

SOCIAL COGNITION

Linguistic co-ordination

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LAST WEEK

What are the most important points you remember from last week? Go to menti.com and submit your answers



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THIS WEEK

How do we communicate and how do we make sense of what has been said?



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EXERCISE (PART 1)

- Create groups of 3-4
- In each group, 1-2 people are the observers and the other 2 are the interlocutors
- The two interlocutors:
 - take max. 3 minutes to describe your favourite toy as a child
- The observer(s)
 - take notes how the interlocutors make themselves understood
 - gestures, words, cues, etc.



EXERCISE (PART 2)

- Same thing but:
 - Shuffle between groups and roles
 - Wear a mask 😊



EXERCISE (PART 2)

- Share your observations
- Share your experience as a speaker
- Share your experience as a listener
- How was it different with or without a mask?



MEANING-MAKING

- Linguistic symbols are arbitrary (not always though)
- Context-dependent
- Abstract cognitive schemas (representations)
- Embodiment: our physical entity and its surroundings
- Linguistic diversity, yet we understand each other
- No linguistic universals



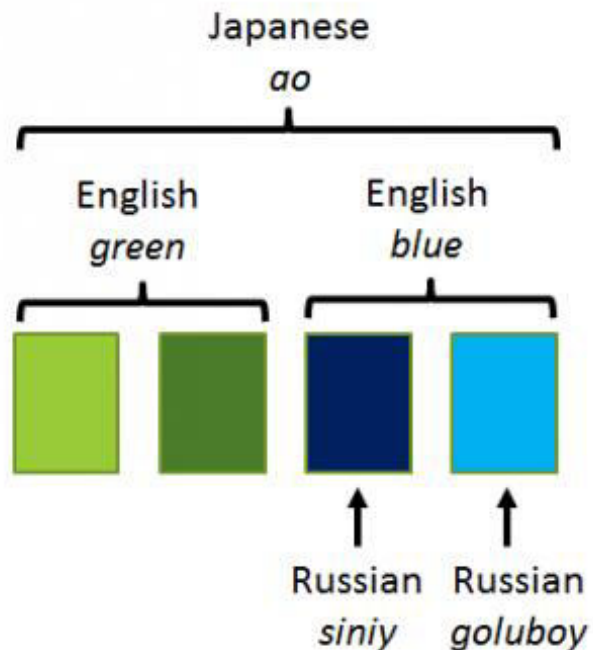
STRUCTURAL STABILITY IN MEANING

- Biological makeup: limits to our perceptual sensitivity
 - Stable affordance in our physical surroundings (natural and enculturated)
 - Socio-cultural and linguistic pressure on how we perceive things
 - Social affordances (stabilization of linguistic meaning)
- Constraints but not definitive for meaning



BIOLOGICAL MAKE-UP

Color naming



BUT: these colors are perceived as different, despite not having different names (Berlin & Kay, 1969)

