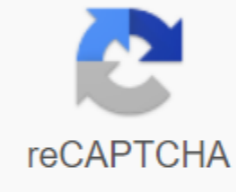




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According to linguist George Yule, the phenomenon of the tip of the tongue occurs mainly with uncommon words and names. [S] peakers generally have an accurate phonological outline of the word, can get the initial sound correct and above all know the number of syllables in the word (The study of language, 2014). What's the name of these things you wanted to tell your mother to use? Wait a second. I know. It's at the tip of my tongue, he said. Wait a second. I know. You know the things I mean. Sleep stuff or indigestion? It's at the tip of my tongue. Wait a second. Wait a second. I know. (Don DeLillo, Underworld. Scribner, 1997)You know, the kind of actor! What's your name? Look, the thing is, the thing is, the thing is, when I say your name, you're going. 'Yes! The actor's boy, they love him, they adore him . . . But I can't think of his name. It's at the tip of my tongue. You know who I mean. He has hair, eyes, a little nose, and a mouth, and everything is joined with, like, a face! (Frank Woodley, The Adventures of Lano & Woodley, 1997)The phenomenon of the tip of the tongue (from now on, EVERYTHING) crosses the line between what we think of as memory and what we think of as language, two closely related cognitive domains that have been studied a little independently of each other. . . . The implications of whether EVERYTHING is related to memory or language have different implications. Consider the following example. Political pundits used to mock former President George H. Bush because of his frequent word-searching failures. Despite his obvious depth of knowledge and experience, his speech was sometimes characterized by pauses that suggest a failure to remember a known word. Their deficit is usually attributed to the absent mind, rather than a clear lack of thought. In other words, it was dismissed as a failure of language production, not a more consequential memory failure. His son, President George W. Bush, suffers from a similar affliction. However, the child's speech errors (e.g. kosovarians, subliminable) are often interpreted as a lack of knowledge, and therefore a learning deficit; more consequential for a president. (Bennett L. Schwartz, Tip-of-the-Tongue States: Phenomenology, Mechanism, and Lexical Recovery. Routledge, 2002)The state of EVERYTHING proves that it is possible to maintain the meaning of a word in the mind of one without necessarily being able to its shape. This has suggested to commentators that a lexical entry falls into two different parts, one related to the form and another for and the one that can be accessed without the other. In the mounting discourse, we first identify a word given by some kind of abstract meaning code and only later insert its actual phonological form into the word we are planning. (John Field, Psycholinguistics: The key concepts. Routledge, 2004) Also known as: ALL Also see: Bathub EffectMemorySlip languageWhat are the placeholders in English? The phenomenon of the tip of the tongue (TOT) refers to the experience of feeling confident that one knows an answer, but is unable to produce the word. For example, in conversation or writing most people have had the occasional experience of trying, but have not been able to retrieve someone's name or a word from memory. This type of memory recovery has been referred to as a tyopf-the-tongue state (TOT) because one experiences the frustrating feeling that the recovery of the word is imminent and at the tip of the tongue. Although psychologists have long been aware of this phenomenon, Roger Brown and David McNeill (1966) conducted one of the first experimental studies of the states of TOT. In this study, they tried to experimentally induce tot states in college students by presenting relatively rare word definitions (e.g. to relinquishing the throne). The task of the subjects was to name the word for definition (e.g. abdicate). Brown and McNeill found they could induce an ALL state in about 10 percent of trials. Subsequent research on TOT states has been conducted experimentally inducing EVERYTHING states in the laboratory or asking subjects to keep daily occurrences of TOTs (Brown, 1991). These studies have given varied characteristics of the states of EVERYTHING. For example, TOTs are more likely to occur for underused words. Interestingly, when experiencing an ALL state, subjects are often able to accurately retrieve information about the un remembered word (e.g. the first letter of the word or the number of syllables). Therefore, subjects appear to have partial information available about the target word, but cannot retrieve the word. In addition, subjects sometimes report an alternative word that comes to mind and seems to block the recovery of the target word. These blockers often share semantic functions (i.e. meaning) or phonological (i.e. sound) with the target word (e.g. meet the word abdicate). Daily studies of naturally occurring TOTs have revealed that most of them are often resolved spontaneously, so the target word seems simply pop in mind after previous recovery attempts have been abandoned (Burke, MacKay, Worthley, and 1991; Heine, Ober and Shenaut, 1999). There have been two theoretical explanations competing for why TOT states occur during memory recovery. The blocking hypothesis states that TOT is caused by an alternative and more accessible word that first comes to mind that then serves to block or inhibit the recovery of the destination word. Support for the blocking explanation comes from the experimental finding that the presentation of a cue word phonologically related to a definition for a target word resulted in more TOTs than