The Lexicon

The significance of the lexicon
Lexical knowledge
Lexical skills

The Significance of the Lexicon
Lexical errors lead to misunderstanding.
- "There's that Australian guy!"

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Lexical errors lead to misunderstanding.
- "There's that Australian guy!"
- Lexical forms are confused.
- "He blandished his sword at me."

Australian?

澳大利亚 奥地利
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 dates"

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Taupe

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

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Medjool Dates

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Lexical Knowledge

- **Word associations**

- **Incidental vocabulary learning**

- **Incremental vocabulary learning**

- **Memory metaphors**
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 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?

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?
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?

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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 Meaning to Word

► Identify the parts of a car in this picture.

From Word to Meaning

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