

**Introduction to  
L2 Vocabulary Acquisition  
& Learning:  
Lecture 07**

Fall 2015  
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**REVIEW**

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- ( ): "laugh", "make", "box", "window"  
– cannot be further divided
- ( ):  
– : 're-' + 'make' = 're-make'
- : 'laugh' + '-ter' = 'laughter'
- ( ):  
– make-believe, window-shopping, jack-in-the-box

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**REVIEW**

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- ( roots ): "laugh", "make", "box", "window"  
– cannot be further divided
- ( derived words ):  
– **prefixes:** 're-' + 'make' = 're-make'
- **suffixes:** 'laugh' + '-ter' = 'laughter'
- ( compound words ):  
– make-believe, window-shopping, jack-in-the-box

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**( ) of meaning**

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- Even quite transparent phrases are often fixed in the syntax:
- e.g. talk  
– to talk turkey ( )  
(= talk seriously about details esp. in business)
- to talk shop ( )  
(= talk about your job in the way people find boring) ↑↓
- to talk business ( )
- to talk politics ( )

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**Opacity of meaning**

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- Even quite transparent phrases are often fixed in the syntax:
- e.g. talk  
– to talk turkey ( ) opaque  
(= talk seriously about details esp. in business)
- to talk shop ( ) ↑↓  
(= talk about your job in the way people find boring)
- to talk business ( )
- to talk politics ( ) transparent

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**Review**

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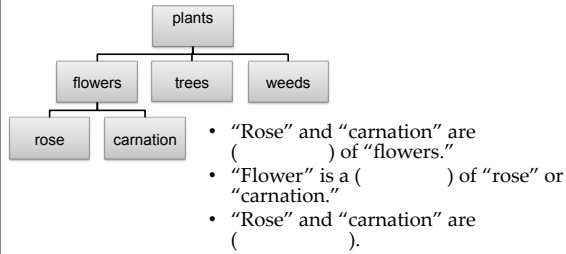
The plan  
application  
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proposal was rejected  
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accepted by the committee.

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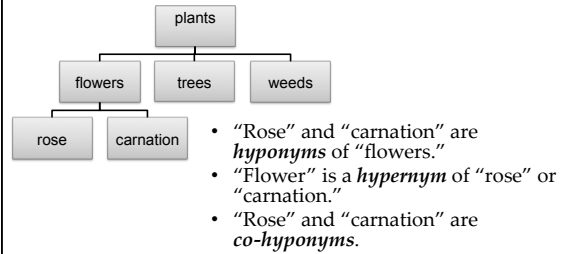
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REVIEW



REVIEW



REVIEW

- bank (river) – bank (money) ( )
- flour/flower ( )
- a lead pipe, but a lead singer ( )
- head of your body, head of the department ( )

REVIEW

- bank (river) – bank (money) ( homonym )
- flour/flower ( homophone)
- a lead pipe, but a lead singer ( homograph)
- head of your body, head of the department ( polysemy )

REVIEW

- Time flies like an arrow.
- The man got madder than a bull. ( )
- Time is money.
- Life is a journey. ( )

REVIEW

- Time flies like an arrow.
- The man got madder than a bull. ( simile )
- Time is money.
- Life is a journey. ( metaphor)

## REVIEW

- ( ) Analysis
  - *Man*: [+HUMAN], [+MALE], [+ADULT]
  - *Woman*: [+HUMAN], [-MALE], [+ADULT]
- ( )

## REVIEW

- ( Componential ) Analysis
  - *Man*: [+HUMAN], [+MALE], [+ADULT]
  - *Woman*: [+HUMAN], [-MALE], [+ADULT]
- ( semantic feature )

## Mental Lexicon

- Educated adult speakers have knowledge of hundreds of thousands of words of their language and can summon up the appropriate word in million seconds.
- This has led researchers to believe that the mind must organize words in some way.
- What we should not necessarily assume is that the mind organizes the lexicon of a second language in the same way as it does its first, nor that the processes of comprehension and production necessarily operate on the same mental bases.

## TASK

- Consider briefly and discuss with someone, what broad implications the following metaphors have for the study of the mental lexicon. Are there any other metaphors you find appealing?

The mental lexicon is { a dictionary  
a thesaurus  
an encyclopedia  
a library  
a computer

## Input, storage & retrieval

- Those metaphors all had in common the idea of:
  - **input** (i.e. that language is 'written in' in some way)
  - **storage** (that it is held and not lost), and
  - **retrieval** (that it can be 'called up' when needed for use).

## Input

- Input --- primarily spoken (nothing but a stream of sounds) for children learning L1
- Both orthographic & phonological --- L2
- The general shape of the incoming word is important
  - the '*bath tub*' effect: the front and rear ends of words are prominent but the middle 'dips' a bit
- im\_\_ly:
  - immediately    impossibly    impatiently
  - imperviously

## Observation

- Speakers recognize the first and last syllables of words and take note of how many syllables they contain, the general rhythmic structure, and where the stress falls.
- So in recognizing the words in TASK, the *im\_ly* structure with four syllables is important, as is the main stressed syllable.

