

Presentation 6: Formulating what to say

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Four conceptions of speaking

Self-speaking

Formulating sentences for self to *express one's ideas*

"Language is for expressing thoughts" (Chomsky)

Speaking-for

Formulating sentences for *default* addressees

Speaking-to

Formulating sentences for *particular* addressees

Speaking-with

Formulating sentences in *collaboration with addressees*



And what about ...

Speaking when others are around

Assume other people are or may be listening

Side participants

Bystanders

Eavesdroppers



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Four conceptions of speaking

	Who for?	Why?
Self-speaking	self	express ideas
Speaking-for	default addressees	communicate ideas
Speaking-to	specific addressees	communicate ideas
Speaking-with	co-present addressees	negotiate commitments to ideas

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Four conceptions of speaking

	What useful for?	Who planned for?
Self-speaking	talk to self	future self
Speaking-for	public announcements	anyone in community
Speaking-to	voice messages	particular person
Speaking-with	conversation	co-present partner

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Four conceptions of speaking

Speaking-solo

express one's ideas

"egocentric design"

Speaking-for

default addressee

"community design"

Speaking-to

particular addressee

"addressee design"

"recipient design"

Speaking-with

collaborating addressee "partner design"

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Speaking when others are around

Side participants	
Alan	Barbara, do you know who's coming tonight?
Barbara	Sorry, I don't
Alan	Do you, Charles?
	[Not: Charles, do you know who's coming tonight]
Bystanders, eavesdroppers	
Alan	I hear that <i>you know who</i> did <i>you know what</i> on Sunday
Alan	[<i>whispering</i>] I hear that Dick got drunk on Sunday?
Alan	[<i>in Dutch</i>] Ik hoor dat Dick op Zondag werd gedronken.

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How do we choose which sentence to use?

option 1	option 2
1. John ran out of the room	John left the room at a run
2. I kicked the ball into the box	I put the ball into the box by kicking it
3. That man is walking into the restaurant	That crazy drunk is staggering into the restaurant
4. The bottle floated out of the cave	La botella salió de la cueva flotando
5. I kicked the door shut	Cerré la puerta de una patada.

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Each choice reflects a purpose

Main goal of addressee:

To "see" certain objects and events in the right detail and perspective

Hence goal of speakers:

To get them to "see" objects and events that way

Joint goal: Coordination of thoughts

I am thinking about a scene in a certain way

I want YOU to think about it in the same way

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Each choice also reflects type of speaking

Self-speaking	Focus on my concepts, my perspective
Speaking-for	Focus on generic content for community
Speaking-to	Focus on what I project is your way of thinking
Speaking-with	Collaborating on establishing concepts

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Five ways we coordinate with others

1. **Propositions** → categorize states and events
2. **Perspective** → take a perspective on states and events
3. **Topic structure** → focus one's attention on this, not that
4. **Information structure** → anchor elements to common ground
5. **Collaboration** → work to establish joint concepts

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Simple propositions

Elementary sentence	Propositional function
x walks	walk(x)
x is handsome	handsome(x)
x is a bachelor	bachelor(x)
x hit y	hit(x,y)
x is in y	in(x,y)
x gives y to z	give(x,y,z)

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Words and their arguments

Form class	Number of arguments		
	1	2	3
noun	bachelor(x)	father(x,y)	
adjective	handsome(x)	similar(x,y)	
verb	cry(x)	hit(x,y)	give(x,y,z)
preposition		in(x,y)	beyond(x,y,z)
adverb	quickly(x)	similarly(x,y)	
conjunctions		or(x,y)	and(x,y)
subordinators		since(x,y)	when(x,y)

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How propositions can be combined

1. **Coordination**: adding of propositions on equal status
(x walks) and (x talks) = x walks and talks
2. **Complementation**: one proposition as argument of another
(x decided y) + (y = (x walk)) = x decided for x to walk
3. **Modification**: one proposition used to modify another
(x is handsome) + (x is a man) = x that is a man is handsome

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Categorical principle

Two premises

1. Speakers aim to help addressees **mentally simulate, or imagine, the right experience**.
2. Speakers tell them the **categories** of things to simulate: persons, things, events, actions, etc.

