

ENG

Class 3

Abstraction vs language out there.

10/1/18

Language:

The faculty of mind for use of complex systems.

The set of rules that make up the sign system.

The set of expressions using those rules

Symbol system - Reference

Words and rules

Rule system - Combinatoricity

Hierarchical elements - levels of representation

Class 4

What Linguists do?

11/1/18

language struct: The four lang. servs. How these fns are realized by lang. system

Lang as a Cognitive Potential

- Lists and Procedures

- Reference and naming: Named entities, events, props organize the world.

- Procedures underlying the organization of linguistic elems in different ways.

eg: Hesitating is different for 'I am going' in Hindi.

This organ.: would define how lang. conceptualize their world.

Language and Cognition

- Language is an object of cognition: like Music etc. Study internal struct. of lang.

- It vehicle of cognition like gestures: conveying knowledge. How study of internal struct is used for various fns.

- Modality of cognition: like vision or navigation. Study conceptual underpinnings of the modality.

Class 5

12/1/18

Reference: (ainvei)

गति, गे:Di, अवर (marathi for cleaning up), अकात, चापु, मग्गु, ल्याइळ (feeling like doing nothing, bengali), झूठा (for food), किंपत्रव्याविमुद (dilemma by duty and wish), धराम संकट, अप्पी जोरा मावजि हाई, राबता (connection), बल्यि (Kashmiri, said it just like that).

Combinatoriality:

Evidentials: True is possibly true

Reduplication: Kinare - Kinare chalo; intensification, focus

Onomatopoeia

Untranslatable South Asian → Reduplicatives, Lexical Doublets, Echo compounds, Special langs

17/1/18 Echo word: Chat-Way, Class-Was

Class 6 Lexical Doublets: Khaana-Peena (not echo word), As-Pas, Hamne-Saamne.

Special words: Daain-Baaein, Agal Begal, As Pas.

Cognition

language:

- 1) As an object of cognition: Maths/Music. Internal struct of linguistic struct is studied.
- 2) as vehicle of cognition: Lectures. Study how internal struct is used for various purposes.
- 3) Modality of lang: Vision/Navigation. Study conceptual underpinning of modality.

Formal 1) ⇒ Universal and lang specific structural props.

Linguistics Generative Ling. Historical evolution based linguistics.

18/1/18 Class 7 1) Formal ⇒ Most traditional linguistics. May or may not make claim about lang. as object of cognition.

Study of historical evolution of lang has focussed primarily structural props of parents and descendants.

Focus of on universal and lang specific structural properties.

2) Functional ⇒ Vehicle of cognition. Study structure. → of lang
Investigate structure-function correspondence.

e.g. Interrogatives: Content, Yes/No, Tag, Alternative, Rhetoric.
British functionalists [Halliday]

3) Cognitive ⇒ Modality of cognition Vision/Nav. Relationship b/w not lang and human cog.
Explore intersection b/w linguistic and conceptual systems;
understand conceptual underpinnings of lang.

19/1/18

Class 8

Rhetorics:

- Fetch slides

Cognitive Linguistics

Explore intersection of linguistic and conceptual systems that subservce linguistically mediated meaning making. \rightarrow Defn of linguistic Theory

Understand universalistic and relativistic aspects of meaning making.

Encoding: Spontaneous and effective. Translating ideas to language.

Transmission: Language transmission. Sending linguistic ideas give

\rightarrow Key functions of language:

The symbolic function, the interactive function.) Equivalent to public/private and public aspects of language.

20/1/18

Deutscher Sprach \rightarrow Through the language glass

\hookrightarrow Language has two lives.

Public: System of conventions for public

Private: Inside mind

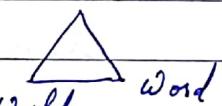
What are symbols:

Symbols consist of forms (spoken or signed) and meanings (paired with form)

Symbol \rightarrow Stand for something other than itself. Bits of lang. Mind

Example: Onomatopoeia. Here symbol's meaning is not arbitrary.

