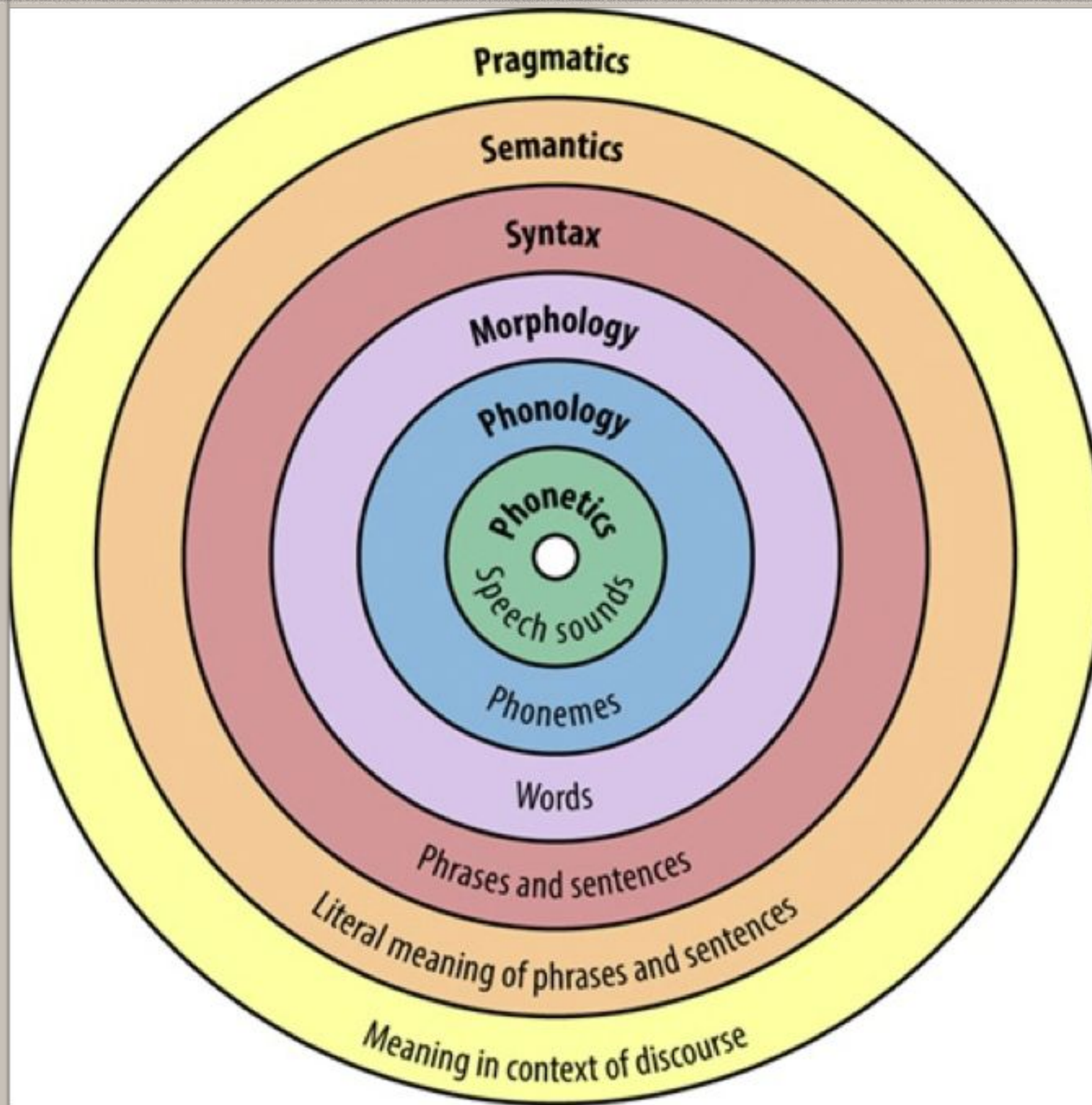


MEANING AS FORM



	Тема занятия	Основное содержание занятия	Вопросы, на которые мы получим ответ
1	Имена, концепты и фреймы	Основные понятия семантики. Значения слов как концепты. Семиотический треугольник. Уровень значения и уровень коннотаций. Природа понятий. Классический и прототипический подходы к категоризации. Фреймовая структура концепта.	Что необходимо, чтобы понять и описать значение слова? Как именно слова относятся к явлениям окружающего нас мира? Почему у большинства слов есть несколько уровней значений? Как охарактеризовать концептуальное содержание слова? Почему одно и то же содержание может быть концептуализировано и оформлено по-разному?
2	Семантические отношения	Синтагматические семантические отношения (коллокации). Парадигматические семантические отношения (синонимия, антонимия, гипонимия, меронимия).	Как организованы слова в наших ментальных лексиконах? Почему только некоторые из бесконечного множества возможных комбинаций слов доминируют в реальном языковом употреблении?
3	Смысловое варьирование и причины семантических перемен	Неопределенность в сравнении с двусмысленностью. Полисемия против однозначности. Смысловые изменения и его причины. Тропы и фигуры речи. Метафора и метонимия. Конверсия и грамматикализация.	Почему одна и та же языковая форма иногда имеет много разных значений? И насколько в действительности различаются эти значения? В силу каких исторических процессов форма приобретает множественные значения? Насколько систематичны и широко распространены эти процессы? Откуда берутся служебные слова?
4	Значения высказываний	Композициональность и идиоматичность. Пропозиция. Структурная двусмысленность. Отношения между пропозициями (включение, контрадикция, пресуппозиция).	Можем ли мы перенести наши аналитические принципы со значения слов на значение более крупных языковых единиц: фраз и предложений? Что именно означает предложение и как можно охарактеризовать отношения между предложениями?
5	Прагматика и прагматические принципы в действии	Основные понятия прагматики. Перформативы, речевые акты, иллокуции. Импликатуры. Принцип кооперации и речевые максимы. Понятие о контексте. Нарушение максим и пренебрежение максимами. Вежливость с лингвистической точки зрения.	Как делать дела словами? Как отличить смысл высказывания от его коммуникативного (=прагматического) эффекта? Как формируются умозаключения? Как фоновые знания влияют на нашу интерпретацию высказываний? С какой целью мы нарушаем речевые максимы?
6	Социолингвистика	Основные понятия социолингвистики. Измерения и уровни языкового варьирования.	Каким образом использование языка варьируется в зависимости от географических, социальных и контекстных факторов?

BASIC NOTIONS OF SEMANTICS

PLAN FOR TODAY

- Word meaning: concepts and reference, sense and denotation
- Linguistic signs and the semiotic triangle
- Layers of word meaning and connotations

Compare a linguistic symbol like '*cat*' to the road sign below. What are the similarities and what are the differences?



LINGUISTICS AS THE SCIENTIFIC STUDY OF NATURAL LANGUAGES

<cat>

form



LINGUISTICS AS THE SCIENTIFIC STUDY OF NATURAL LANGUAGES



concept, meaning

LINGUISTICS AS THE SCIENTIFIC STUDY OF NATURAL LANGUAGES



icon

LINGUISTICS AS THE SCIENTIFIC STUDY OF NATURAL LANGUAGES

<cat>



symbol

LINGUISTICS AS THE SCIENTIFIC STUDY OF NATURAL LANGUAGES

<cat>



symbol



icon

“The link between form and meaning in linguistic symbols is fixed.”

– *In which respects is this statement true, and in which respects is it not true?*

THE LINK BETWEEN FORM AND MEANING IN SYMBOLS IS FIXED?

<cat>

<koshka>



That depends on how one understands the word *fixed*.

The correct formulation is that the link is conventional, i.e. agreed upon (or shared) by the speech community and in this sense stable across different conversations, texts, etc.

LINGUISTICS AS THE SCIENTIFIC STUDY OF NATURAL LANGUAGES

<cat>



analysis of linguistic
form/structures (phonetics,
phonology, morphology,
syntax)



LINGUISTICS AS THE SCIENTIFIC STUDY OF NATURAL LANGUAGES

<cat>



analysis of linguistic form/structures (phonetics, phonology, morphology, syntax)



analysis of linguistic meaning

SEMANTICS

reference

denotation

In what way do the following uses of the English word *mean* relate to different aspects of linguistic meaning?

(1) I think *tavşan* means 'rabbit' in Turkish.

(2) I brought you your coat. You meant this one, didn't you?

REFERENCE



<coat>

Please bring me my coat.

REFERENCE



<coat>

I brought you your coat. You meant this one, didn't you?

REFERENCE



<coat>

I brought you your coat. You meant this one, didn't you?
= an act of REFERENCE: establishing a relationship between a linguistic form and an entity in the world on a specific occasion of language use.

DEFINITE REFERENCE

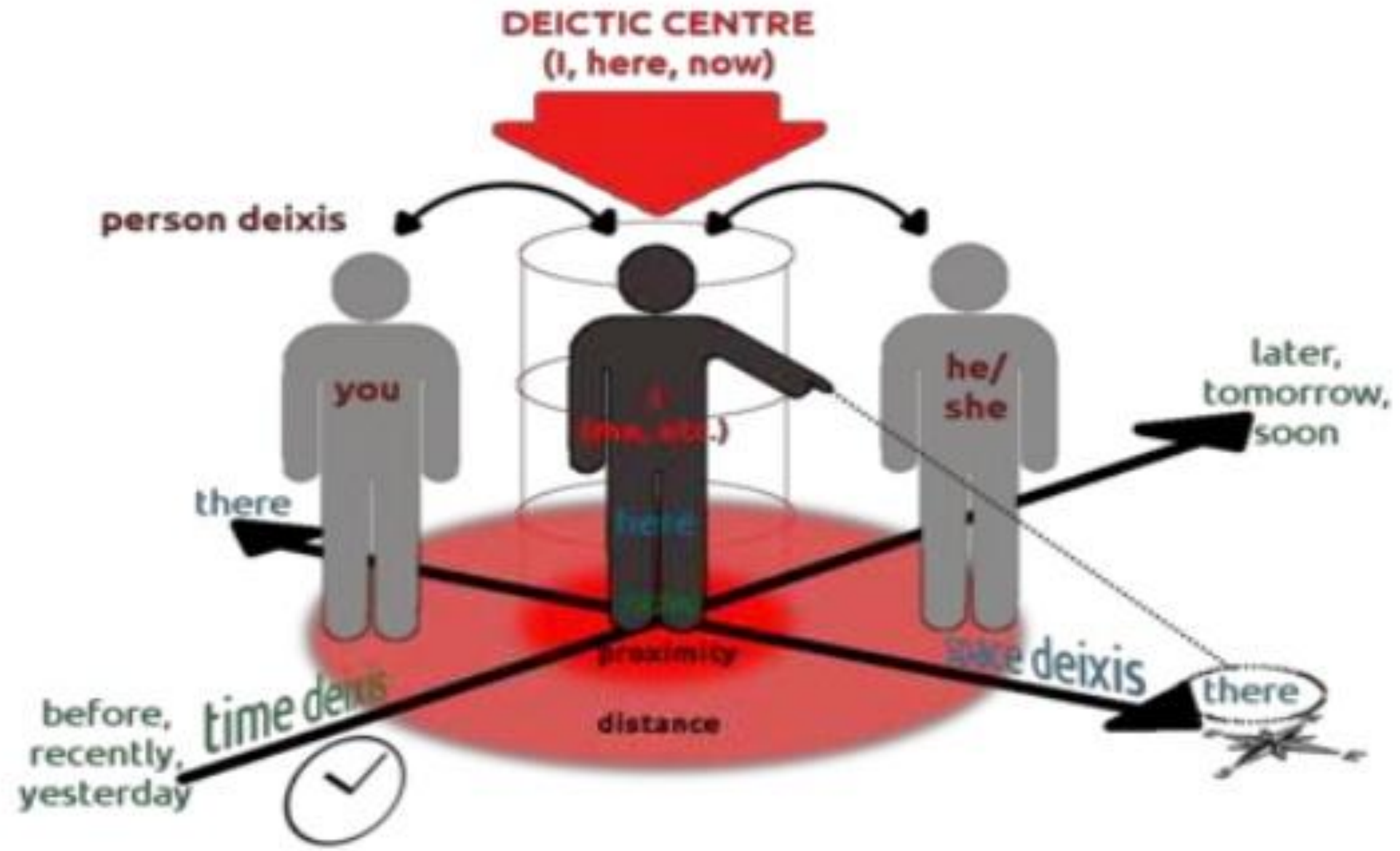
I brought you your coat. You meant this one, didn't you?

