

Psychology of Language

15 Production

Fall 2023

Tues/Thur 5:00-6:15pm

Emma Wing
Drop-in hours:
Wednesdays 3-4pm
& by appointment
[Webex link](#)

Road map

- Assignment #2 is posted, due October 30th @ midnight
 - Reminder: 1 late assignment accepted; 1 redo accepted (/3 total)
- Quiz Reminder: need to complete 8 total to get full points
- Wrap-up and review from **14 Pragmatics**
- Unit 2: The Mature System
 - 15 Production

Practice

Quality: what the speaker says is true

Relation: what the speaker says is relevant to the conversation

Quantity: the speaker gives as much info as needed, not more (appropriately informative)

Manner: what the speaker says is clear and orderly

Which maxim is violated or flouted? Why?

1. Flouting the Maxim of Quantity



Practice

Quality: what the speaker says is true

Relation: what the speaker says is relevant to the conversation

Quantity: the speaker gives as much info as needed, not more (appropriately informative)

Manner: what the speaker says is clear and orderly

Which maxim is violated or flouted? Why?

2. Flouting the Maxim of Quantity

Speaker A: Where is tomorrow's class?

Speaker B: On campus.

Practice

Quality: what the speaker says is true

Relation: what the speaker says is relevant to the conversation

Quantity: the speaker gives as much info as needed, not more (appropriately informative)

Manner: what the speaker says is clear and orderly

Which maxim is violated or flouted? Why?

3. Flouting the Maxim of Quality



Practice

Quality: what the speaker says is true

Relation: what the speaker says is relevant to the conversation

Quantity: the speaker gives as much info as needed, not more (appropriately informative)

Manner: what the speaker says is clear and orderly

Which maxim is violated or flouted? Why?

4. **Violating the Maxim of Quality**

Context: Aya and Bo just met. Aya lives in Vancouver, Bo lives in Ottawa.

Aya: Where do you live?

Bo: I live in Ottawa.

Aya: Oh! How do you like it in Ottawa?

Bo: I live in Toronto.

Aya: Wait, what? You just told me you live in Ottawa.

Practice

Quality: what the speaker says is true

Relation: what the speaker says is relevant to the conversation

Quantity: the speaker gives as much info as needed, not more (appropriately informative)

Manner: what the speaker says is clear and orderly

Which maxim is violated or flouted? Why?

5. Flouting the Maxim of Relevance



Practice

Quality: what the speaker says is true

Relation: what the speaker says is relevant to the conversation

Quantity: the speaker gives as much info as needed, not more (appropriately informative)

Manner: what the speaker says is clear and orderly

Which maxim is violated or flouted? Why?

6. **Flouting the Maxim of Relevance**

Speaker A: How's your paper for Smith's class going?

Speaker B: Lovely weather we're having today...

Practice

Quality: what the speaker says is true

Relation: what the speaker says is relevant to the conversation

Quantity: the speaker gives as much info as needed, not more (appropriately informative)

Manner: what the speaker says is clear and orderly

Which maxim is violated or flouted? Why?

7. Flouting the Maxim of Quantity

Speaker A: What are you eating?

Speaker B: A sandwich with bread.

Practice

Quality: what the speaker says is true

Relation: what the speaker says is relevant to the conversation

Quantity: the speaker gives as much info as needed, not more (appropriately informative)

Manner: what the speaker says is clear and orderly

Which maxim is violated or flouted? Why?

8. Flouting the Maxims of Quantity, Manner, & Relevance



Practice

Quality: what the speaker says is true

Relation: what the speaker says is relevant to the conversation

Quantity: the speaker gives as much info as needed, not more (appropriately informative)

Manner: what the speaker says is clear and orderly

Which maxim is violated or flouted? Why?

9. Flouting the Maxim of Quantity

Speaker A: What are you doing right now?

Speaker B: Talking to you.

Practice

Quality: what the speaker says is true

Relation: what the speaker says is relevant to the conversation

Quantity: the speaker gives as much info as needed, not more (appropriately informative)

Manner: what the speaker says is clear and orderly

Which maxim is violated or flouted? Why?

10. **Flouting the Maxim of Manner**

Context: two people are speaking in the same room as their dog.

Speaker A: Do you want to take him for a W-A-L-K?

(spells out the word *walk* instead of saying it)

Practice

Quality: what the speaker says is true

Relation: what the speaker says is relevant to the conversation

Quantity: the speaker gives as much info as needed, not more (appropriately informative)

Manner: what the speaker says is clear and orderly

Which maxim is violated or flouted? Why?