Categorical principle

To get your addressees to represent or simulate x, use a proposition that specifies the category of x.

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1. *Speaker sees:*



2. *Speaker says:*

"Um the next one's the person ice skating that has two arms?"

3. *Addressee interprets:*

next(x), one(x), is(x, y), person(y), ice-skating(y),
has(y, z), arms(z), two(z)

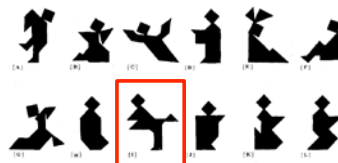
4. *Addressee imagines:*



Comprehension as *unification*

Find that referent that makes propositions for x, y, and z all true *simultaneously*

Referents	propositions
x	next(x) one(x)
x, y	is(x, y)
y	person(y) ice-skating(y)
y, z	has(y, z)
z	arm(z) two(z)



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How would you describe this scene?



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Perspective: Choice of arguments

Example	Arguments
1. The bartender filled the glass with beer.	bartender, glass, beer
2. The glass was filled with beer by the bartender.	
3. The bartender filled the glass.	bartender, glass
4. The glass was filled by the bartender.	
5. The glass was filled with beer.	beer, glass
6. The glass filled with beer.	
7. The beer filled the glass.	glass
8. The glass was filled.	
9. The glass filled.	



Perspective: Choice of subject and predicate

active voice:

The bartender filled the glass with beer

passive voice:

The glass was filled with beer by the bartender

The glass was filled with beer

The glass was filled

The glass got filled

middle voice:

The glass filled with beer

The glass filled up quickly



Perspective: Choice of figure/ground

object in relation to **location**:

The bartender put beer into the glass

Bees swarmed in the garden

beer → glass

bees → garden

location in relation to **object**:

The bartender filled the glass with beer

The garden swarmed with bees

glass → beer

garden → bees



Perspective: Direction of viewing events (Talmy)

Direct → **prospective**

I shopped at the store before I went home

Retrospective → direct

After I shopped at the store, I went home.

Direct → direct

I shopped at the store, and then I went home.

Prospective → direct

Before I went home, I shopped at the store.

Direct → **retrospective**

I went home after I shopped at the store.

Direct → direct

I went home, but first I shopped at the store.

A first, B second

A before B

After A, B

A, then B

Before B, A

B after A

B, but first A

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Perspective: Given vs. new information

1. What Margaret did was go into the hospital.

Given: Margaret did X

New: X = go into the hospital

2. MARGARET went into the hospital

Given: X went into the hospital

New: X = Margaret

3. Margaret went into the HOSPITAL.

Given: Margaret went into X.

New: X = the hospital

4. It was the HOSPITAL that Margaret went into.

Given: Margaret went into X

New: X = the hospital

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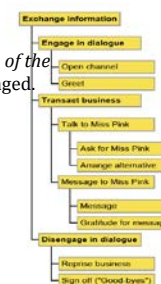
Grice's cooperative principle

Grice

1. Make your *conversational contribution*
2. such as is *required*,
3. at the *stage* at which it occurs,
4. by the *accepted purpose or direction of the talk exchange* in which you are engaged

Clark paraphrase

1. Produce the *communicative act*
2. that is *needed*
3. to *establish the next stage*
4. of the *current joint activity*



Grice's maxims

Quantity

1. Make your contribution as informative as is required (for the current purposes of the exchange).
2. Do not make your contribution more informative than is required.

Quality

1. Do not say what you believe to be false.
2. Do not say that for which you lack evidence.

Relation

Be relevant.

Manner

1. Avoid obscurity of expression.
2. Avoid ambiguity.
3. Be brief (avoid unnecessary prolixity).
4. Be orderly.

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Conversational implicatures

Original example, and the maxim of relevance

A I am out of petrol.