= definite reference
entity is unique or has been
mentioned before in the
current discourse and is thus
activated in the speaker's
mind

= deictic expression
(definite) reference is
accomplished on the basis of
the immediate situational
context

DEICTIC CENTER

=origo



“Well, eh, as you enter the door, immediately **to the right of** it is the desk against the wall, connected to it is the bed and then comes the corner going up to the window, and **there** between the window and the wall is **this** bookshelf, and on the other side, um, **there** isn't much space left, **there** I have the couch, ...”

–The hearer is taken on an “imaginary gaze tour” led by a fictive observer (Linde and Labov 1975)

DENOTATION

<rabbit>

< tavşan >



I think *tavşan* means 'rabbit' in Turkish.
= The Turkish sound form *tavşan* symbolises the same concept that is expressed in English with sound form *rabbit*.

“The most direct connections of linguistic forms (phonological or syntactic) are with conceptual structures [...]. **Concepts** are vital to the efficient functioning of human cognition. They are organized bundles of stored knowledge which represent [...] events, entities, situations, and so on in our experience.

If we were not able to assign aspects of our experience to stable categories, it would remain disorganized chaos. We would not be able to learn from it because each experience would be unique.

It is only because we can put similar (but not identical) elements of experience into categories that we can recognize them as having happened before, and we can access stored knowledge about them.

Furthermore, **shared categories** are a prerequisite for communication.”

GAVAGAI PROBLEM

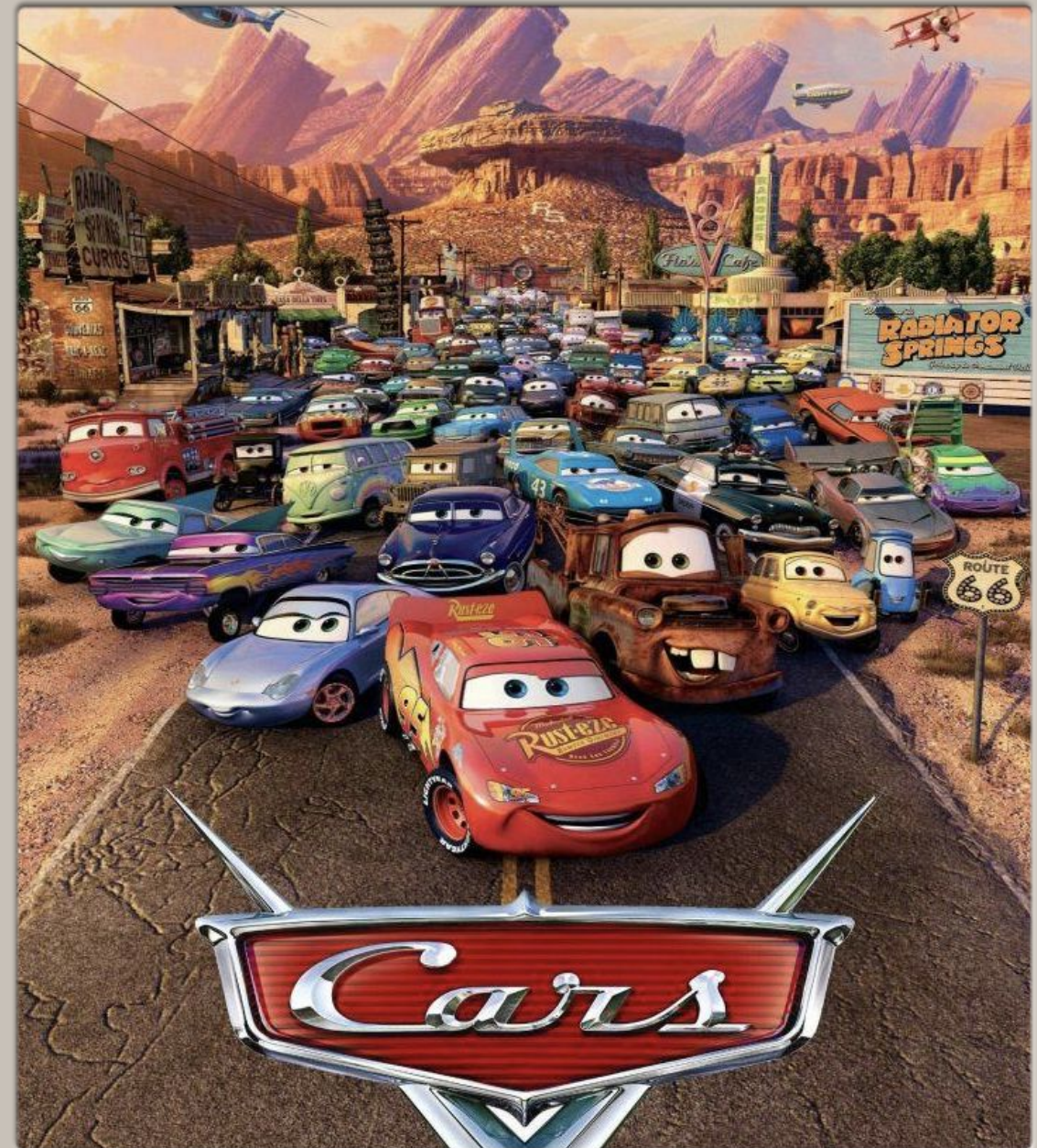
- Imagine a linguist who comes across a culture whose language is entirely foreign to him.
- The linguist tries to learn all he can about this new language.
- Then one day a rabbit scurries by, the native says 'Gavagai', and the linguist notes down the sentence 'Rabbit' (or 'Lo, a rabbit') as tentative translation.
- But how good is this translation?



In their early stages of language acquisition, young children often initially apply a word like *'car'* only to a specific toy car or the family car, but not any other cars. Please describe what these children still have to "discover" or "learn".

UNDEREXTENSION

initial failure to accept that words do not usually have a single referent but a set of possible referents (= denotation) and hence symbolise concepts (entire categories/types of things)



SEMIOTIC TRIANGLE

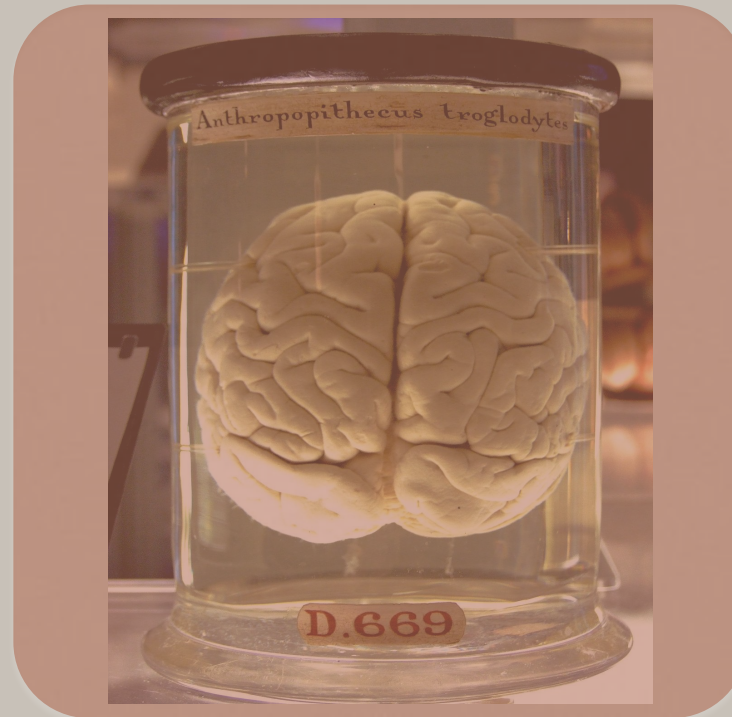


SEMIOTIC TRIANGLE

<CAR>



SEMIOTIC TRIANGLE



mental category,
concept

<CAR>

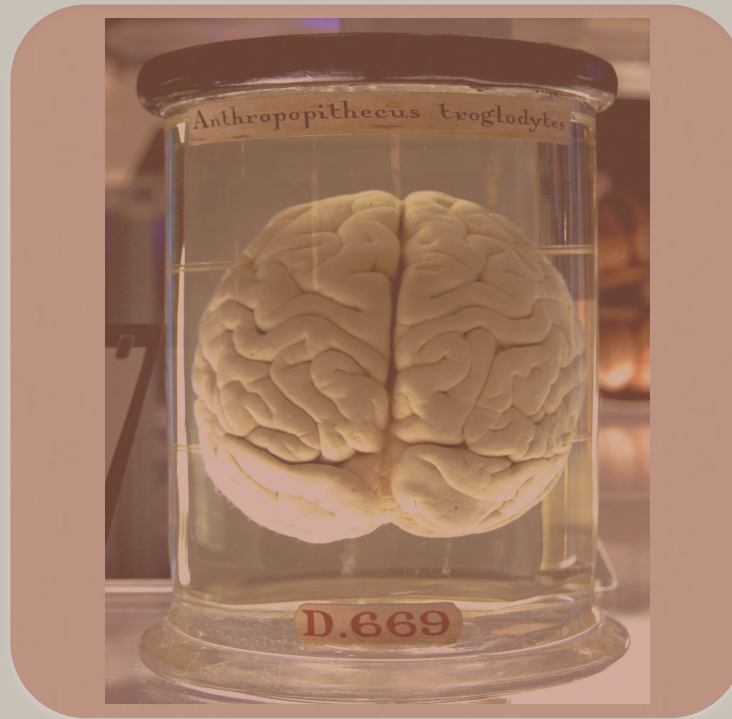


Concepts can be described in terms of properties which are important for classifying an **object** as an instantiation of that concept.

Concepts have fuzzy boundaries.

SEMIOTIC TRIANGLE

means 



mental category,
concept

linguistic sign

<CAR>

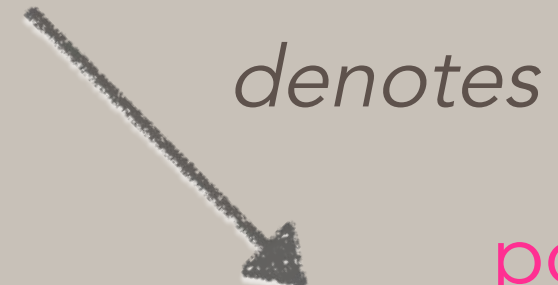


Meaning is the relation between a linguistic expression (i.e. an arbitrary form, e.g. a word) and a mental category that is used to classify objects, i.e. a concept.