11. **Flouting the Maxim of Manner**

“She was entirely dressed in articles of clothing and had nothing on her feet except a pair of socks and two shoes.”

[Excerpt from Lemony Snicket: The Unauthorized Autobiography by Lemony Snicket (a.k.a. Daniel Handler)]

Practice

Quality: what the speaker says is true

Relation: what the speaker says is relevant to the conversation

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Which maxim is violated or flouted? Why?

12. Flouting the Maxim of Quality

Waiter: [seeing an empty plate] I guess you really hated that.

Customer: Oh, yeah, it was *terrible*.

Practice

Quality: what the speaker says is true

Relation: what the speaker says is relevant to the conversation

Quantity: the speaker gives as much info as needed, not more (appropriately informative)

Manner: what the speaker says is clear and orderly

Which maxim is violated or flouted? Why?

13. Flouting the Maxim of Relevance



Key concepts

- ✓ Pragmatics
- ✓ Conversational implicature
- ✓ Cooperative principle
- ✓ Conversational maxims: quality, quantity, relation, manner
- ✓ Violating conversational maxims
- ✓ Flouting conversational maxims

Unit 2:

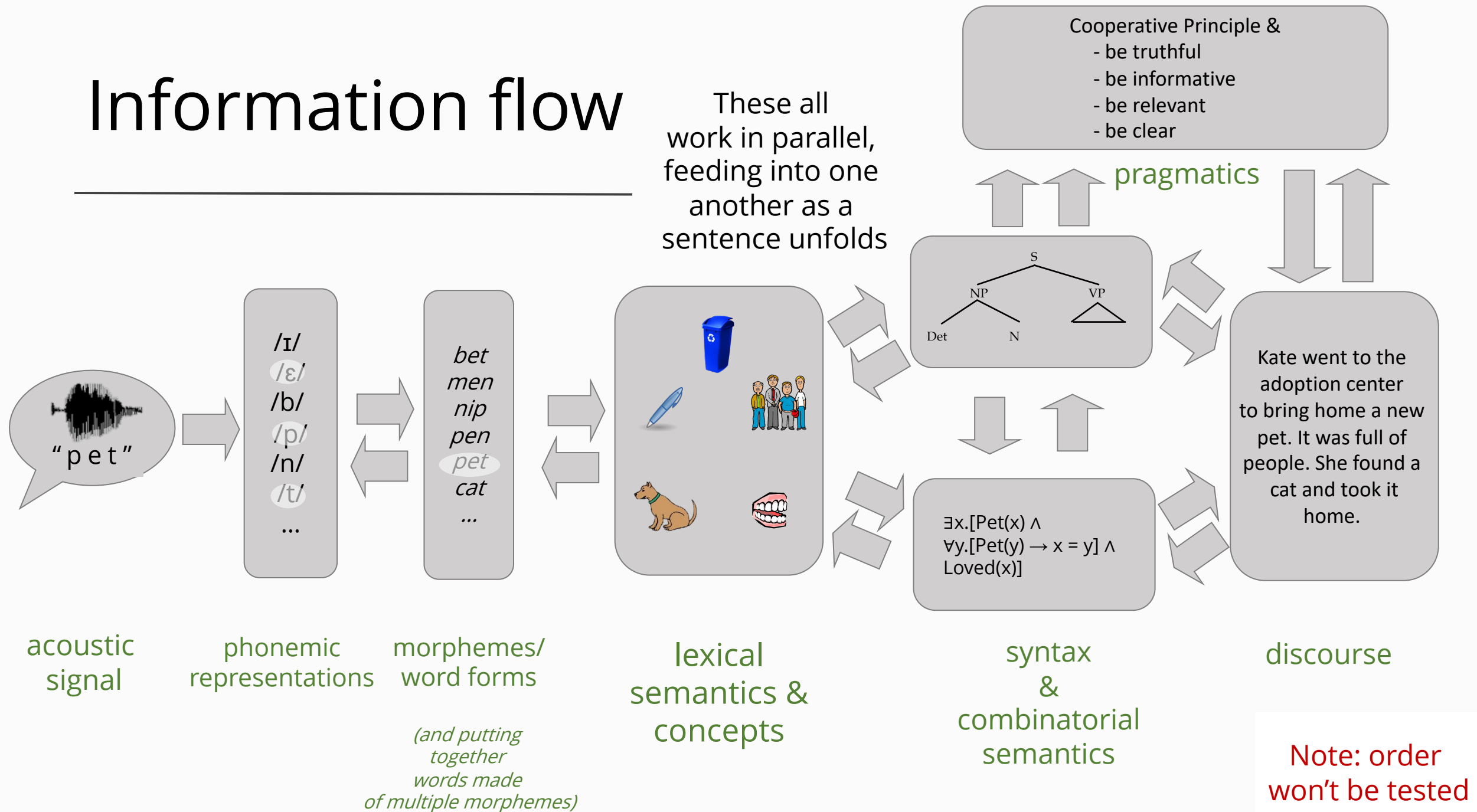
The Mature system

15 Production

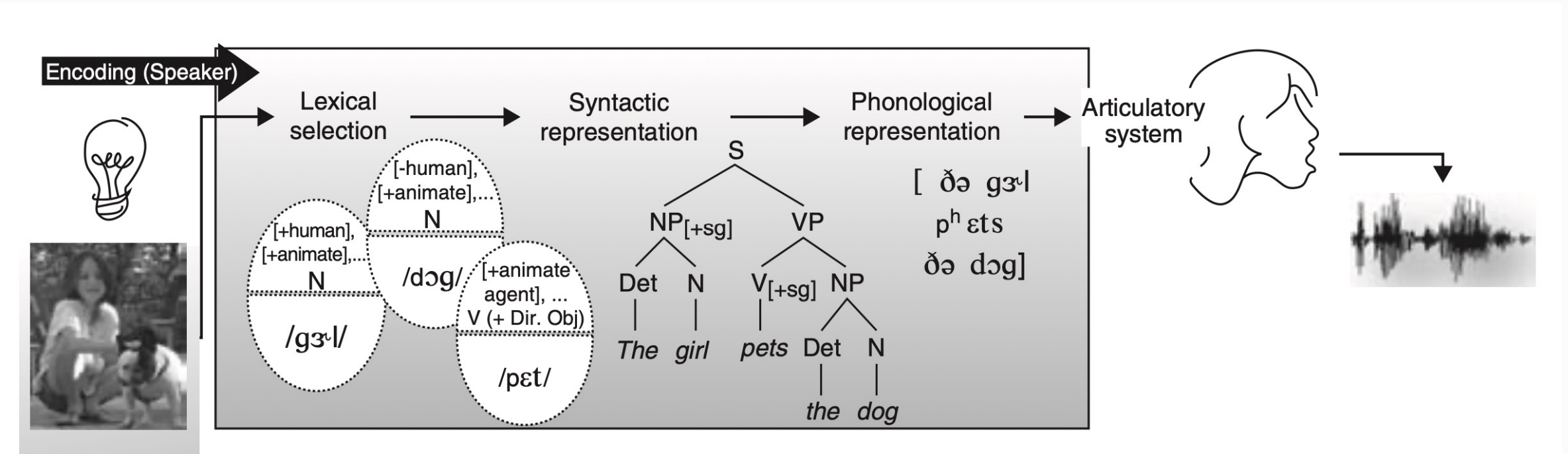
Learning objectives

- State the stages of production: conceptualization, formulation and articulation (also called execution)
- Describe what happens during the stages of production
- Describe the different kinds of speech errors and reasons why they might happen
- Describe how speech errors help show the processes we go through to retrieve words when we speak