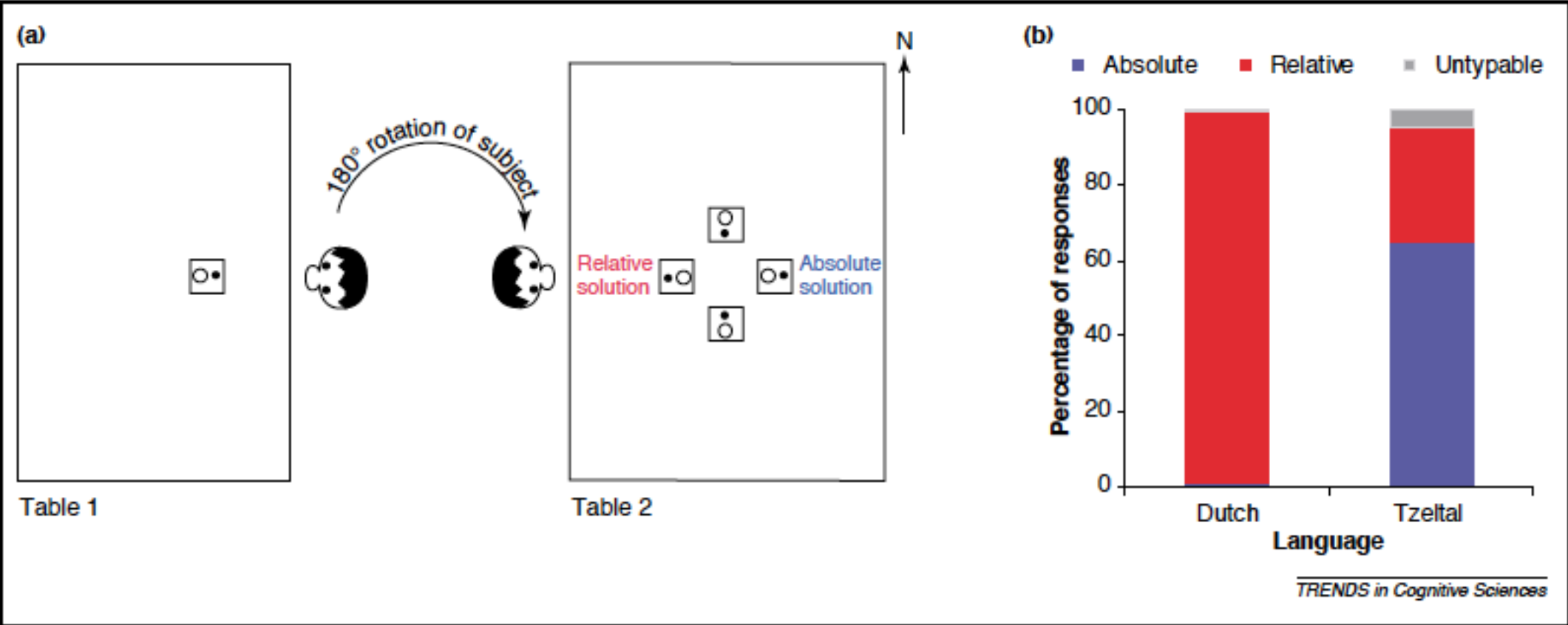
Also: regional UV light may affect color perception (Lindsey & Brown, 2002)

PHYSIOLOGY VS. CULTURAL ARTEFACT

- Walking and running – pretty much universal across languages/cultures
- Containers – lots of cross-linguistic differences