SEMIOTIC TRIANGLE

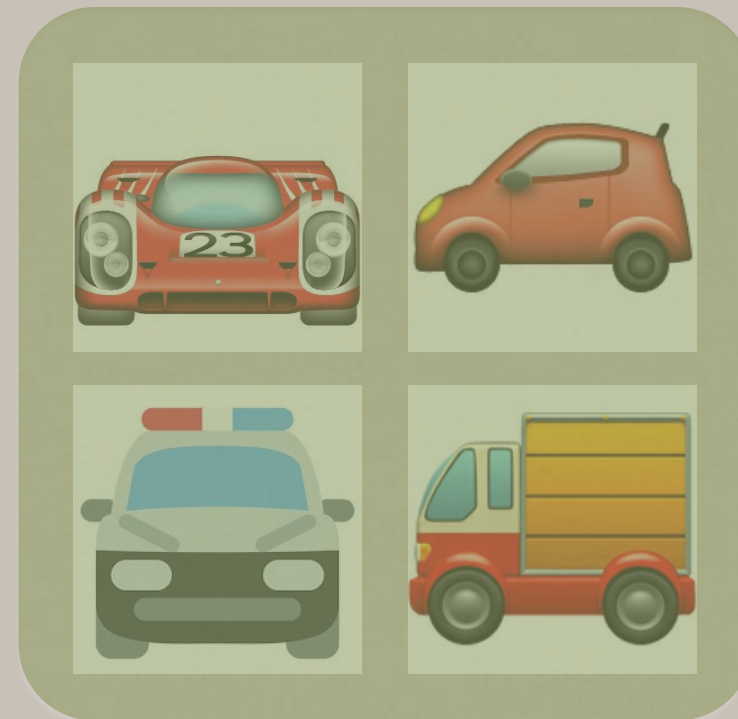


mental category,
concept



possible
referents

linguistic sign

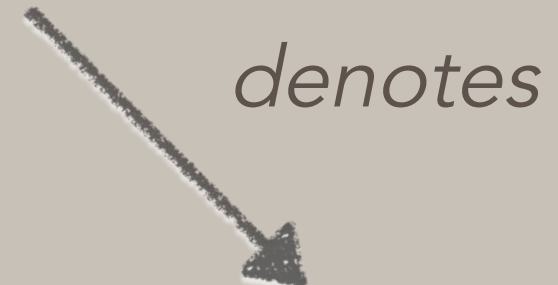


Denotation is the relation between the entire class of objects to which an expression correctly refers and a mental category that is used to classify these objects.

SEMIOTIC TRIANGLE



mental category,
concept



linguistic sign

possible referents

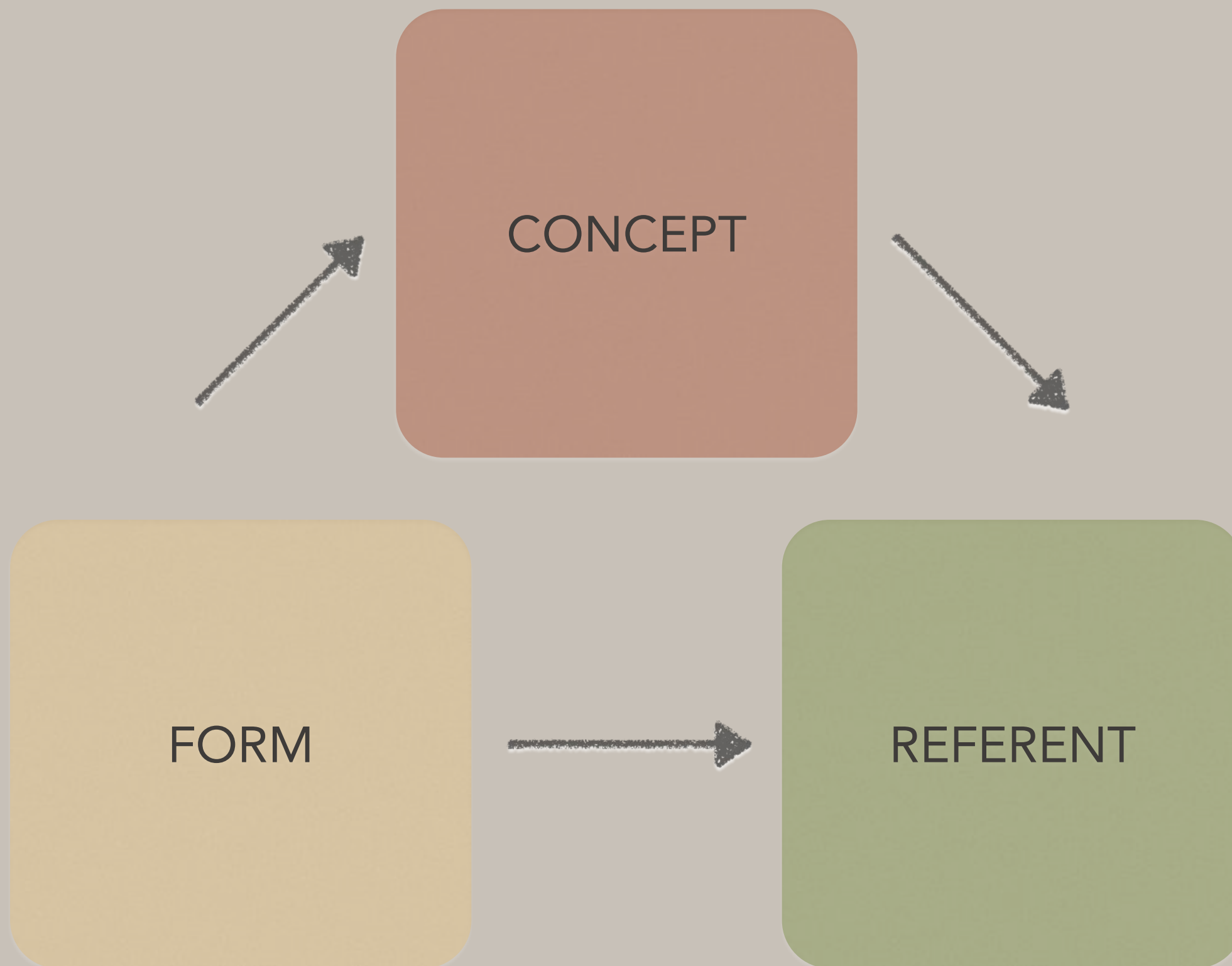
<CAR>

refers to



Reference is the act of establishing a relationship between a linguistic expression and an object in the world on a specific occasion of language use.

SEMIOTIC TRIANGLE



In which respect are the following linguistic expressions remarkable?

(1) the unicorn in the woods / a diamond as big as the Ritz

(2) Hi! / Please, ... / Ouch!

(3) the morning star / the evening star

CONCEPTS & REFERENTS

of puzzles:

- Some words/phrases do not have referents in the real world:

the unicorn in the woods, a diamond as big as the Ritz.
- Some words/phrases never have a referent in any kind of real or imaginary world: Hi! Please, ... Ouch!
- Some words/phrases (can) have the same referent, but they

LAW OF DENOTATION

CONCEPT

Intension

Extension

LAW OF DENOTATION

CONCEPT

Intension

Extension

the internal content of
a concept
that constitutes its
formal definition

LAW OF DENOTATION

CONCEPT

Intension

the internal content of
a concept
that constitutes its
formal definition

Extension

the range of concept's
applicability to
particular objects

LAW OF DENOTATION

CONCEPT

Intension

sememe 1

sememe 2

sememe 3

Extension

object 1

object 2

object 3

LAW OF DENOTATION

'SHIP'

