

# 1. Introduction

## Basic Assumptions about Language

Basic assumptions:

- **Embodiedness**
  - “Language affected by and transmitted via *the body*”
- **Embeddedness**
  - “Language affects and is affected by *social situations*”
- ◦ brain’s evolution is co-determined by social developments
- **Mental Models**
  - “Humans *represent* the world *internally*”
- ◦ includes perceptual, spatial, emotional, causal and temporal info
- **Incremental Processing**
  - “Humans process language *over time* and *in parts*”
- ◦ when analyzing messages, stores info is compared to the incoming signal (lexically, syntactically, semantically and world-knowledge-y) including emotion and motor aspects

## Language and Communication

**Communication:** “*Every action with which a person exchanges information (about needs, desires, perceptions, knowledge or affective states). Can be intentional or unintentional.*”

- No principled separation between language and other cognitive domains, since cognitive systems are modular (as can be seen in sign language).

Types of context:

- **Physical**
  - e.g. location, time, temperature, situation of participants
- **Historical**
  - shared information (i.e. common ground)
- **Psychological**
  - perception of self and others
- **Cultural**
  - shared knowledge systems (e.g. attitude, values, behaviours)

**Message:** “*Consists of complex meanings, expressed via both verbal and non-verbal symbols*”

**Symbol:** “*Can be words, sounds and actions. Supported by facial expressions, gestures and intonation*”

**Encoding:** “*Turning ideas and feelings into messages*”

**Medium (of the message):** “*Any technology that created extensions of the human body and senses*”

- The “form” of the message (e.g. how spoken words are said)
- Considered as part of the message:
- ◦ media create their own environments. Which are beneficial to some messages and hostile to others. Which influence the interpretation of the message.
- ◦ people might be unaware of the effects of the environment their messages reside in, because they don’t know any better

Language can be seen as a medium that extends human senses, in the sense of:

- **motor behaviour** (expressions can be seen as actions)
- **perception** (getting information from far away, e.g. books)
- **emotion** (e.g. hearing a sad story makes you sad)

- **memory** (using language to record a memory)

Humans communicate via their 5 sensory channels. Using multiple channels *simultaneously* increases the chance for successful communication.

**Noise:** “Any stimulus that disrupts the sharing of meaning”

- includes internal stimuli like being tired
- **Semantic noise:** “unintended meaning”

**Feedback:** “Any reaction to messages that indicate that the message came across/is understood”

## Evolution of language

- Broca’s area was likely already present 2 million years ago
- We’ve had fundamental speech apparatus structures for 60.000 years
- The shapes of our tongues, mouths and throats allows us to make many different sounds but also gives us too many teeth and an increased risk of choking
- **Two theories** of evolution of language:
  - **Discontinuous:** language arose suddenly and spread quickly due to evolutionary advantages and passing the ability to offspring.
  - **Continuous:** gradual co-evolution of language and other human capabilities.
- **Theory** on why **communication** was beneficial for evolution:
  - Internal representation of the world proved to be a huge advantage in protecting the body.

**MacWhinney’s 4 periods of co-evolution:**  
(Continuous theory)

Name	Features	Period
Two Legs	cognitive control planning	8 - 4 million years ago
Social Cohesion	vocal-auditory neuronal changes gestures	4 - 2 million years ago
Mimesis	signs singing	2 - 0.1 million years ago
Phonological and Lexical systematization		0.06 million years ago - now

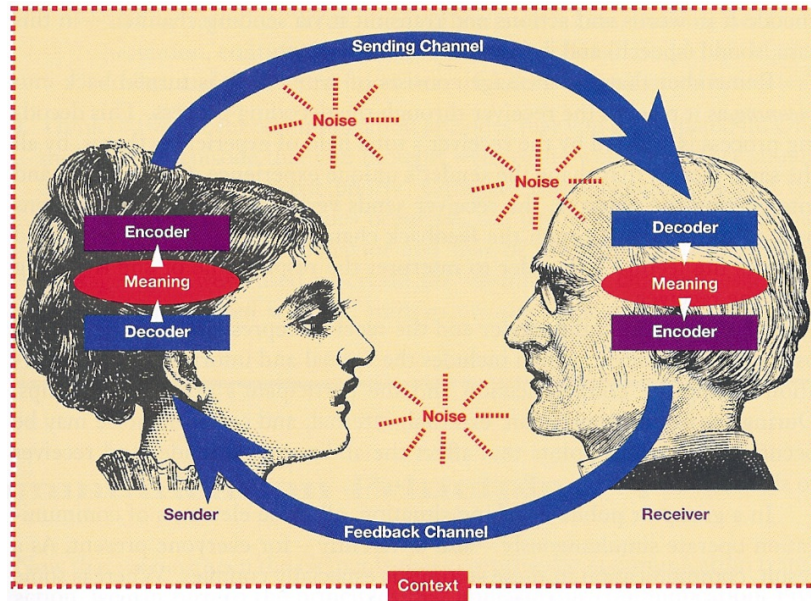
**Sender-Receiver Model**

## Sender-Receiver Model

The sender encodes meaning into a message and sends it through a channel. The receiver decodes the received message into meaning.

Certain factors (such as noise) can result in differences between the encoded and decoded message.