SOCIO-CULTURAL/LINGUISTIC PRESSURE



UNDERSTANDING

1. Unilateral accounts
2. Bilateral accounts



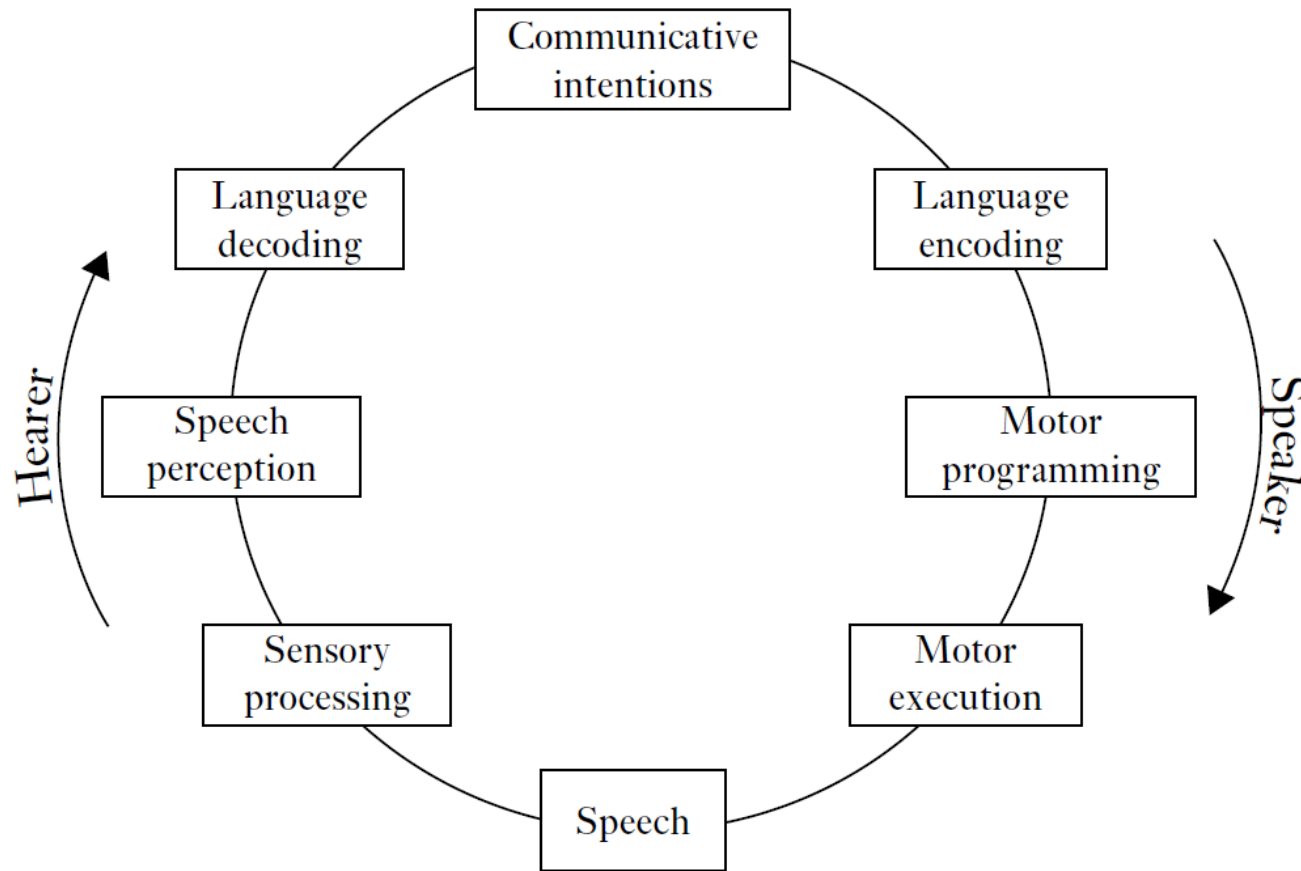
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COMMUNICATION



Highly schematic!