Intension

vehicle

for conveyance on
water

Extension

cargo ship

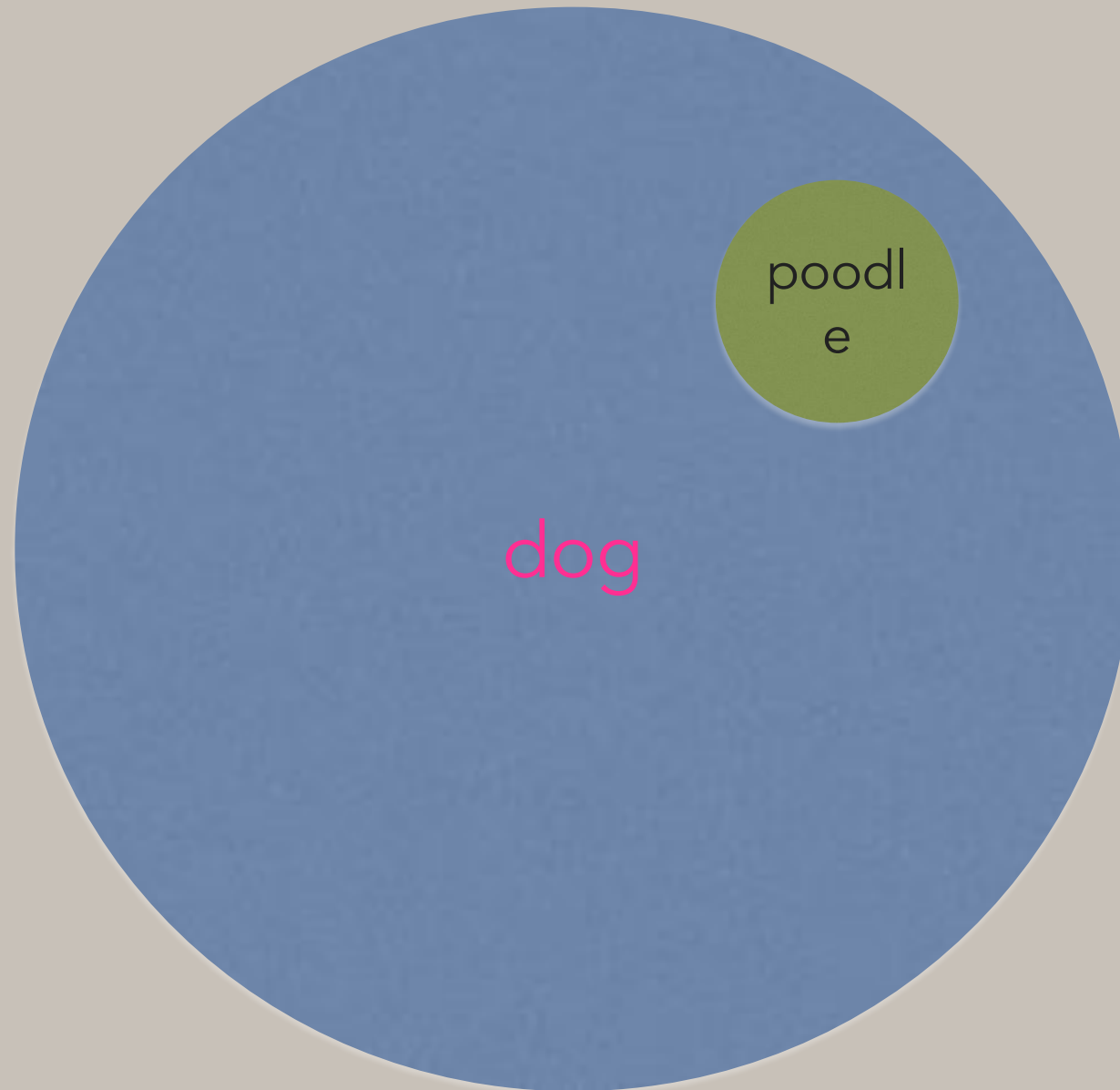
battle ship

passenger ship



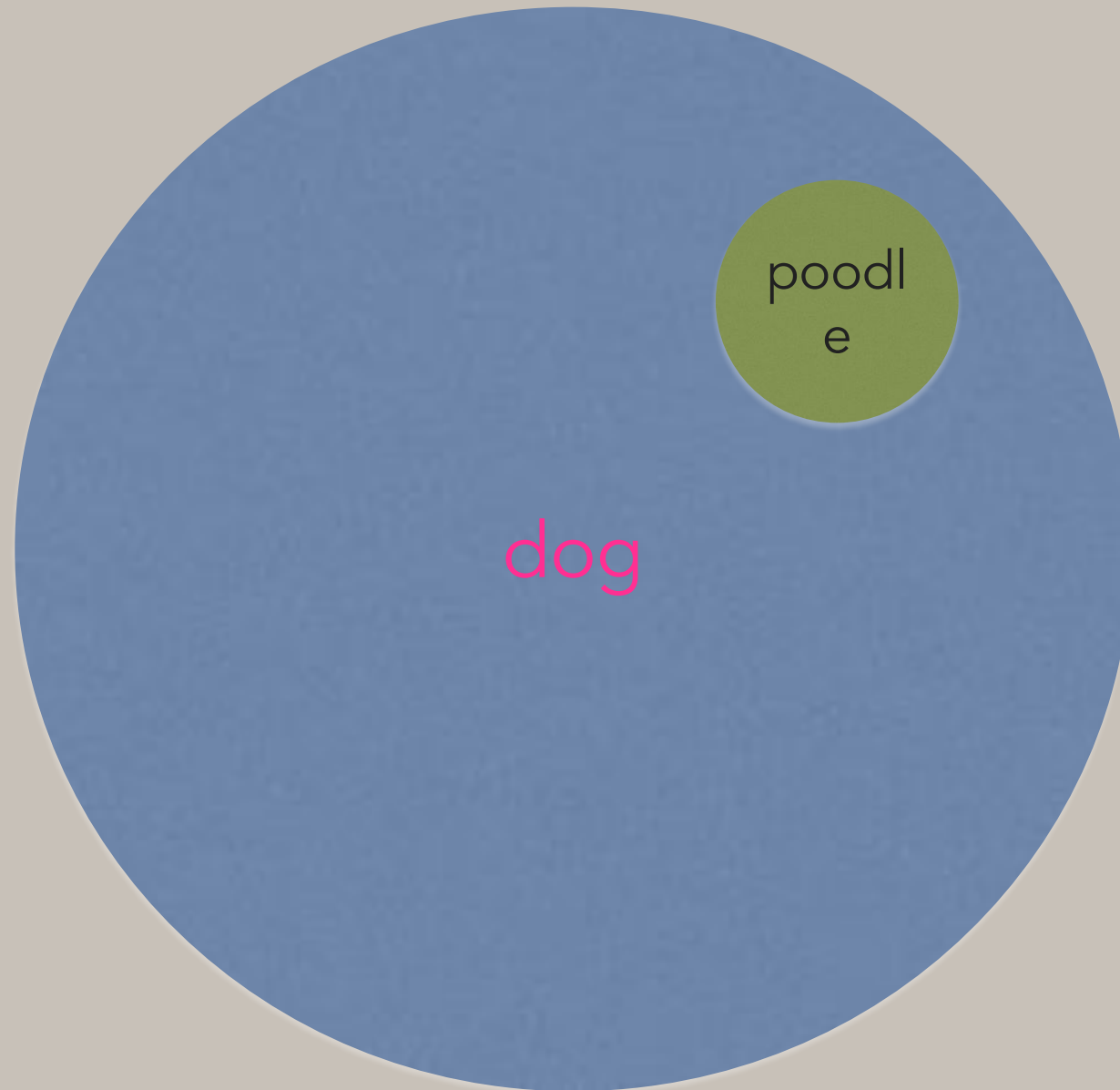
LAW OF DENOTATION

“The more semantic features are specified in a word’s intension,
the smaller its extension.”





domestic
mammal
closely related
to the gray wolf



domestic
mammal
closely related
to the gray wolf

any of a breed
of intelligent
dogs
that have a curly
dense
solid-colored
coat
and that are
grouped
into standard,
miniature,
and toy sizes
which are often
considered
separate breeds

LEXICAL MEANING

{set of semantic features}

LEXICAL MEANING

a concept for
the potential
referents
of a word



descriptive

LEXICAL MEANING

a concept for
the potential
referents
of a word

descriptive

expressive

the subset
that reveals
our emotional
attitude

A word has expressive meaning if it directly expresses (rather than describes)

LEXICAL MEANING

the speaker's sensations, emotions or attitudes.

- Words with no descriptive but expressive meaning:

- Ouch! Oops! Wow! Gosh!

- Someone has turned the bloody lights on!

- Words with both descriptive and expressive meaning:

- It was damn cold.

- Stop blubbering.

LEXICAL MEANING

- Expressive meaning does not bear on descriptive meaning. The descriptive meaning of the sentence would not change if the expressive term were left out:

- Someone has turned the (bloody) lights on!

- Expressive aspects of the meaning of a sentence cannot be “challenged” by the hearer:

- Oops! — *That’s not true!

LEXICAL MEANING

a concept for
the potential
referents
of a word

the subset
that does some
kind of
social work

descriptive

expressive

social

the subset
that reveals
our emotional
attitude

A word has social meaning if it conventionally serves the indication of
LEXICAL MEANING

social relations or the performance of conventionalised social interaction.

- Words with no descriptive but social meaning:

- **Hi!** [informal greeting]

- **Sorry!** [apology]

- **Please!** [polite demand]

- Words with both descriptive and social meaning:

- **German** du ['the person addressed' + informal social

LEXICAL MEANING

Some languages have rich sets of honorific forms that directly code social meaning but no descriptive

meaning e.g. Japanese:

Inu wa kiroi sokkusu o tabe-ta.

dog TOP yellow socks ACC eat-PST

'The dog ate the yellow socks.'

close/intimate social relationships
(family, lovers, good friends)

Inu wa kiroi sokkusu o tabe-mashi-ta.

dog TOP yellow socks ACC eat-HON-PST

'The dog ate the yellow socks.'

normal level of formality, e.g. people
of the same status

LEXICAL MEANING

a concept for
the potential
referents
of a word

the subset
that does some
kind of
social work

descriptive

expressive

social

connotations

the subset
that reveals
our emotional
attitude

some words
come packaged
with additional
associations;
they are indicative
of particular
dialect, register, style

CONNOTATIONS

Connotations are largely conventional (i.e. shared) associations of words based on their usage contexts or cultural knowledge relating to them.

- Words often evoke associations with a particular dialect, style, medium, register.
- Beyond that, words often evoke associations based on our experience with the world

(rather than language as such), e.g. *black*:

- death, funeral
- coffee, tea
- metal
- night

These are connotations in a wider sense (less conventional or less widely shared) and

THE NATURE OF CONCEPTS

PLAN FOR TODAY

- How can we characterise the conceptual content of a word?
- Different kinds of approaches to the study of lexical meaning
- Some research methods and tools in the study of concepts

- The word **adult** can _____ humans older than 18.

4

- The terms **morning star** and **evening star** have different _____ but have the same _____.

- The word **car** _____ a particular set of vehicles.

- An act of _____ can be made to intangible and imaginary things like unicorns.

- The word **quack** differs from **doctor** in the dimension of

CATEGORISATION

“If we were not able to assign aspects of our experience to stable categories, it would remain disorganized chaos. We would not be able to learn from it because each experience would be unique.

It is only because we can put similar (but not identical) elements of experience into categories that we can recognize them as having happened before, and we can access stored knowledge about them. Furthermore, shared categories are a prerequisite for communication.”