when an uns related signal word was presented (Jones, 1989; Jones and Langford, 1987). Similar results have been found presenting signs that share spelling (letters) with the target word (Smith and Tindell, 1997). In addition, it seems that TOTs are harder to solve when an alternative word has come to mind than when there is no alternative word (Burke et al., 1991), possibly suggesting that the alternative word blocks the target word and therefore causes the TOT. On the other hand, the incomplete activation hypothesis states that the blocking words are nothing more than the consequence, not the cause of THETS. According to this explanation, TOT is caused by the weak or incomplete activation of the target word. Semantic information about the word target can be activated, but the corresponding phonological representation can only be partially activated. A more accessible, phonologically similar alternative word can be activated and at first they seem to block the target word. Based on the incomplete activation hypothesis, one might expect that providing a cue word phonologically related to the definition should facilitate the recovery of the target, rather than producing an ALL state. Meyer and Bock (1992) provided initial evidence for the incomplete activation hypothesis. In three experiments that were designed to address these competing explanations (blocking against incomplete activation), Meyer and Bock reported (1) semantically and phonologically related to facilitated cue words rather than hindering the recovery of target words (contrary to Jones' results); (2) phonological signals facilitated recovery rather than semantic signals; and (3) these related signals facilitated recovery even after a first failed attempt to recover targets. Subsequent studies have also provided evidence that phonologically related word processing decreases TOT states and increases the correct target responses (James and Burke, 2000), giving more support to the incomplete activation explanation of TOTs.Although most people experience TOTs occasionally, there is evidence that TOT can increase with age. The experiences of TOT represent a complaint of common memory of the elderly and, therefore, have been studied widely in the larger adult population. In fact, both laboratory and journal studies indicate that older people report more TOT experiences and have less partial information available about target words than older adults (Brown and Nix, 1996; Burke et al., 1991; Heine et al., 1999). Literature has been somewhat inconsistent as to whether older adults report more or less alternative words (i.e. blockers) that come to mind while in a whole state. It seems that there are no age differences in terms of the of RESOLVED TOTs or the time of resolution. As expected, the theoretical accounts of the increase in ALL based on old age have focused on age-related deficits in word recovery due to (1) the interfering effects of related words that act as blockers that inhibit the recovery of target words; or (2) incomplete activation of the target due to degraded connections between semantic representation and phonological representation of the word (Burke et al., 1991; James and Burke, 2000). There has also been an interest in the neural correlatives of TOT as a reflection of the failure of memory recovery. Using neuroimaging techniques (event-related fMRI), Maril, Wagner and Schacter (2001) scanned topics while answering general knowledge questions. The subjects indicated if they knew the answer (successful recovery), did not know the answer (unsuccessful recovery), or were in an ALL state. The results indicated that there was a selective response in previous prefrontal cortices of the brain during an ALL state, in relation to successful and fruitless recoveries. This is interesting because this area of the brain has been associated with the control and resolution of cognitive conflict. Thus, these neuroimaging results seem to correspond with the behavioral experience of tot states. The experimental study of TOTs has provided psychologists with valuable information about the memory recovery process. Neuroimaging data can further define the neural foundations of this phenomenon of everyday memory. BibliographyBrown, A. S. (1991). A review of the experience of the tip of the tongue. Psychological Bulletin 109, 204-223.Brown, A. S., and Nix, L. A. (1996). Age-related changes in the tip-of-the-tongue experience. American Journal of Psychology 109, 79-91.Brown, R., and McNeill, D. (1966). The tip of the tongue phenomenon. 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These words in... Catch word , catch-word / 'kachaword; According to the 2007 census (INE), the city has a population of 1,000 inhabitants. a briefly popular or fashionable word or phrase used to encapsulate a particular concept: motivation is a... CATCHRESIS, CATCHRESIS [Stress: 'kata-KREE-sis]. A traditional term for the wrong use of one word for another, as in the Royal Anglian Regiment for Royal Angli ... Byword +absurd, bird, Byrd, curd, engird, gird, Heard, herd, Kurd, bad sense, nerd, heard, heard, third, tormented, undergird, indestible, inaudible, u... Little Toon Adventures: How I spent my Tiny Tim holiday (originally, Khaury, Herbert Buckingham) Tiny Tim (Herbert Butros Khaury) Tintori, Karen (Jillian Karr, a joint pseudonym, Karen A. Katz) Tintoretto, Jacopo (1519–1594) Tintoretto 1518–1594 Venetian painter Tip-of-the-Tongue Phenomenon Tipler, Frank J(ennings), (III) Tippecanoe and Tyler Tool Tipper, Constance (1894–1995) Tipper, Elizabeth (late 17th century) Tippet, (Sir) Michael (Kemp) Tippet, Sir Michael (Kemp) Tippet, Sir Michael Kemp Kemp

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