Figure 1.1: The process of communication

UNILATERAL ACCOUNTS

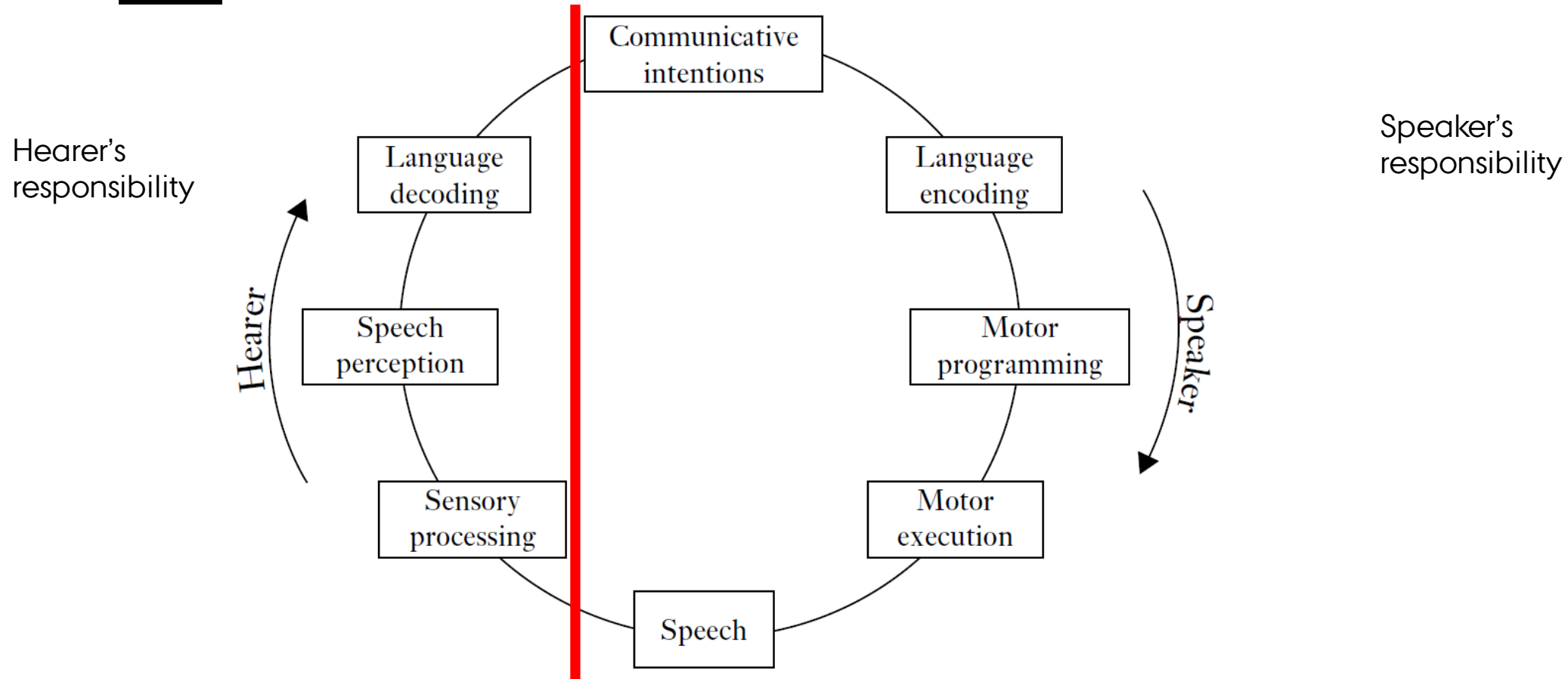