CATEGORISATION



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CATEGORISATION



CATEGORISATION



CATEGORISATION



CATEGORISATION

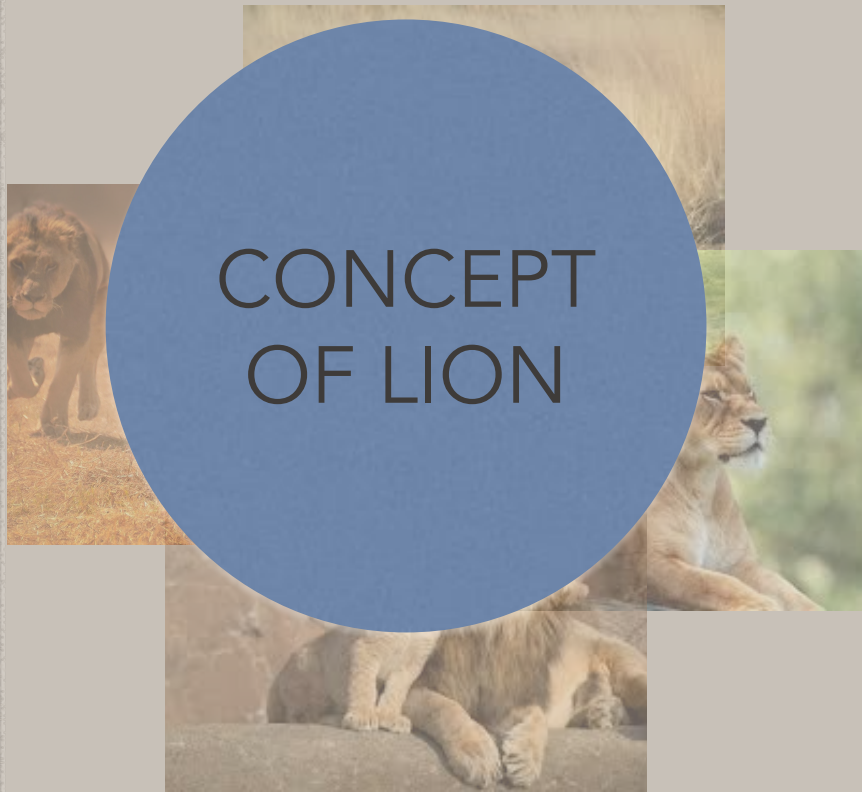


CATEGORISATION



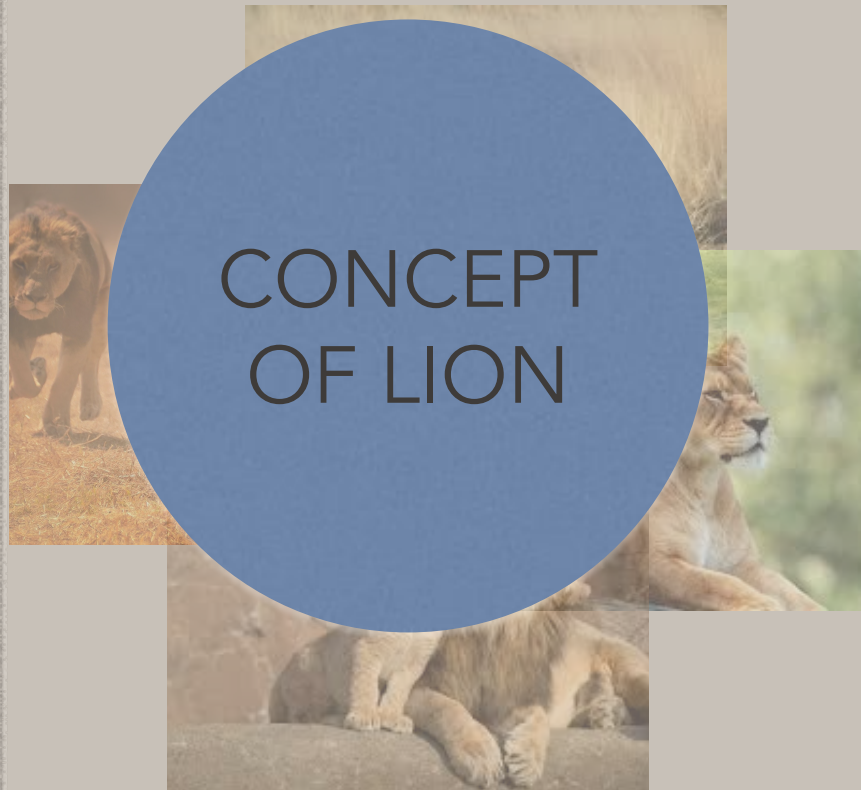
CATEGORISATION

CONCEPT
OF LION

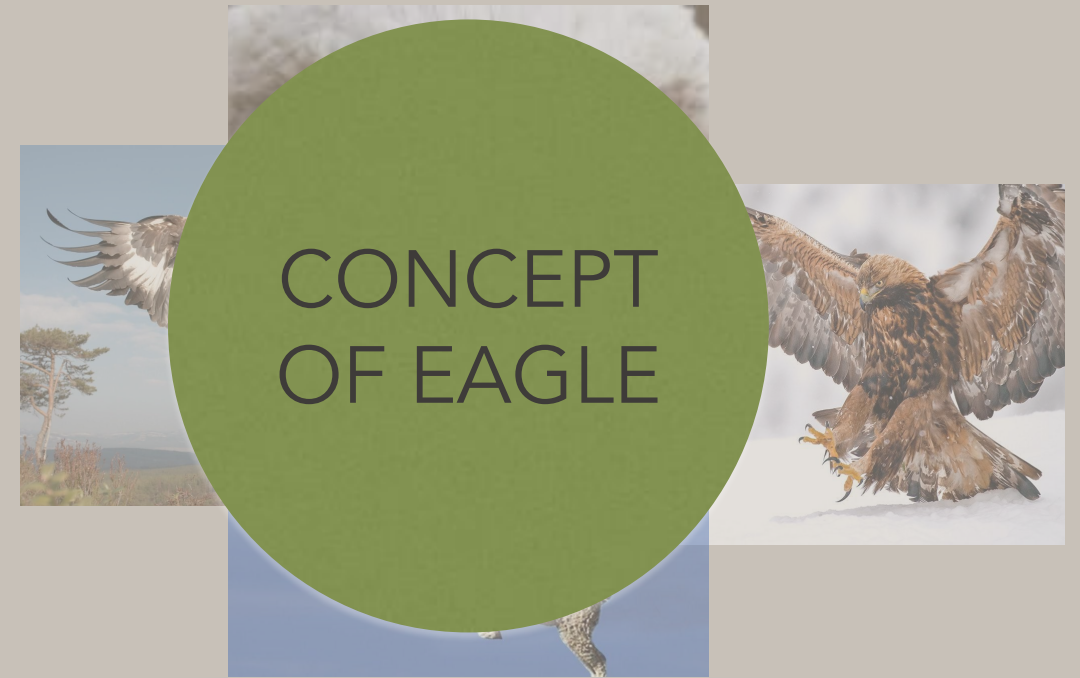


CATEGORISATION

CONCEPT
OF LION



CONCEPT
OF EAGLE



CATEGORISATION



CONCEPT
OF LION



CONCEPT
OF EAGLE



CONCEPT
OF
GRIFFIN

THEORIES OF MEANING

CLASSICAL
ARISTOTELIAN
VIEW

PROTOTYPE
THEORY

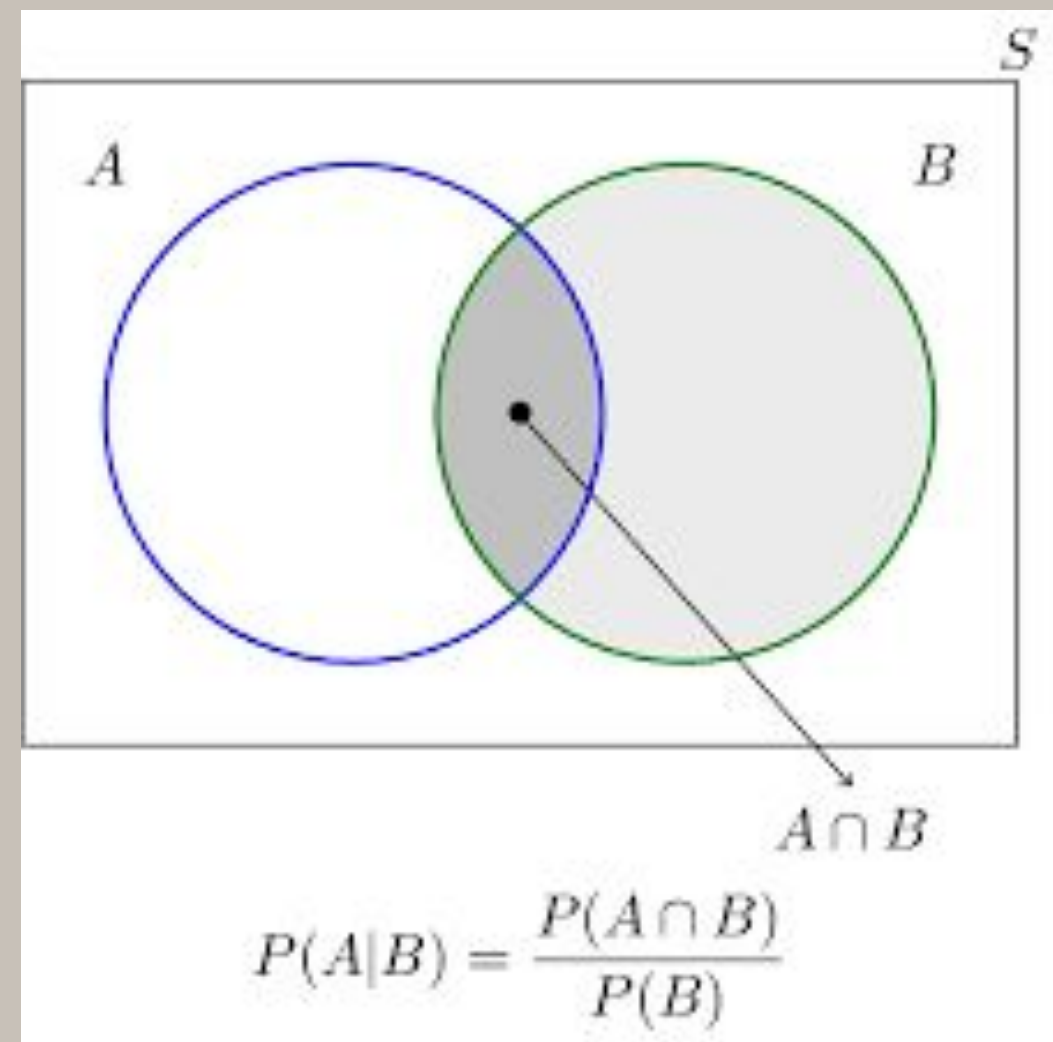
ARISTOTELIAN VIEW

- The classical Aristotelian view claims that categories are **discrete entities** characterized by a set of **properties** which are shared by all their members.
- These are assumed to establish the conditions which are both **necessary** and **sufficient** to capture meaning.



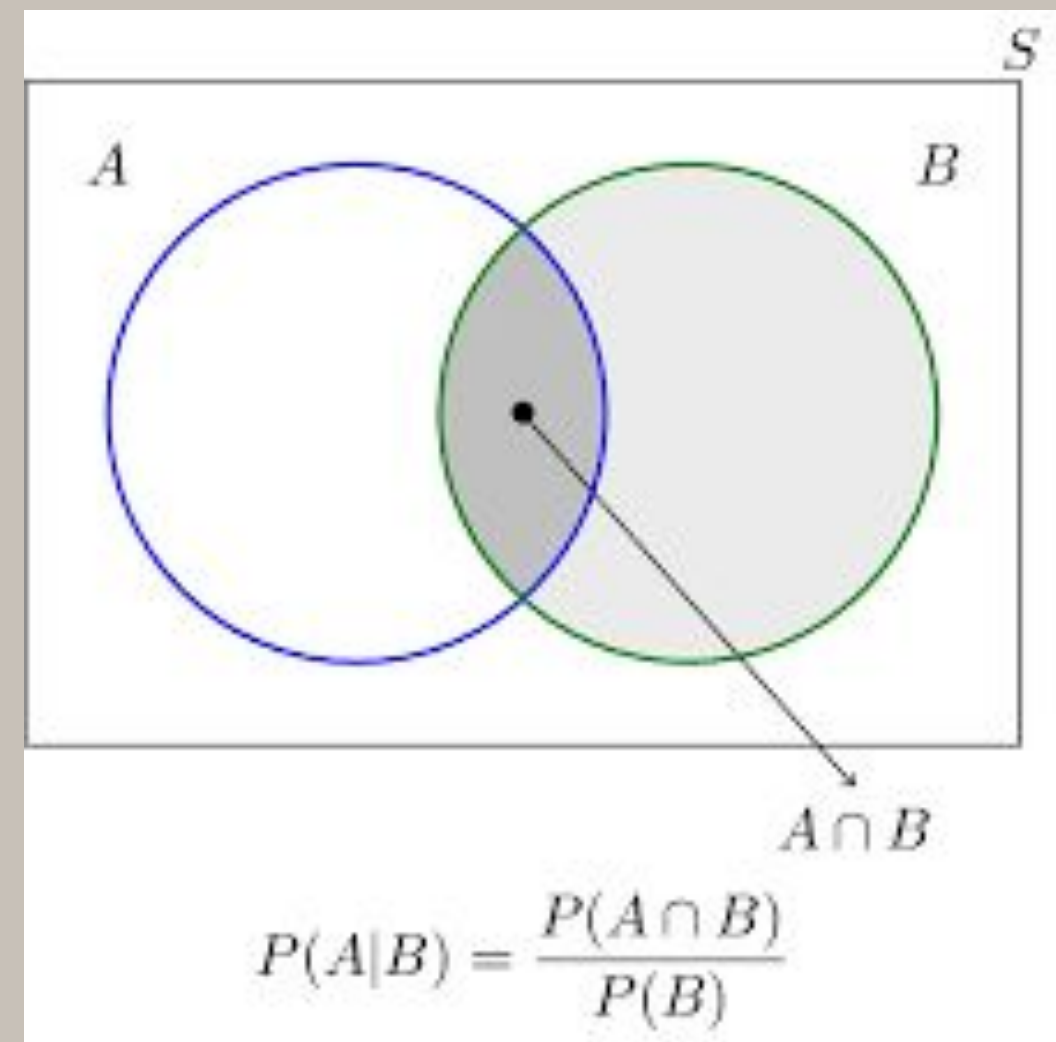
ARISTOTELIAN VIEW

- 'Being in the shaded region' is sufficient for 'being in A', but not necessary.
- 'Being in A' is necessary for 'being in the shaded region', but not sufficient.
- 'Being in A and being in B' is necessary and sufficient for being in the shaded region.