Information flow

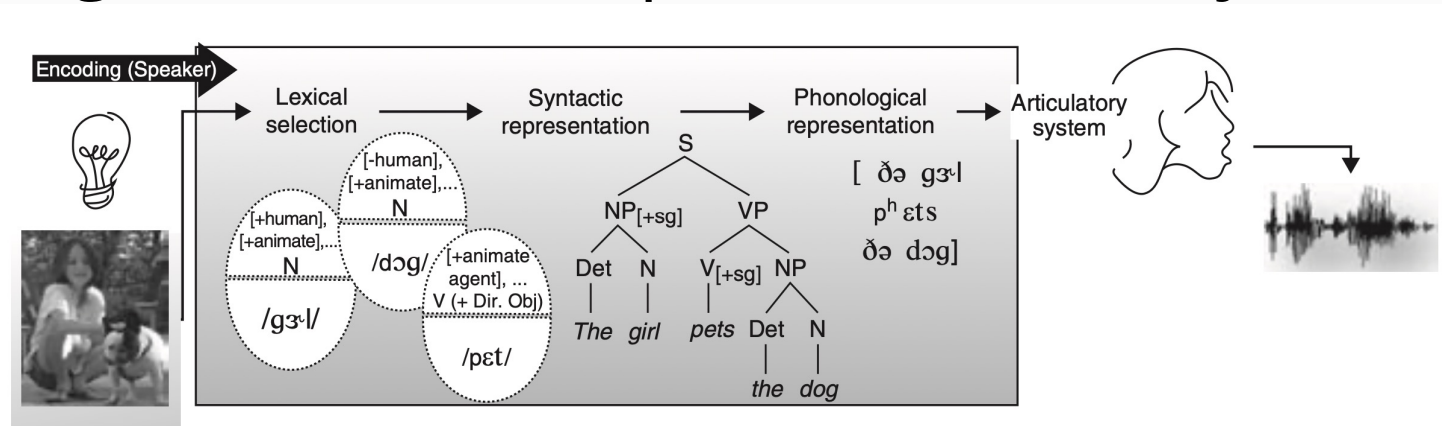


Model for language production



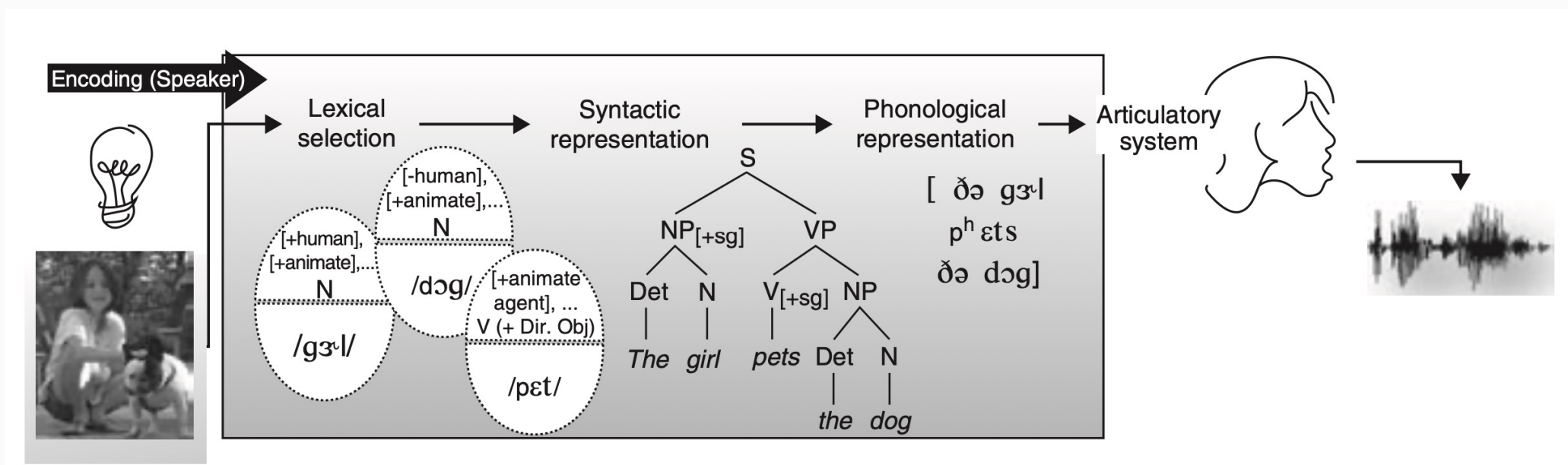
Model for language production

- 1. Conceptualization:** (preverbal message) intention to communicate an idea or information
- 2. Formulation:** consult the lexicon and the grammar shared by the speaker and hearer
- 3. Execution:** transform the mental representation into a speech signal that will be produced fluently



Language vs. speech

- An idea is a product of the speaker's general cognition and intellect
 - Grey box: linguistic representations
 - Outside grey box: not part of language



Speaking as a bilingual

- Unilingual mode (only one language): only one of the grammars is consulted to build structural representations, and the active language's lexical entries are activated
- Bilingual mode (2+ languages are being used in the same conversation): access to both grammars and lexical items
- What must bilinguals do to successfully speak in unilingual mode?
 - They must be able to inhibit the language(s) that they are not using

Speaking as a bilingual

- Code-switching

(1) ... they tell me 'How'd you quit, Mary?' I don't quit I ... I just stopped. I mean it wasn't an effort that I made ^aque voy a dejar de fumar por que me hace daño o this or that uh-uh. It's just that I used to pull butts out of the waste paper basket yeah. I used to go look in the ... ^bse me acaban los cigarros en la noche. I'd get desperate ^cy ahí voy al basurero a buscar, a sacar, you know.

