

Gass, S. M., & Selinker, L. (2008). *Second language acquisition. An introductory course*. Third edition. New York & London: Routledge, pp. 449-478.

Chapter 13

The mental lexicon

1. In how far is the *library / dictionary* metaphor useful for conceptualising the human mental lexicon?
2. What is the difference between the two following errors / mistakes?
 - *Can you tell me where is the train station?*
 - *I feel sorry for people who live in the suburbs.*

suburbia (Sp.) = ‘slums’
3. Why does the mental lexicon appear to be such a central component in SLA?
4. What does Levelt’s *lexical hypothesis* claim about the role of the mental lexicon? Also, make reference to Levelt’s L1 model of speech production.

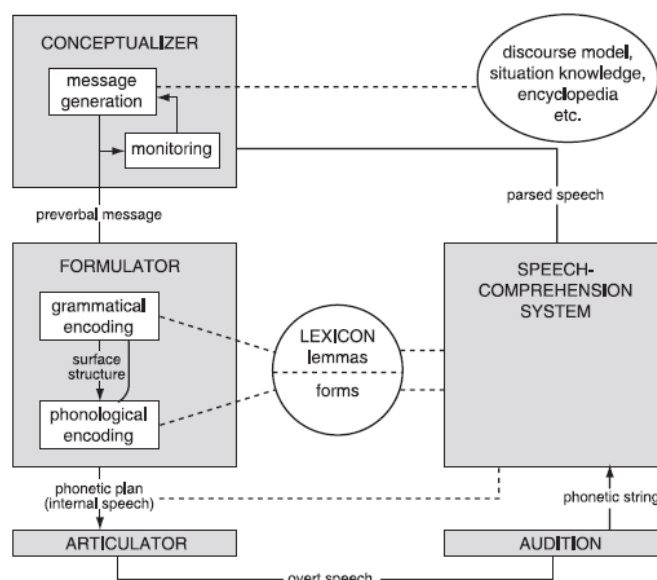


Figure 13.1 A blueprint for the speaker. Boxes represent processing components; circle and ellipse represent knowledge stores.

Source: From *Speaking: From Intention to Articulation* by W. J. M. Levelt. Reprinted by permission. © 1989 Massachusetts Institute of Technology Press.

Production and perception

5. What is the word knowledge like with regard to a lexeme such as *vacation*? List as many properties as possible.
6. What is the relationship between receptive and productive vocabulary in a learner’s mental lexicon?
7. What types of knowledge are there about a word such as *connect* according to Laufer, 1998? Fill the following gaps:
 - passive: _____
 - controlled active: _____
 - free: _____

How does this concept relate to Paribakht & Wesche’s (1993) *Vocabulary Knowledge Scale*?

8. What types of knowledge are there about a word such as *connect* according to Bialystok & Sharwood-Smith, 1985? Fill the following gaps:
- knowledge of the word *connect*: _____
 - control of the word *connect*: _____

Vocabulary breadth and depth

9. Explain the difference between vocabulary breadth and depth.
10. What has a verb's valency / valence to do with vocabulary depth? Take the word *rent* as an example.
11. Conduct the following priming experiments and evaluate them against the notions of semantic, phonological, and morphosyntactic networks
- a. Paradigmatic association experiment 1 – name quickly 5 spontaneous associations:
Teaching

 - b. Syntagmatic association experiment 1 – name quickly and spontaneously one association:
black
doodle
whether
Jesus
[...]

Word formation, collocations, and L3

12. With your knowledge about word formation, what difficulties would you predict when practising and testing productive vocabulary in a word-formation test such as in the *Matura Neu*. Consider tasks such as:

word given	word primed
<i>act</i>	<i>activation</i>
<i>admit</i>	<i>admission</i>
<i>reflect</i>	<i>reflections</i>
<i>celebrate</i>	<i>celebrities</i>
<i>belief</i>	<i>believe</i>
<i>they</i>	<i>themselves</i>
<i>lead</i>	<i>lead</i>
<i>strong</i>	<i>strength</i>

What does all this tell you about word storage in the mental lexicon?

13. Provide words which you think will frequently follow the given words underneath. What does that tell you about word storage in the mental lexicon?

underdeveloped _____ .
deep _____ .
broad _____ .
sure _____ .

14. Relate the following terms to each other:
 compound, collocation, multi-word units, chunks, idioms, phraseology, formulaic sequence, phrase
15. What did Singleton (1999) and Marian & Spivey (2003) propose about the relationship between L1 and L2 vocabulary storage?
16. Relate the following terms about vocabulary learning to each other:

intentional – incidental – exposure – explicit – incremental – deliberate