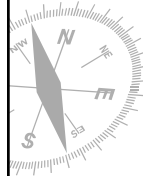
- ▶ What processes did you go through to retrieve (or discover) the meanings of these words?



23

From Meaning to Word

- ▶ Identify the parts of a car in this picture.



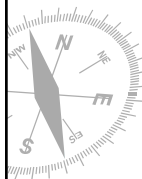
24



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From Meaning to Word

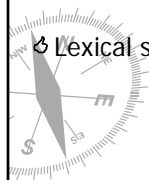
- ▶ What processes did you go through to retrieve (or discover) the words to name these items?



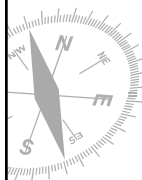
26

The Lexicon

- ↻ The significance of the lexicon
- ↻ Lexical knowledge
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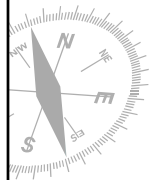


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Levelt's Model of Speaking



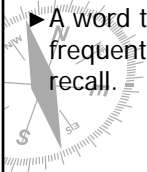
The Image



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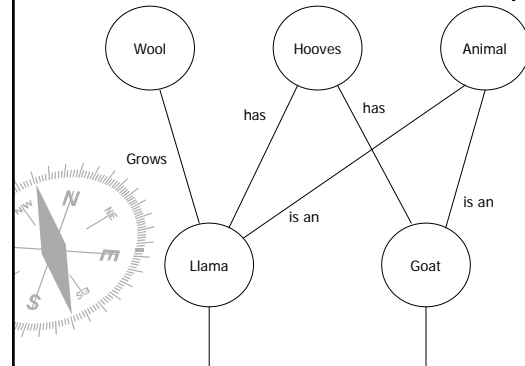
The Image

- ▶ 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.



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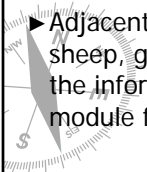
The Lexical Level, or Concept



32

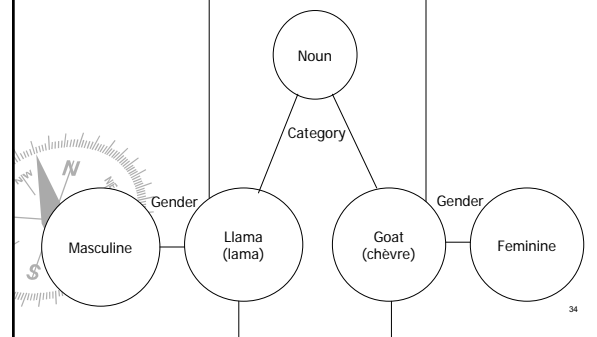
The Lexical Level, or Concept

- ▶ 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.



33

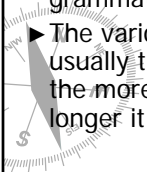
The Lemma Level



34

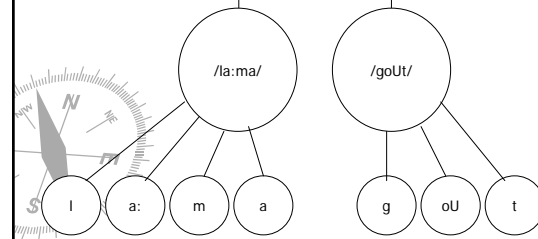
The Lemma Level

- ▶ 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.