## TASK

- Test yourself on the bathtub phenomenon. How many words can you recall that fit these patterns? For example:

sa\_\_tion  
dis\_\_ion  
pro\_\_ion  
en\_\_ment

## TASK

- sa\_\_tion
  - sanction/ satisfaction/ salvation/ saturation/ sanitation (公衆衛生) / salutation(挨拶) / sanctification(聖別) / saltation(跳躍)
- dis\_\_ion
  - discussion/ distribution/ distinction/ discrimination/ discretion/ disruption/ dissolution/ distortion/ disposition/ distraction/ dissemination/ distraction/
- pro\_\_ion
  - production/ provision/ protection/ proportion/ provision/ promotion/ profession/ prosecution/ proposition/ progression
- en\_\_ment
  - environment/ entertainment/ enjoyment/ engagement/ enrichment/ engagement/ enhancement/ endowment/

## Storage

- Storage metaphors try to capture the essence of organization in the mental lexicon and to illustrate the ways in which individual items cross-refer to one another.
- E.g. Dictionary metaphor:
  - Each word has a meaning, a syntactic class, a sound pattern, a spelling pattern, perhaps some derivations cluster around it.
- ‘Tip-of-the-tongue’ phenomena:
  - Sound patterns in the form of a ‘general’ shape for the word seem to be in the storage system.

## TASK

- See how quickly you can call up other English words with similar spelling patterns to these words:

*pail*      *pale*      *comb*  
*loan*      *phone*

## TASK

- See how quickly you can call up other English words with similar spelling patterns to these words:

*pail*      *rail*      *fail*      *mail*  
*pale*      *male*      *sale*      *tale*  
*comb*      *tomb*      *comb*      *bomb*  
*loan*      *moan*      *groan*      *joan*  
*phone*      *alone*      *stone*      *bone*

## How words are stored

- You were cross-referencing words widely different in meaning to a given orthographic pattern of a type which clearly has some organizing power in your mental lexicon.
- It is by no means simple to capture what it is we store. Componential analysis suggested that words could be decomposed into the bits that make up their meaning, but it is extremely doubtful that semantic markers have any strong psychological reality.
  - Linguists cannot seem to agree what the set of primitive markers would be.
  - Words are processed instantaneously for meaning and not first broken into components. (Aitchison 1987: 67-9).

## How word-meanings are organized

- People sometimes produce blends in their L1, where half of one word crowds in on half of another:
  - It was absolutely *tinute*. (*tiny/minute*)
  - It's on the *dressing-board*. (*dressing-table/sideboard*)
- *Synonyms* and *co-hyponyms* seem to be competing as candidates for the right word in these examples, suggesting that the accessing mechanism has found the right 'bundles' of words but not exactly the right one.

## How word-meanings are organized

- *Collocational* links: stimulus words give responses that collocate regularly with the stimulus.
- Stimulus                      Response
 

<i>butterfly</i>	→	<i>net</i>
<i>bright</i>	→	<i>red</i>
<i>salt</i>	→	<i>water</i>
- Other associations are *superordination*, where a superordinate is given, and *synonymy* (where the stimulus word produces a synonym).

## How word-meanings are organized

- *Coordination*: the commonest feature of native-speaker word-association responses:
 

– Stimulus		Response
<i>salt</i>	→	<i>pepper</i>
<i>butterfly</i>	→	<i>moth</i>
<i>red</i>	→	<i>blue</i>
<i>left</i>	→	<i>right</i>

## TASK

- Test yourself by giving the first word that associates in your mind with each of these words. Then check your results against the types discussed above (co-ordination, collocation, superordination, synonymy).

<i>grass</i>	<i>Monday</i>	<i>big</i>
<i>sneeze</i>	<i>chair</i>	

## L1 vs. L2

- If the L1 lexicon seems to associate words according to clearly definable types of relation, it may not be necessarily so for L2.
- Learners may lack the ability to make instantaneous collocational associations, and may be more inclined to associate L2 words by sound similarities.

### TASK

- Test yourself by writing down five words in any foreign language you know and then write beside each one the first word in that language that comes to mind. How do your results compare with L1-based association tests?

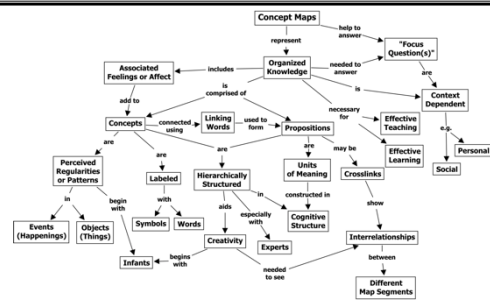
### Thesaurus vs. Encyclopedia

- Word-association results suggest that words are organized semantically.
- If the thesaurus metaphor is true, the mind would seem to consist of bundles of related words, united into larger bundles, just like the divisions and subdivisions of Roget's Thesaurus.
- But this is an oversimplification. Native-speakers can say a lot more about a word than just what co-ordinates, collocates, and superordinates, or what synonyms it has.
- Somewhere, the word is related by an intricate series of links to an encyclopedia of world knowledge gathered over many years.

### Encyclopedia metaphor

- Encyclopedia information is also organized and may often provide links between words; thus people associate 'war' with 'gas-masks', 'certain political beliefs', and 'murder', which is more than using semantic information.
- This kind of knowledge produces a web-like set of associations.

### Network of knowledge



### TASK

- Construct an encyclopedic web for the word 'English language' in terms of your world knowledge. Consider not only what English is but the various aspects of 'English language' in terms of its origin, linguistic property, speakers, effects, etc. If possible, compare your web with one constructed by somebody from a different cultural background.