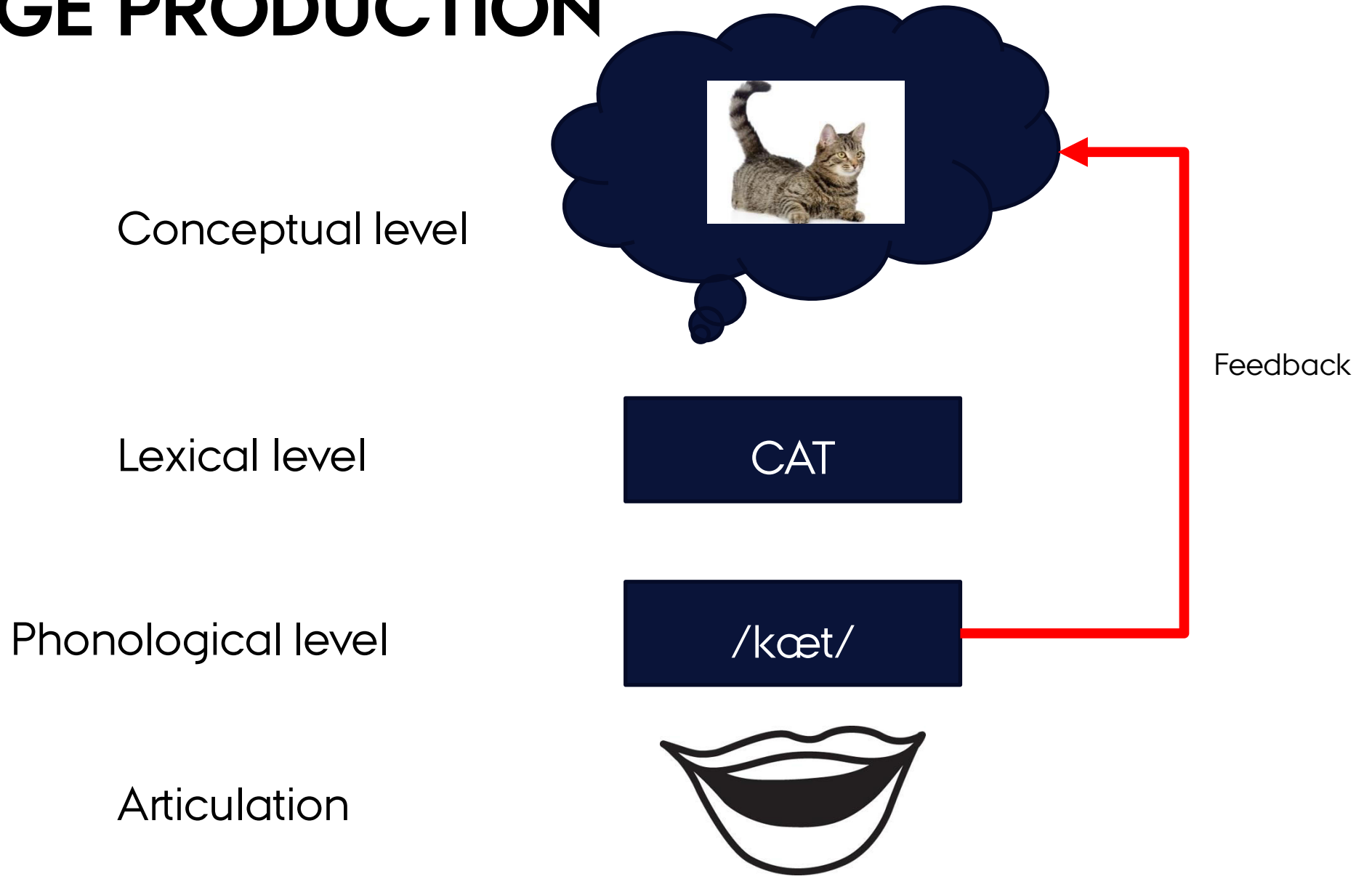
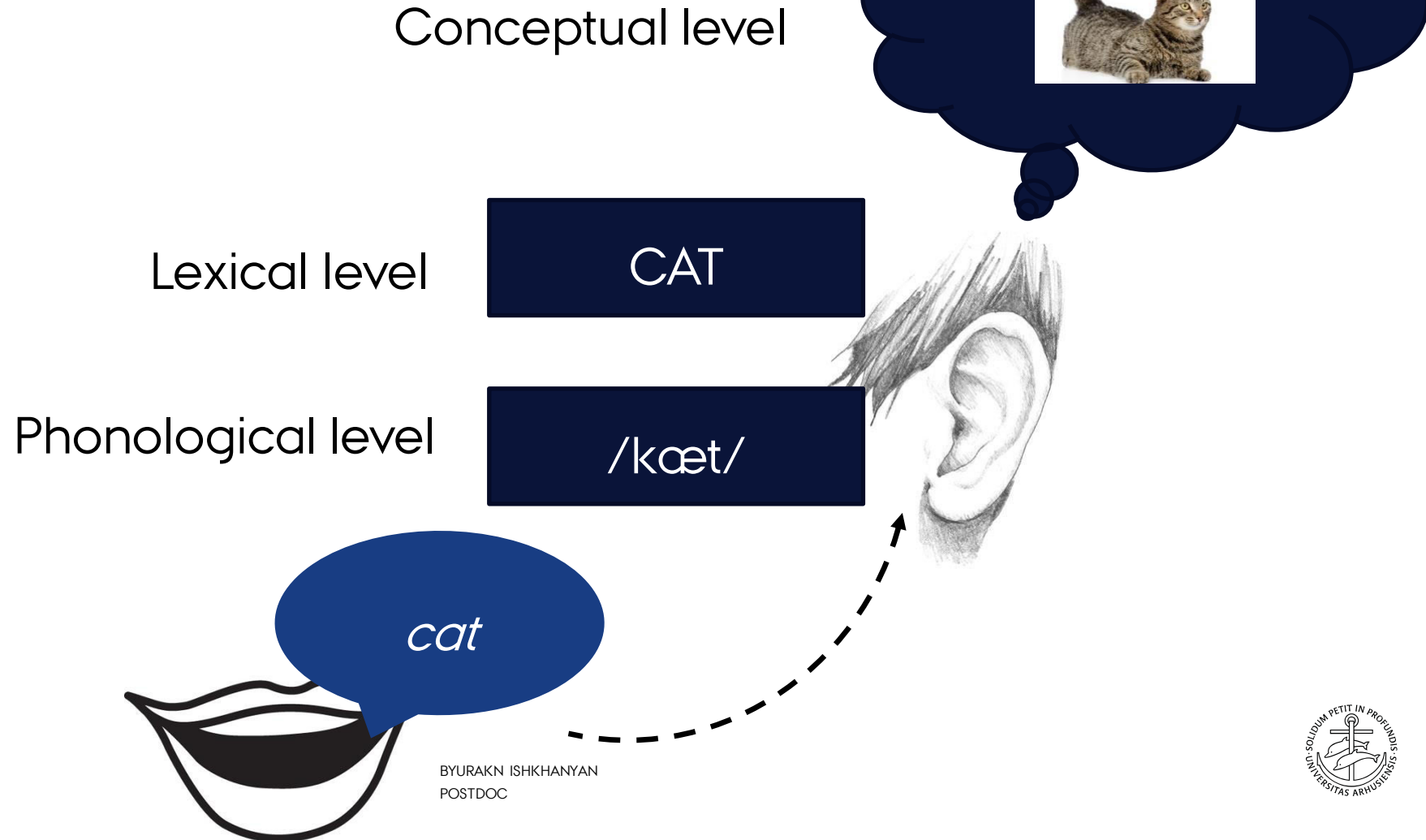


