

The Neurocognitive Model of Language & Executive Functions - Glossary

Cognitive flexibility:

the environment or when switching between tasks/ideas. Allows for creative thinking and problem solving.

3, 21

Coherence markers: used to manage and organize language. Can occur at a linguistic level or a text level, and

Implicit learning: the gradual learning of complex information - including sequences or rules - without awareness or consciousness. Once learned, procedures can be applied quickly and automatically. Also referred to as procedural learning.^{1, 5}

Incidental learning:
focused on a target and they are engaged in explicit learning.^{1, 16}

Inhibition: 3, 18

Intentional learning:
focused on the target.^{1, 9}

Language comprehension: the understanding of written or spoken language. Requires: semantic knowledge of the meaning of the words within the message, knowledge of language structure (i.e., how words are combined), knowledge of writing/speaking conventions (i.e., story structure), background knowledge about the world to provide context, and thinking skills (i.e., executive functions and higher order cognitive skills).²

Lexeme: the language unit that corresponds to a specific semantic concept. Can be a part of a word (i.e., the plural S), single words, or multi-

Consists of both a phonological realization and rules about sequencing (i.e., how to combine the lexeme with other lexemes according to its semantic entailments), and are mutable. Can be either transparent (very clearly connected to their meaning), or opaque (less clearly connected to their meaning). Can also connect with other lexemes both simply and complexly.^{1, 12}

Situational model: the representation of a text within the mind.^{2, 6}

Space awareness: knowledge of where our body exists within the space around us, so that we know where to

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