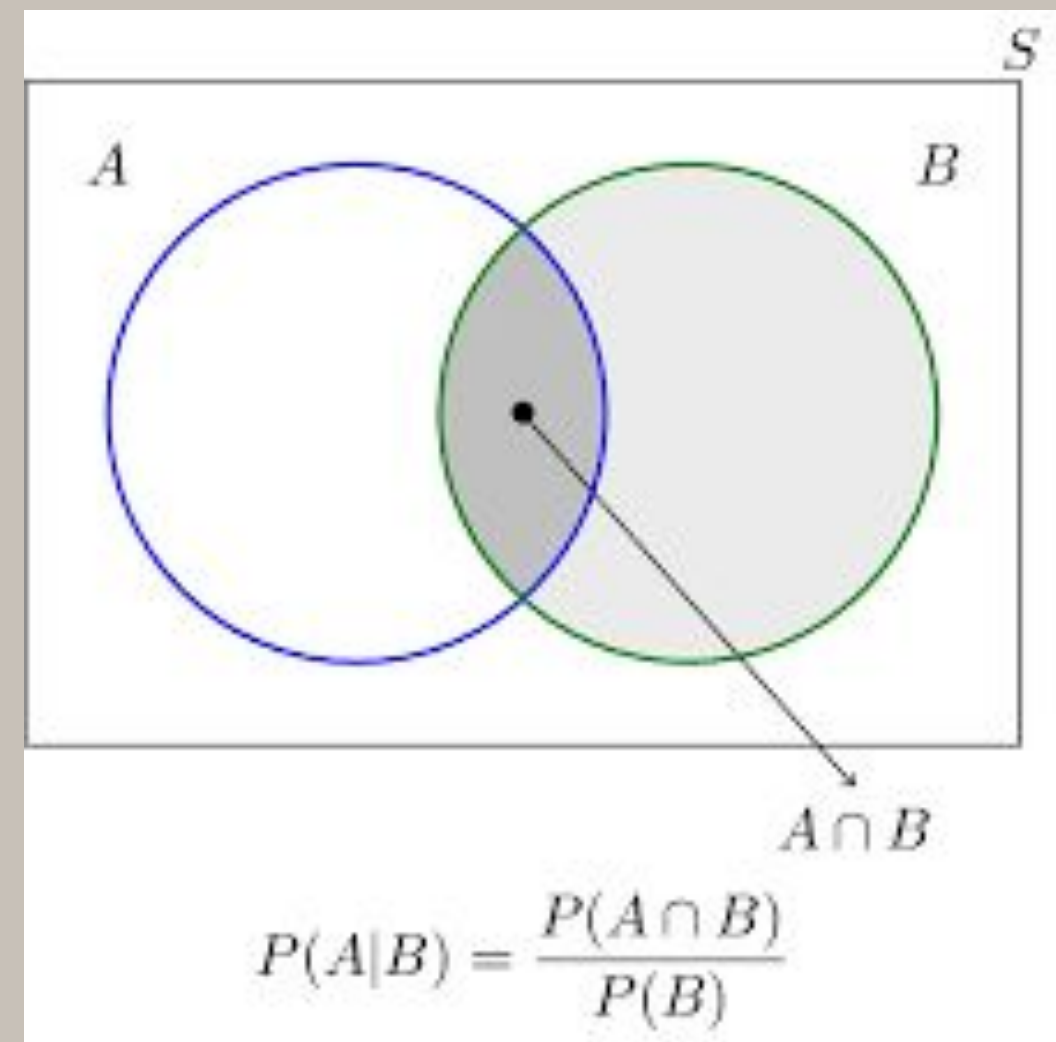
ARISTOTELIAN VIEW

- 'Being in the shaded region' is sufficient for 'being in A', but not necessary.
- 'Being in A' is necessary for 'being in the shaded region', but not sufficient.
a condition cannot be left out
- 'Being in A and being in B' is necessary and sufficient for being in the shaded region.



ARISTOTELIAN VIEW

- 'Being in the shaded region' is sufficient for 'being in A', but not necessary.
- 'Being in A' is necessary for 'being in the shaded region', but not sufficient.
no further properties are needed
- 'Being in A and being in B' is necessary and sufficient for being in the shaded region.



- According to the classical view, categories should be clearly

ARISTOTELIAN VIEW

defined, mutually exclusive and collectively exhaustive. Any entity of

the given classification universe belongs unequivocally to one, and

only one, of the proposed categories. This means that **the**

boundaries of categories are fixed and clearly defined.

- In order to be a member of a category, an entity must share all properties of the category with the category itself and the notions of mutual exclusivity and collective exhaustivity, category membership is **symmetrically structured**. All members of a

According to third-century *Lives and Opinions of the Eminent Philosophers*, Plato was applauded for his definition of man as a featherless biped.

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Diogenes the Cynic plucked the feathers from a cock, brought it to Plato's Academy, and said, 'Behold! Here is Plato's man.'

According to third-century *Lives and Opinions of the Eminent Philosophers*, Plato was applauded for his definition of man as a **featherless biped**.

Diogenes the Cynic **plucked the feathers from a cock**, brought it to Plato's Academy, and said, 'Behold! Here is Plato's man.'

After that, the Academy added '**with broad flat nails**' to the definition.

PHILOSOPHY & CLASSICAL SEMANTICS

- Assumption: just as the meaning of a sentence can

be regularly built up by combining the meanings of

the single words, the meaning of a single word can

be regularly built up by combining meaning

components ('atoms', 'semantic primitives' or

'primes').

- Conversely, the meaning of a single word can be

decomposed into smaller bits, i.e. 'semantic

PHILOSOPHY & CLASSICAL SEMANTICS

- Necessary and sufficient conditions are taken to be part of the sense of a word, while additional, encyclopedic, knowledge is taken to belong to the denotation.
- Even conditions which all members of a category share can be left out, as long as they are not necessary.

PHILOSOPHY & CLASSICAL SEMANTICS

- Such compositional approach is also known as:
 - componential analysis (of word meaning),
 - lexical/semantic decomposition,
 - lexical/semantic feature analysis.

PHILOSOPHY & CLASSICAL SEMANTICS

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 - componential analysis (of word meaning),
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man:

[+FEATHERLESS] [+BIPED] [+BROAD FLAT NAILS]

PHILOSOPHY & CLASSICAL SEMANTICS

- Such compositional approach is also known as:
 - componential analysis (of word meaning),
 - lexical/semantic decomposition,
 - lexical/semantic feature analysis.

man:

[+FEATHERLESS] [+BIPED] [+BROAD FLAT NAILS]

cock without feathers:

[+FEATHERLESS] [+BIPED] [—BROAD FLAT NAILS]

COMPONENTIAL ANALYSIS

	with back	with legs	for 1 person	for sitting	with arms	rigid	made of wood
chair							
stool							
sofa							
beanbag							

COMPONENTIAL ANALYSIS

	with back	with legs	for 1 person	for sitting	with arms	rigid	made of wood
chair	+	+	+	+	—	+	0
stool							
sofa							
beanbag							

COMPONENTIAL ANALYSIS

	with back	with legs	for 1 person	for sitting	with arms	rigid	made of wood
chair	+	+	+	+	—	+	0
stool	—	+	+	+	—	+	0
sofa							
beanbag							

COMPONENTIAL ANALYSIS

	with back	with legs	for 1 person	for sitting	with arms	rigid	made of wood
chair	+	+	+	+	—	+	0
stool	—	+	+	+	—	+	0
sofa	+	+	—	+	+	+	0
beanbag							

COMPONENTIAL ANALYSIS

	with back	with legs	for 1 person	for sitting	with arms	rigid	made of wood
chair	+	+	+	+	—	+	0
stool	—	+	+	+	—	+	0
sofa	+	+	—	+	+	+	0
beanbag	—	—	+	+	—	—	—

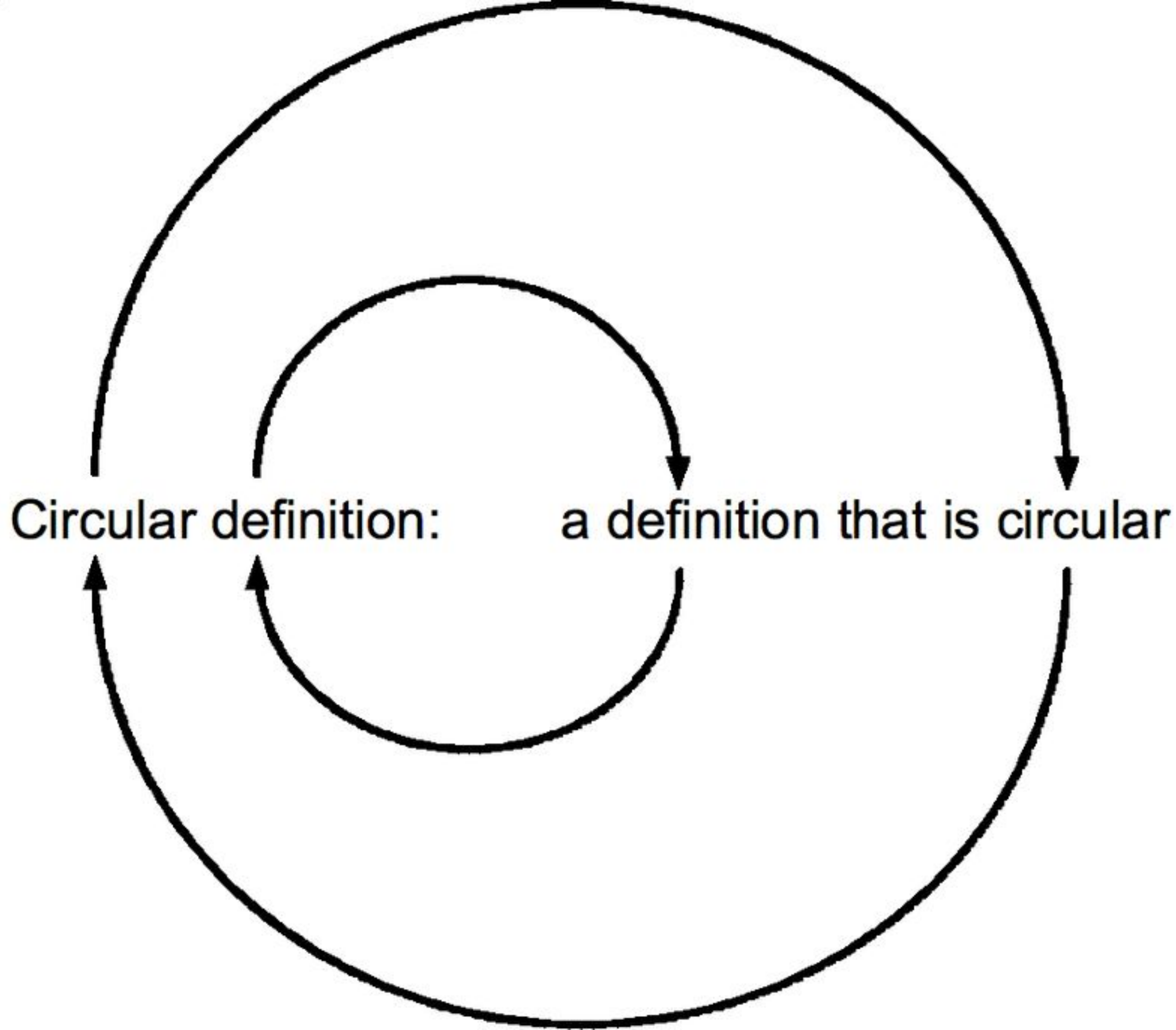
COMPONENTIAL ANALYSIS

- Componential approaches reduce complex meanings to a finite set of semantic “building blocks” called primitives.
- A standard dictionary represents the contrast between chair and sofa through differing definitions.
- The componential analysis represents the same difference in meaning simply through the presence or absence of a single feature: [for a single person].

SEMANTIC PRIMITIVES

- Anna Wierzbicka's Natural Semantic Metalanguage.
- Can the study of meaning be rigorous and scientific? Yes, and the key to this lies in the notion of semantic primitives.





SEMANTIC PRIMITIVES

- We define "oak" as a tree which grows from an acorn.
- We define "acorn" as the nut from which an oak grows.

SEMANTIC PRIMITIVES

“The elements which can be used to define the meaning of words cannot be defined themselves; rather, they must be accepted as ‘indefinibilia’, that is, as semantic primes, in terms of which all complex meanings can be coherently represented. <...>

I will maintain that Aristotle was right, and that, despite all the interpersonal variation in the acquisition of meaning, there is also an ‘absolute order of understanding’, based on inherent semantic relations among words. <...>

[primitives concepts are] so clear that they cannot be understood better than by themselves and [can be used to] explain everything else in terms of these.”

–Wierzbicka 1996

Wierzbicka's Semantic Primitives (54 items)

Substantives: you, I; someone, people; something

Mental predicates: think, know, want, feel, see, hear

Speech: say

Actions, events, and movement: do, happen, move

Existence and life: be (there s/are), live

Determiners and quantifiers: this, the same, other; one, two, many / much, some, all

Augmentor: more

Evaluators: good, bad

Descriptors: big, small

Time: when, after, before, a long time, a short time, now

Space: where; far, near; under, above; side; inside; here

Interclausal linkers: because, if, if ... would

Clause Operators: not, maybe

Metapredicate: can

Intensifier: very

Taxonomy, partonomy: kind of, part of

Similarity: like

Using the set of semantic primitives, try to describe the meaning of *happiness*.