B There is a garage round the corner.

Implicature (in Grice's words): "that the garage is, or at least may be open, etc."

Example 1: Scalar implicatures (Horn, 1984)

Some of my friends are Democrats

Implicature:

Not all of my friends are Democrats

Rationale:

Maxim: "Be as informative as required"

If *all* of my friends had been Democrats, I would have said *all* (which is stronger than *some*).

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Example 2: Bridging implicatures (Clark & Haviland, 1977)

I got some picnic supplies out of the car. The beer was warm.

Implicature:

There was beer in the picnic supplies

Rationale:

Maxims: "Be relevant" "Be brief"

I presuppose: There is beer salient to the two of us.

Simplest assumption: The beer is in the picnic supplies.

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Example 3: Contrast implicatures (Drew, 1992)

Attorney: An' during that eve:ning: (0.6) uh: didn't
Mistuh Jones come over tuh *sit with you* (0.8)

Witness: *Sat at our table.* [From British rape trial]

Implicature:

He did not *sit with me*. He merely *sat at our table*.

Rationale:

Maxim: "Be brief"

If "sit with you" had been right, I would have said "yes."

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Example 4: Hyperbole (see Kao et al., 2014)

Blatantly violating, or flouting, the maxim of quality.

Kate: and . um then, . a bell rang, - - and - *millions* of feet, .
ran, . along corridors, you know, and then they . it
all died away, it was like like sound effects from the
Goon Show

When Kate claimed "millions" of feet ran along the corridors, she was flouting the maxim of quality. We infer she was exaggerating, using hyperbole.

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Principle of *minimal joint effort*

Basic premise of language use

Use no more joint effort than necessary to achieve goals

Parameter-value model

Phrasal utterances

On entering taxi

"The Mark Hopkins Hotel" =

"I request you to take me to the Mark Hopkins Hotel"

To ticket seller

"Two, please" =

"I request from you two tickets for tonight's performance"

Parameter + value

Situation specifies parameter, or parameters

(e.g., taxi destination, number of tickets)

Utterance specifies value of that parameter

(e.g., Mark Hopkins Hotel, two)



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Adjacency pairs *specify* thematic structure

What is the bartender doing?

1. He is putting beer into the glass.
2. He is filling the glass with beer.
3. #The glass is being filled with beer by him.
4. #The beer is being put into the glass by him.

What is the bartender doing to the beer?

1. He is putting it into a glass.
2. #He is filling a glass with it.

What is the bartender putting into the glass?

1. Beer
2. #With beer.

What is the bartender filling the glass with?

1. Beer
2. With beer.

Good answers retain
perspective of question



Forms of collaborative reference

Installment references

A. And the next one is *the one with the triangle to the right*,

B. Okay.

A. *With the square connected to it*

Elicited expansion

A. Okay, the next one is *the rabbit*.

B. Uhhh-

A. *That's asleep, you know, it looks like it's got ears and a head pointing down?*

B. Okay.



Forms of collaborative reference (continued)

Partner expansion

A. Um, third one is *the guy reading with, holding his book to the left*.

B. Okay, *kind of standing up?*

A. Yeah.

B. Okay.



Collaborative completion

A. And number 12 is *the person facing right offering*,

B. *With his knees bent up behind him*

A. Uh huh.



[K]

Precedent in common ground

1. All right, the next one looks like a person who's ice skating, except they're sticking two arms out in front.
2. Um, the next one's the person ice skating that has two arms?
3. The fourth one is the person ice skating, with two arms.
4. The next one's the ice skater.
5. The fourth one's the ice skater.
6. The ice skater.



[I]

Summary

Formulation is constrained by ...

1. Propositions to be expressed
bartender(x), beer(y), glass(z), fill-with(x,z,y)
2. Perspectives
Spatial door with respect to room, not vice versa
Temporal prospective vs. retrospective vs. neutral
Given-new what is given, know vs. what is new
3. Cooperation
Grice's maxims → implicatures
4. Least collaborative effort

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