The Bilingual Lexicon

A. Does a bilingual speaker have one or two lexicons?
1. Two different hypotheses: Separate lexicons | Shared lexicon

   \[ \text{L1} \leftrightarrow \text{L2} \quad \text{L1+L2} \]

2. Testing the hypotheses: lexical decision with single-language vs. mixed-language items

B. How are words in the two languages linked to each other and to the conceptual system?
1. Early models: Weinreich’s (1953) distinction of coordinative, compound and subordinative bilingualism

   \[
   \begin{align*}
   \text{concept} & : \{ \text{‘book’} \} \quad \text{‘book’} = \text{‘kniga’} \\
   \text{word} & : \text{/’kniga/} \quad \text{/buk/} \quad \text{/’kniga/} \quad \text{/buk/} \quad \text{/’kniga/}
   \end{align*}
   \]

2. Testing the word-association hypothesis and the concept-mediation hypothesis (e.g., Potter et al. 1984)

C. More recent hypotheses and models of bilingual lexical organization
1. The Developmental hypothesis (the intermediate hypothesis) -- The pattern of lexical organization is determined by L2 speakers’ proficiency in L2. Beginners rely on lexical connections and more proficient L2 speakers use conceptual links. (Chen & Leung, 1989)

2. The Dual-Route Hypothesis -- Difference words may have different patterns of connections in the bilingual lexicon. Specifically, concrete words and cognates are more likely to develop conceptual links than abstract words and noncognates. (de Groot, 1992)

3. The Revised Hierarchical Model -- Both types of connections are present in the same bilingual. However the strength of connections differ in different directions of connections. Specifically,
   a. L2-concept links are weaker than L1-concept links;
   b. L1-to-L2 links are weaker than L2-to-L1 links. (Kroll & Stewart, 1994)

4. The Bilingual Interactive Activation Model -- It has all the features of an interactive activation model of lexical representation and two new features of its own: a) there is a language level/node in the system. b) the two languages are linked at various levels of representation. (Dijkstra et al., 1999)

D. Some research paradigms and related findings
1. Cross-language priming
2. Translation
3. Interlingual lexical effects
4. The Stroop effect

E. Sample studies:
1. Potter et al., 1984
2. Kroll & Steward, 1994