X feels happiness

X feels something.

Sometimes a person thinks something like this.

Something good happened to me.

I wanted this.

I don't want anything more now.

Because of this, this person feels something good.

X feels like this.

PROBLEMS OF COMPONENTIAL ANALYSIS

Name	Features					Label
	Egg-laying	Scales	Poisonous	Cold-blooded	Number legs	Reptile
Cobra	1	1	1	1	0	1
Rattlesnake	1	1	1	1	0	1
Boa constrictor	0	1	0	1	0	1
Chicken	1	1	0	1	2	0
Guppy	0	1	0	0	0	0
Dart frog	1	0	1	0	4	0
Zebra	0	0	0	0	4	0
Python	1	1	0	1	0	1
Alligator	1	1	0	1	4	1

PROBLEMS OF COMPONENTIAL ANALYSIS

“In real life, [. . .], there are many things that are not clearly in or out of a category. For example, many people express uncertainty about whether **a tomato is a vegetable or a fruit**. People are not sure about whether **a low, three-legged seat with a little back is a chair or a stool**. People do not always agree on whether **sandals are a kind of shoe**. This uncertainty gets even worse when more contentious categories in domains such as personality or aesthetics are considered.”

–Murphy 2002: 20

PROBLEMS OF COMPONENTIAL ANALYSIS

Besides, many words cannot be sufficiently analysed by simple features. For example, a mere feature analysis of **GIRL** does not capture the fact that the word girl covers a broader age range than **BOY**.



Ludwig Wittgenstein

Family resemblance theory
("Familienähnlichkeit")



Eleanor Rosch

Prototype theory //
Exemplar theory

FAMILY RESEMBLANCE

“Look for example at **board games**, with their multifarious relationships. Now pass to **card games**; here you find many correspondences with the first group, but many common features drop out, and others appear. When we pass next to **ball games**, much that is common is retained, but much is lost. Are they all 'amusing'? Compare **chess** with **noughts and crosses**. Or is there always winning and losing, or competition between players? Think of **patience**. In ball games there is winning and losing; but when **a child throws his ball at the wall and catches it again**, this feature has disappeared. Look at the parts played by skill and luck; and at the difference between skill in chess and skill in **tennis**. Think now of games like **ring-a-ring-a-roses**; here is the element of amusement, but how many other characteristic features have disappeared!”

–Wittgenstein 1953

FAMILY RESEMBLANCE

Item 1

A

B

C

D

Item 2

Item 3

Item 4

Item 5

FAMILY RESEMBLANCE

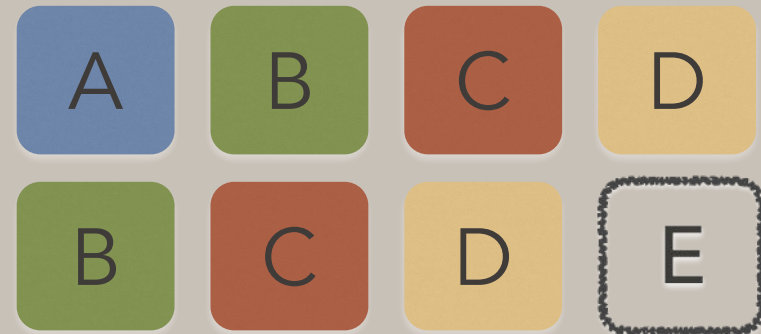
Item 1

Item 2

Item 3

Item 4

Item 5



FAMILY RESEMBLANCE

Item 1

Item 2

Item 3

Item 4

Item 5



FAMILY RESEMBLANCE

Item 1

Item 2

Item 3

Item 4

Item 5



FAMILY RESEMBLANCE

Item 1

Item 2

Item 3

Item 4

Item 5

A	B	C	D
B	C	D	E
C	D	E	F
D	E	F	G
E	F	G	H

FAMILY RESEMBLANCE

Item 1

A

B

C

D

Item 5

E

F

G

H

PROTOTYPE (EXEMPLAR) THEORY

7

<https://forms.gle/it5kt2wbs6fAMXGw5>

PROTOTYPE (EXEMPLAR) THEORY

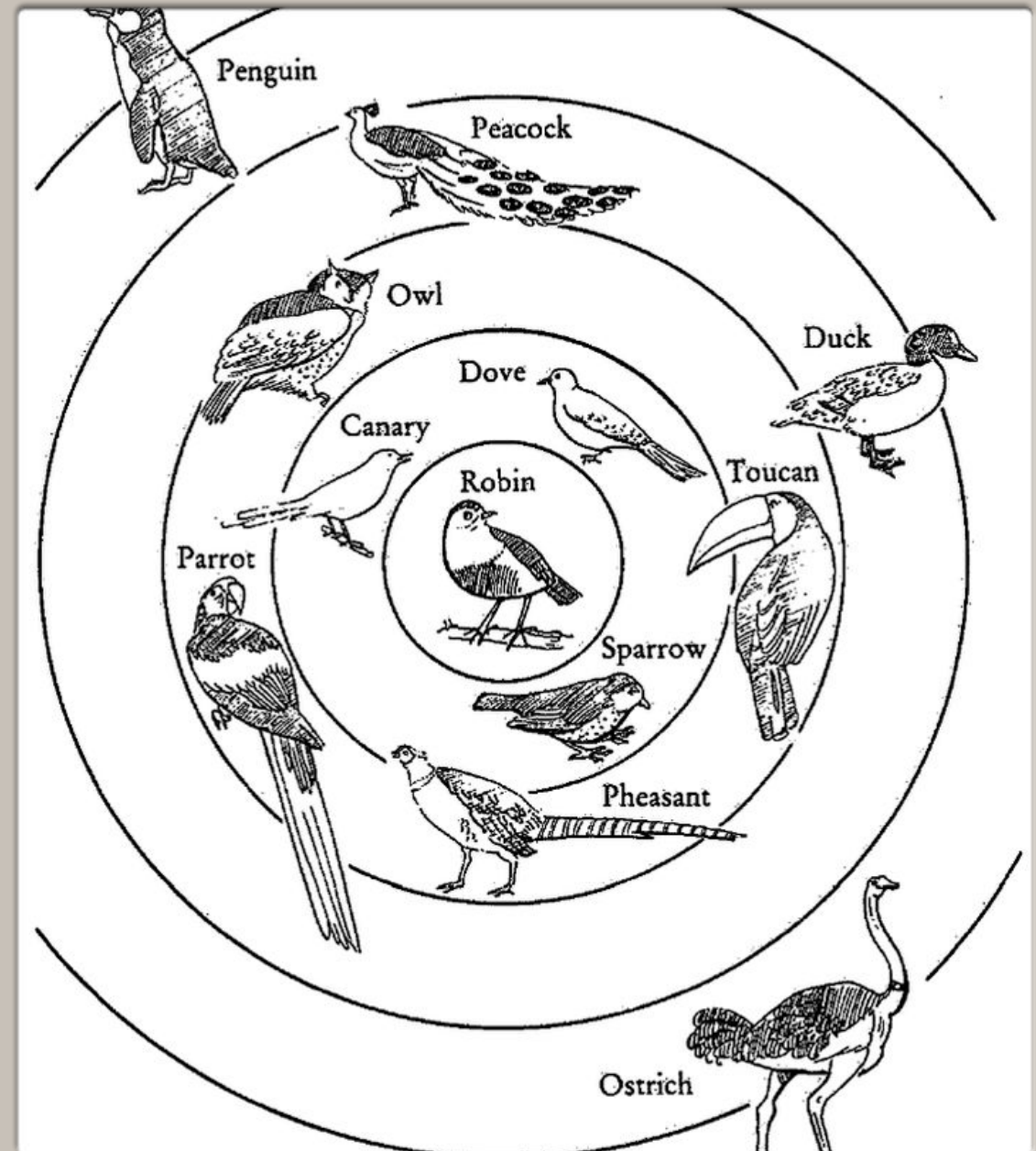
Prototype effects:

- **Frequency:** when asked to list members of a category, prototypical members are listed by most people.
- **Priority in lists:** prototypical examples are among the first that people list.
- **Speed of verification:** people are quicker to recognise more prototypical members of a category as being members.
- **Generic vs. specialised names:** more prototypical

members of the category are more likely to be called by a

PROTOTYPE (EXEMPLAR) THEORY

- There are categories in which some members are better exemplars of the category than others.
- There are categories in which the boundaries of membership are fuzzy, not clear-cut: it is not always possible to say whether or not something is a member of the category.

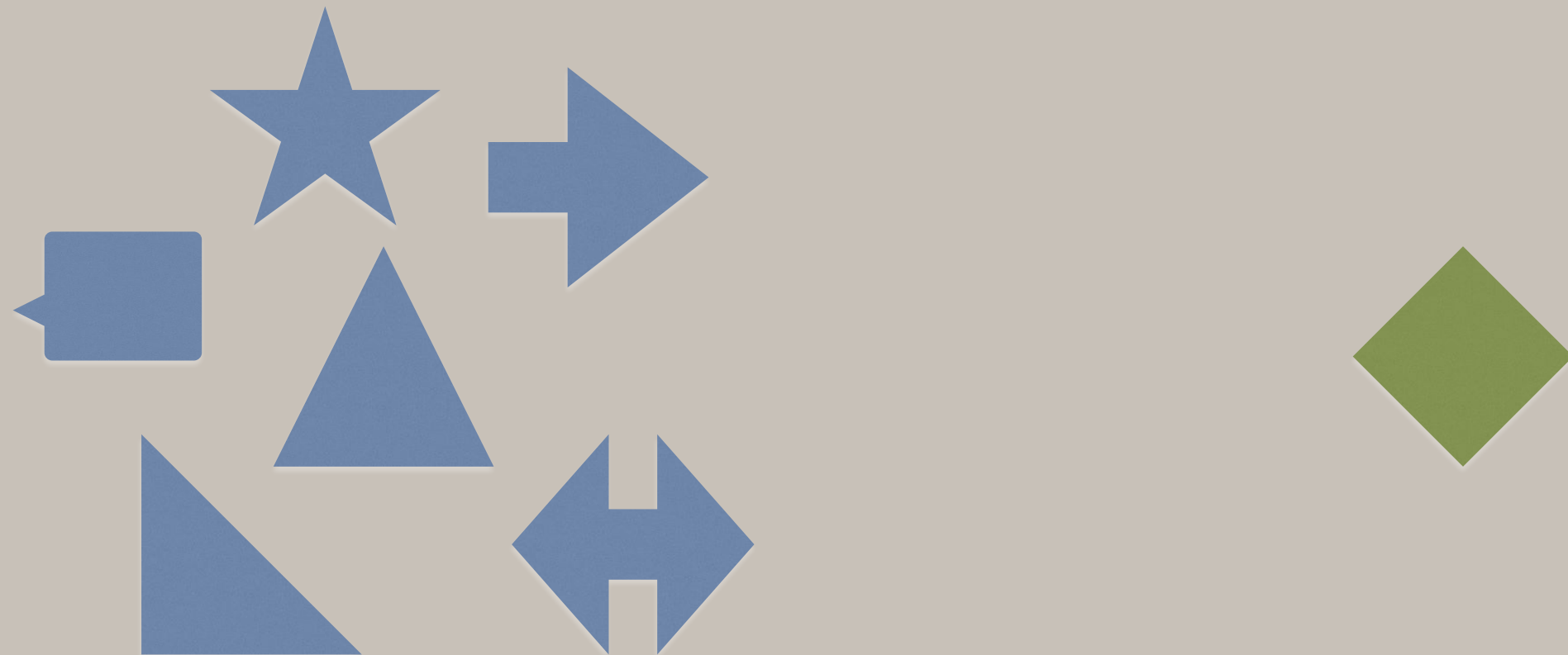


PROTOTYPE (EXEMPLAR) THEORY

The two theories are similar in that they emphasize the importance of similarity in categorization: only by resembling a prototype or exemplar can a new stimulus be placed into a category.