Figure 1.1: The process of communication

LANGUAGE PRODUCTION

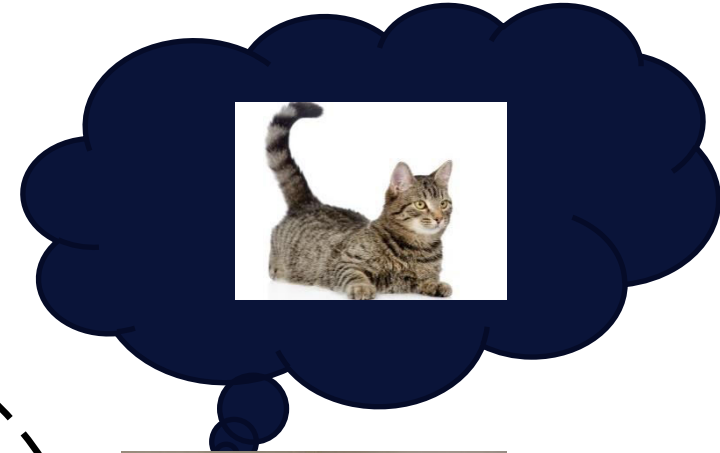
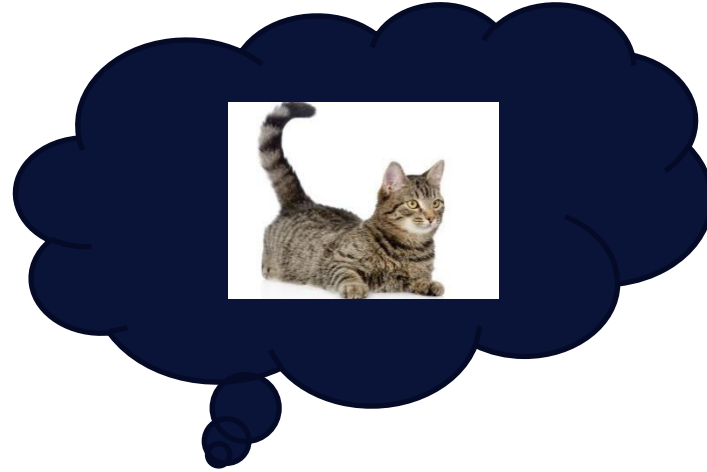


SPOKEN LANGUAGE COMPREHENSION



DUAL ACCOUNT

Conceptual level



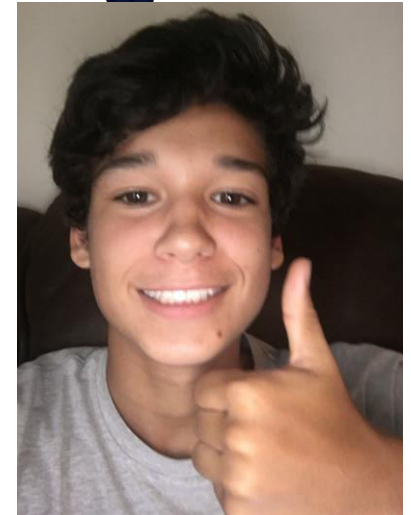
Feedback

Lexical level

CAT

Phonological level

/kæt/



SPEAKING AND LISTENING

- Bilateral process
- Alignment
- Grounding
- Other-monitoring
- Vocal and gestural actions