The Sender-Receiver model can be seen as a simplified version of two “perception-action models” interacting. This is also in line with the LUF



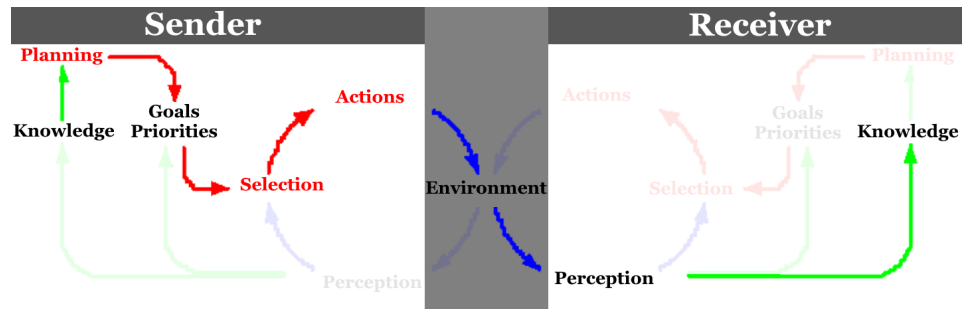
Two  
“perception-  
action  
models”  
interacting

## Two “perception-action models” interacting

Here the receiver approximates the mental state of the sender via prediction or integration.

**Prediction:**  
“(could be defined as) activating information that will come up before it’s even there”

**Integration**  
happens when feedback is used to update your mental model about the situation.



## Language User Framework

*Framework* instead of *model*, because models are much more specific and specifies interactions, it’s more like a “systematic inventory of all you need when you listen or speak”

Distinguishes between **Language Comprehension** and **Language Production**.

The Sender-Receiver Model can also be explained via the LUF.

The LUF needs a certain number of components for this:

- **Representation & Rules** (LTM)
- **Processing Components** (e.g. sentence parser)
- **Working Memory** (STM)
- **Cognitive & Attentional Control, and Monitoring**

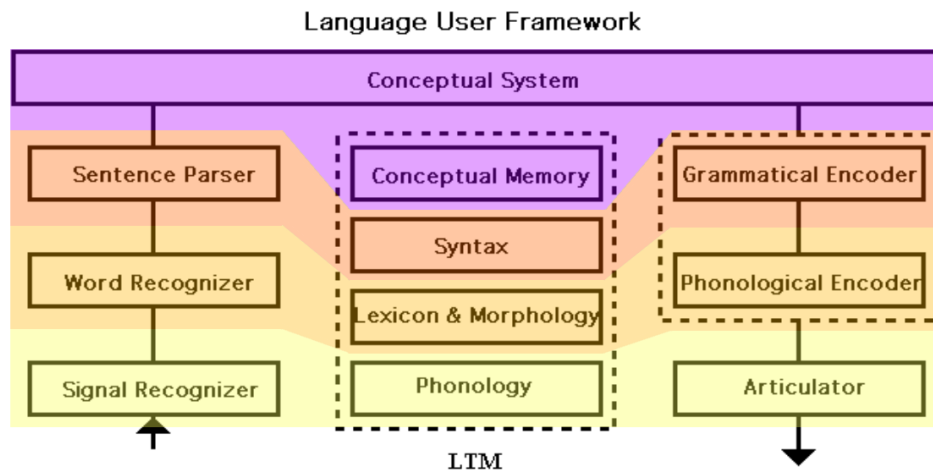
**Language  
User  
Framework**

## Language User Framework

**Magenta:**  
concerns **thought**  
(incl. meaning, changing ideas, mental models). Also connects to other systems, such as emotional or musical.

**Yellow to orange:**  
concerns **representation of language** and is **hierarchical**

Lexical, Syntactic and Semantic information is processed IN **PARALLEL**.



## Units of Language Processing:

Level	Linguistic Disciplines	Examples
<b>Supralexical</b>	Syntax	phrases, sentences, discourse
<b>Lexical</b>	Lexicology Morphology	words
<b>Sublexical</b>	Phonetics Phonology	letters, sounds, syllables

## Linguistic Disciplines:

Discipline	Unit	Regards	Example
PHONETICS	<i>phones</i>	raw speech sounds	
PHONOLOGY	<i>phonemes</i>	abstract sound categories	
LEXICOLOGY	<i>words</i>	words	walk
MORPHOLOGY -		word structure	
SYNTAX	<i>sentences</i>	sentence structure, word order	
SEMANTICS	-	meaning	
PRAGMATICS	-	intended meaning	

## Psycholinguistic Levels:

Levels	Example
PHONETIC	[ gɒt'ni'tʃændʒ ]
PHONOLOGICAL	/ gɒt'ni'tʃændʒ / + intonation
SEGMENTATIONAL	got # any # change
LEXICAL	have got = [POSSESS]; change=[MONEY] [SMALL]
SYNTACTIC	(have you) got any change? NP: you VP: [have got] [any change]
PROPOSITIONAL (abstract meaning)	□ □ ?
PRAGMATIC	[I want you to give me money]

**Linguistics** is concerned with **structure**, **psycholinguistics** with **processes**

**Information Stream Types:**

- **Autonomic:** one-way
- **Interaction:** two-way

**Language Process Types:**

- **Automatic:** involuntary, unconscious, doesn't affect the attentional system or its resources
- **Controlled:** voluntary, conscious, affects the attentional system and its resources, *SERIAL* (doesn't occur simultaneously with another process)

## **2. Research Techniques**

## **3. Spoken Word Recognition**

## **4. Printed Word Recognition**

## **5. Sentence Processing**

## **6. Word and Sentence Meaning**

## **7. Language Production**