They also both rely on the same general cognitive process: we experience a new stimulus, a concept in memory is triggered, we make a judgment

PROTOTYPE (EXEMPLAR) THEORY

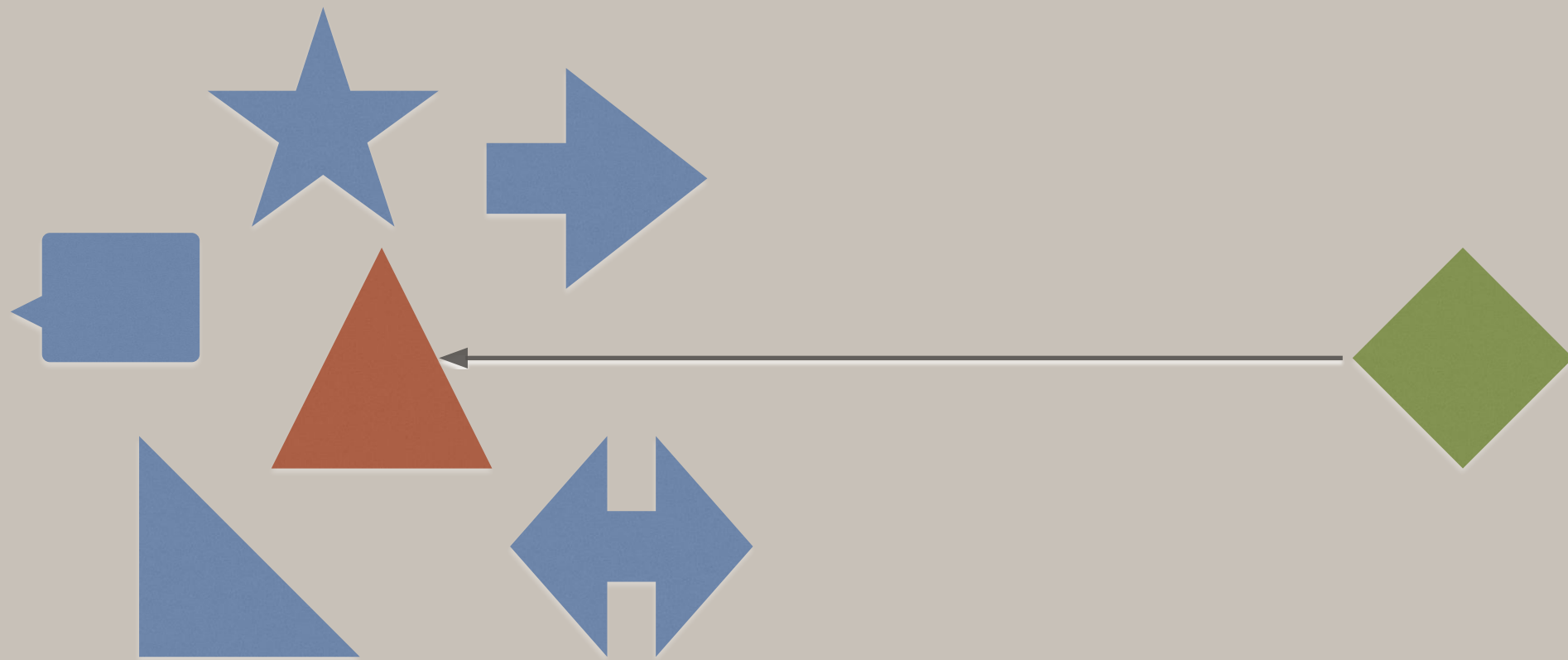


PROTOTYPE (EXEMPLAR) THEORY

The two theories are similar in that they emphasize the importance of similarity in categorization: only by resembling a prototype or exemplar can a new stimulus be placed into a category. They also both rely on the same general cognitive process: we experience a new stimulus, a concept in memory is triggered, we make a judgment of resemblance, and draw a categorization conclusion.

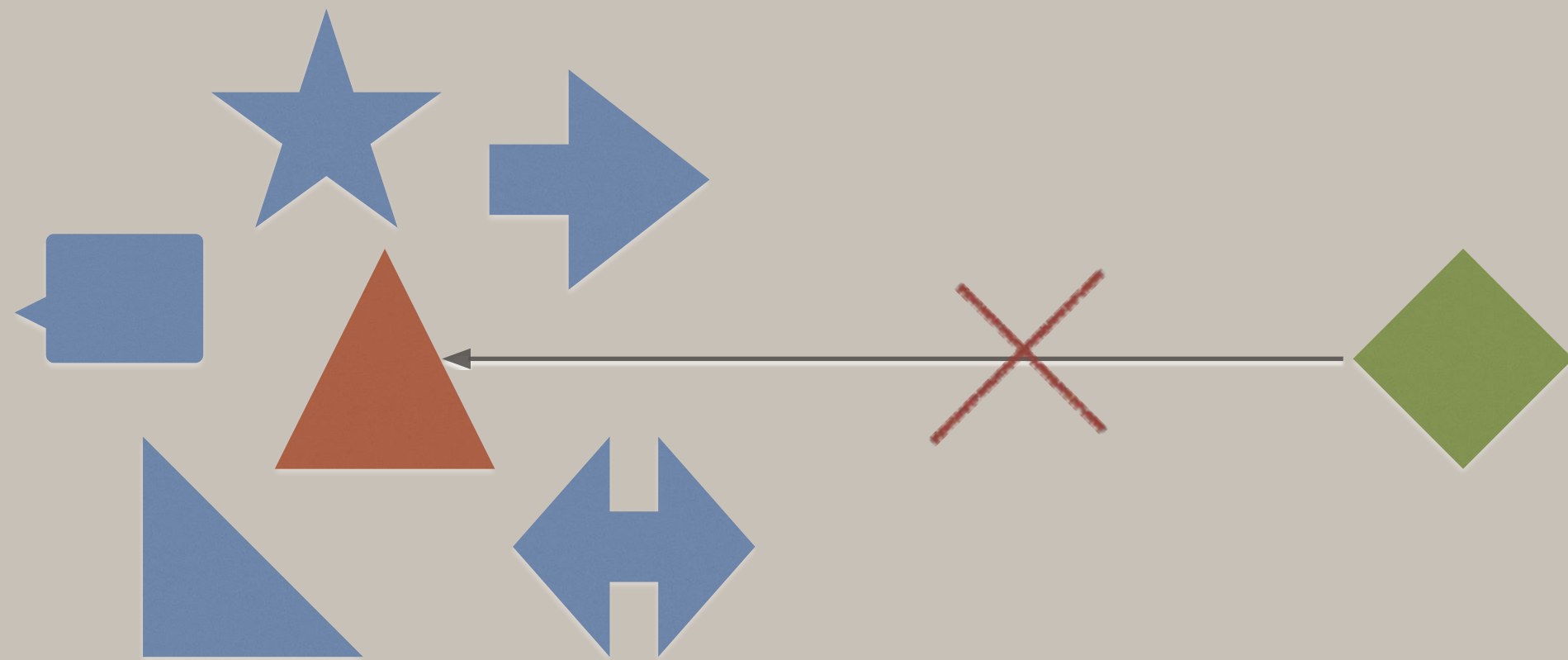
- Prototype theory suggests that a new stimulus is

PROTOTYPE (EXEMPLAR) THEORY



Prototype

PROTOTYPE (EXEMPLAR) THEORY



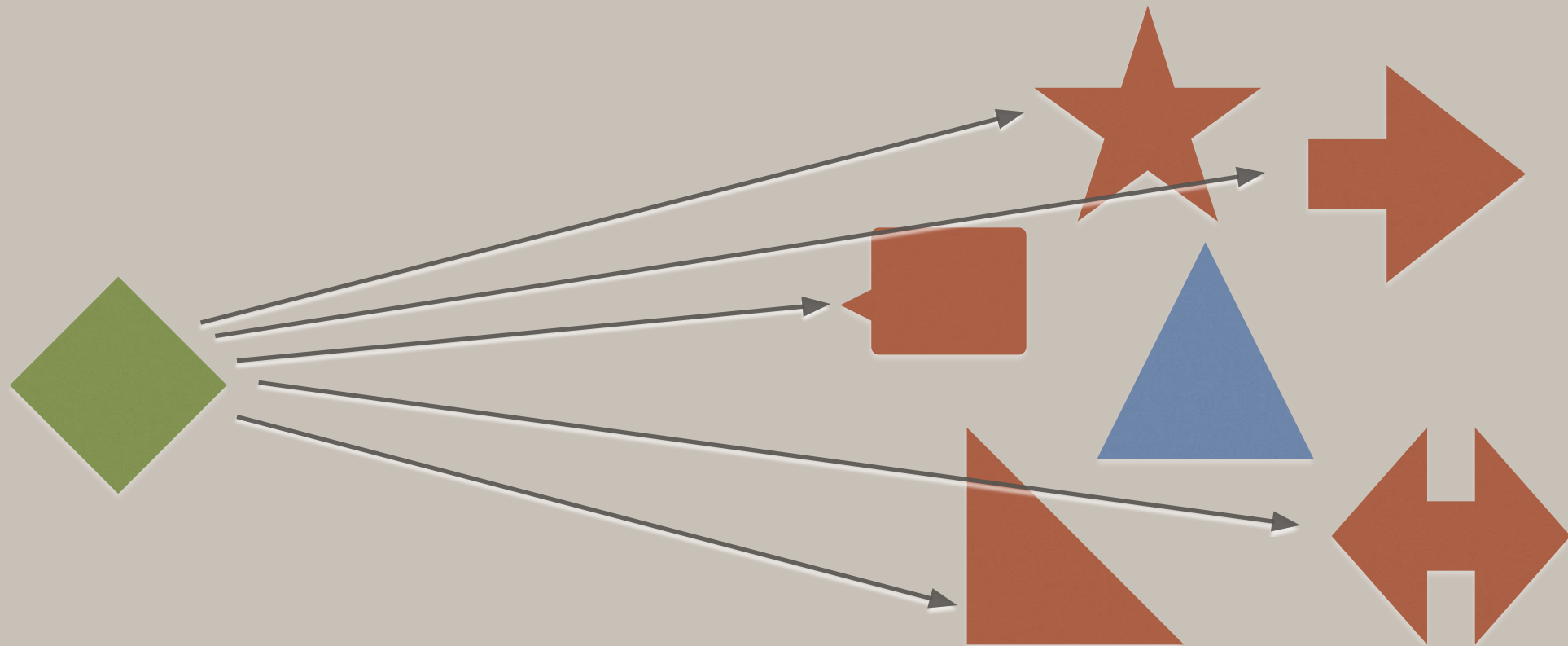
Prototype

PROTOTYPE (EXEMPLAR) THEORY

The two theories are similar in that they emphasize the importance of similarity in categorization: only by resembling a prototype or exemplar can a new stimulus be placed into a category. They also both rely on the same general cognitive process: we experience a new stimulus, a concept in memory is triggered, we make a judgment of resemblance, and draw a categorization conclusion.

- Prototype theory suggests that a new stimulus is compared to a single prototype in a category.
- Exemplar theory suggests that a new stimulus is compared to

PROTOTYPE (EXEMPLAR) THEORY



Exemplar

- Rather than being symmetrically structures, categories

PROTOTYPICAL VIEW

have radial structures. Humans tend to consider some

members of a category to be good representatives and others to

be bad representatives of the category and thus there are

differences in goodness of exemplar among members of the same

category.

- Categories are not clearly delimited, and their boundaries tend

to be fuzzy. In certain cases categories graduate into each

other, some members being located in the transition