GROUNDING

Alan were you there when they erected the new
 signs? -
Beth th- *which* new **signs**?
Alan **litt*le* notice boards, indicating where you
 had to go for everything,
Beth no,



Considering
answering

Level 4

Understanding

Level 3

Identification
of words

Level 2

Attending

Level 1



GROUNDING TYPES

- Continuers
 - uh huh, yeah
 - Assessments
 - gosh
 - Appropriate next contributions
 - answers to questions
 - Echoic repeats
- ...



GROUNDING IN SUBJECTIVE EXPERIENCE

- Not categorical
(e.g. pain or confidence)
- Shared scales
- Highly unreliable (gender, cultural and religious variations)
- Solution: pain questionnaires
- Scale = common ground



OTHER-MONITORING

1. Voices
2. Faces
3. Workspaces
4. Bodies
 - e.g. gestures
5. Shared scenes
 - this block/that block

What happened during the exercise in the beginning of the class?



VOCAL AND GESTURAL ACTIONS

- Principle of least joint effort (Clark, 1996)
 - We're lazy – we choose the method with the least effort for both the speaker and the listener
 - Overhearers understand with more difficulty than addressees
 - Did you use more gestures when you were wearing a face mask?



THE CLARK & KYRCH PAPER

- Task solving:
 - interactive and non-interactive
 - workspace visible and workspace not visible
 - faces visible and faces hidden



MAIN FINDINGS

- Interactive and workspace visible the most efficient

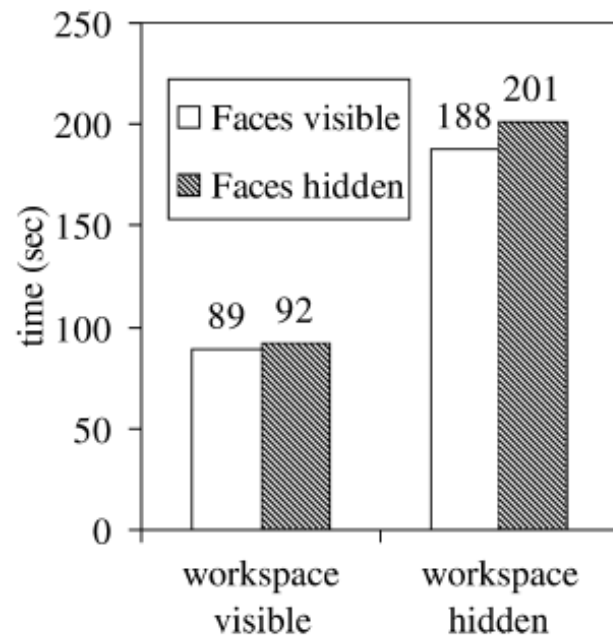


Fig. 1. Mean building times per model.



EXERCISE

- Turn to the person next to you and discuss the Clark & Kirch paper
 - Identify three things great about the paper and three things that can be improved



APPLICATION

- Workplaces (COVID-19 restrictions)
- Working in communication
- Teaching/learning languages



APPLICATION EXERCISE

- Divide into three groups

You are working in a place where you have to interact with people who don't speak (very well) your native language on a daily basis. Based on what you have learned today, come up with a strategy that will help you ease their understanding of what you are telling them.



EXAM-RELATED EXERCISE

- Read the submission of your peer (only one today 😊) and write feedback
- When giving feedback be:
 - nice
 - constructive
 - concrete
- Once you receive the feedback, read it and make decisions about it: take it or leave it



EXERCISE

- Divide into two groups
- Group 1: Discuss 2.1 section of Tylén et al.
- Group 2: Discuss 2.2 section of Tylén et al.

- Mingle and tell each other what you have read about