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The Lexeme Level

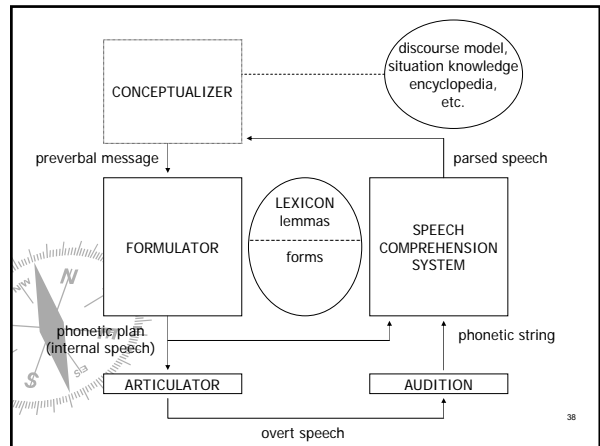


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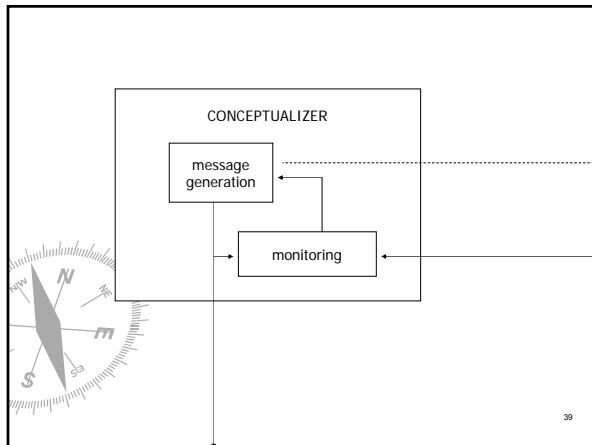
The Lexeme Level

- ▶ 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.

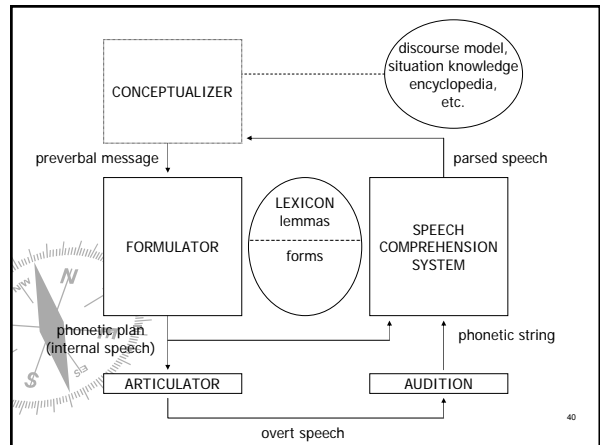
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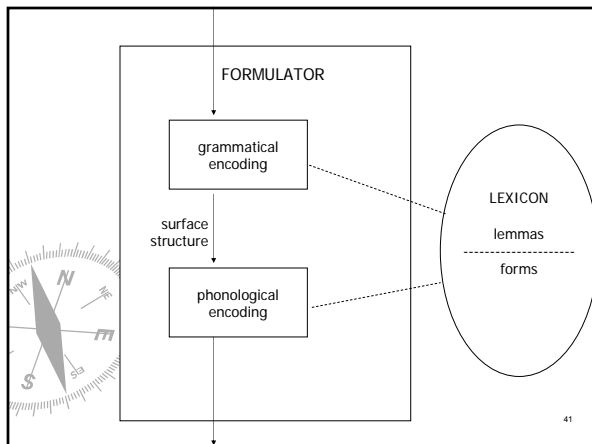
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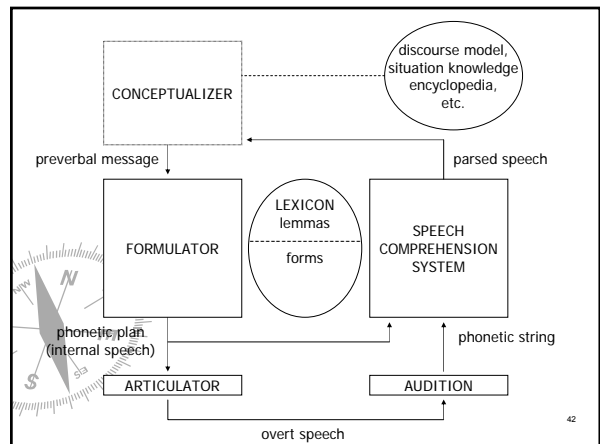
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