- a. 'that I'm going to quit smoking because it's harmful to me or'
- b. 'I run out of cigarettes at night'
- c. 'and so I go to the trash to look for, to get some out'

Speaking as a bilingual

- Code-switching

(1) Between sentences (b)

(2) Within the same sentence (a)

(3) Tag-switching ("you know" in c)

a. 'that I'm going to quit smoking because it's harmful to me or'

b. 'I run out of cigarettes at night'

c. 'and so I go to the trash to look for, to get some out', you know

Speech errors

- A lot of what is known about the stages of production comes from studying speech errors

Speech errors: sounds

- Match the speech error to the kind of error
- | | |
|---|---|
| 1. Perseveration: Pronounce sounds you just pronounced | a. Is the dean d izzy? ("busy") |
| 2. Anticipation: sound is produced too early | b. You have t asted the whole w orm ("wasted the whole term") |
| 3. Exchange: two sound units are swapped | c. Background lighting ("background") |
| 4. Deletion: delete a sound | d. B issue box ("tissue box") |

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Speech errors: sounds

- What can these speech errors teach us?
- Sounds of words start being planned in advance
 - But not too far in advance because typically it happens with words next to each other
 - They often come from the same parts of words

Speech errors: morphemes

- The errors seen with sounds also occur with morphemes
- Consider what's happening in the following examples:
- **Deletion:** a morpheme is dropped
 - "she drink_coffee"
- **Exchange:** two morphemes are swapped
 - "I coffeed two orders"
- **Perseveration?:** morphemes are doubled
 - "What would I would've gotten?"

Speech errors: morphemes

- What can these speech errors teach us?
- We plan morphological information before speaking
- Often, morpheme exchanges are between stems, prefixes, or suffixes
 - What's going on with these?
 1. Do not untell a retruth
 2. I coffeed two orders
 3. I already packs two trunked

Which is which?

Speech errors: morphemes

- What can these speech errors teach us?
- We plan morphological information before speaking
- Often, morpheme exchanges are between stems, prefixes, or suffixes
 - What's going on with these?
 1. Prefix: Do not **unt**ell a **re**truth
 2. Stem: I **coff**eed two **orde**rs
 3. Suffix: I already pack**s** two trunk**ed**

Speech errors: whole words

- **Substitution:** intended word replaced with one that's not intended to be in sentence
 - "I returned the **books**."
 - intended = papers
- **Exchange:** two intended words swapped
 - "The dog **hissed** when the cat **barked**"
- **Blend:** two words blended together
 - "misunderestimated"

Speech errors: whole words

- What can we learn from these errors?
1. “I returned the **books**.” (intended = papers)
 - More evidence of associated words activated
 2. “The dog **hissed** when the cat **barked**”
 - More planning before speaking!
 - But this is more often farther in advance than planning sounds
 3. “Misunderestimated”
 - Words with similar meanings are combined: associations get in the way (again)

Speech errors: more lessons

- What's going on in this example?
 - What is wrong?
 - What should it have been?
 - What else do you notice about it?

1. I'd hear it if I knew it.

Speech errors: more lessons

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1. I'd **hear** it if I **knew** it.

Speech errors: more lessons

- What's going on in this example?
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 - What else do you notice about it?
1. I'd **hear** it if I **knew** it.
 2. I'd **know** it if I **heard** it.

Speech errors: more lessons

- What's going on in this example?
 - What is wrong?
 - What should it have been?
 - What else do you notice about it?
1. I'd **hear** it if I **knew** it.
 - I'd hear+present it if I know+past it
 2. I'd **know** it if I **heard** it.
 - I'd know+present it if I hear+past it



Speech errors: more lessons

- What does this suggest about order?
 - Two intended “words” were swapped (without tense)...
 - THEN the tenses are applied
- During normal (error-free) speech, lemmas are selected independently of tense, with tense being applied after lemma selection.
 - **Lemma**: a level of linguistic representation that combines information about word meaning and word type (noun, verb, etc.), but no sound

Key concepts

- ✓ Three stages of planning for speaking
 - ✓ Conceptualization
 - ✓ Formulation
 - ✓ Execution (articulation)
- ✓ Code-switching
- ✓ Inhibition
- ✓ Speech errors
 - ✓ Sounds, morphemes, or words
 - ✓ Anticipation, deletion, substitution, exchange, perseveration, blend
- ✓ Speech errors reflect the processes that we go through when we plan utterances