Symbol | (Indexical / Deictic) \rightarrow like: He gave xyz. | iconic



Form can be a sound, orthographic, gesture - Meaning is the conventional ideational content associated w/ with the symbol.

Symbolic form: World \rightarrow Perception \rightarrow Conceptualization \leftrightarrow Ling. meaning = Form

Meaning derived from a mental representation called concept; when we utter 'chalk' form, it connects to a concept.

Projected Reality :

Does language fall short? Of course words/forms < Concepts

So what works? Language provides prompts for the construction of a conceptualisation
Language encodes rudimentary instructions to the conceptual system.

The cat jumped over the wall.

Encyclopaedic knowledge.

Class 10
24/1/18

Language form: Represent or symbolise concepts.

Symbolic assemblies enable this by serving as prompts for const. of conceptualization.

Interactive fun of language: Encoding, decoding, interpretation

Informatics: We have a makeup class.

Performatives: I pronounce you guilty.

↳ Utterance changes the world if spoken by right person, place.

Takes statements beyond the dyad of True-False.

name, admit, guarantee..

Expressivity: Lang is loaded

(a) The eminent scientist (b) The old hog.

(c) didn't reveal ~~gent~~ gender. Normative patterns of linguistic behaviour, social stereotypes

Affects: How we express ourselves, how others feel.

1) Shut up 2) Terribly sorry to interrupt 3) May I...

Expressing / Presenting our public selves

(1) Attitude Towards other person (2) How we wish to make them feel

(3) " " ourselves

Frames the express experience: language constructs the context
"Once upon a time!"

⇒ Language serves an interactive purpose.

Systematic struct of language

Composition: Restrictions on grammar, physiological.

Polysemy: diff. meanings of some word

Idioms are non-compositionals / construction / symbolic assembly. (a unit)

Stored in chunks. Changing structure / word order loses the idiom. Idioms work as chunks

? ⇒ Q. How is language systematic?

Class 11 More on constructions:

25/1/18 They are non-compositional symbolic assembly. Some expressions have compositional and non-compositional meanings, both.
↳ meaning comes from parts) what is X doing Y?
I think it is compositional

Systematicity in conceptual system:

Does systematicity in language ⇒ ten-systematicity in conceptual system.

Formal linguistics → modular language faculty

Cogn linguistics → modular language. Lang is one of the many cognitive modalities.
What's the place of meaning making?

Makes sense to talk about meanings in cog ling coz of a modular mind assumption.

Lang. Structure of conceptual systems reflected in patterns of language.

Conceptual domains is a body of knowledge that contains and organises related ideas / thoughts
We use ~~physical~~ spacial metaphors to talk about abstract concepts.

Close friends, Spring is fast approaching....

↳ The conceptual metaphor: Time as motion, Quantity

Metaphorisation is a property of the mind and language both.
We even have visual metaphors \Rightarrow conceptual, metaphors are cognitive

31/1/18

5 Q's:

Class 12

- 1) What constitutes conceptual knowledge? Ling and conc representations and mappings
 - 2) How ling and conceptual knowledge arise in the mind? Perceptual grounding and abstractions.
 - 3) How are " " " " put to use?
 - 4) Neurobiological correlates of this knowledge
 - 5) How did it evolve in species? Evolutionary adaptation.
- 3) \rightarrow Usage embedded conceptual and linguistic representations and mappings between the two.
- 4) \rightarrow Distributed cerebral anatomy vs localization

- Native speaker intuitions

First language speakers have strong intuitions about which

1) Sounds / Words and combinations possible.

2) Interpretations can be paired with ^{which} combinations.

- Modelling language:

A set of statements designed to capture ^{what we know about} hidden cognitive system.

Empirical. Psychologically feasible.

- Evaluate competing models:

(Converging Evidence)

Percieve a scene in terms of ~~a~~ salient features.

Things with agency are most salient.

Figure - ground

\hookrightarrow Primary entity \hookrightarrow Surrounding scene.

Cause motion.

1/2/18 | Approaches to Cgl

Class 13

- Cognitive Semantics : Grammar of conceptualisation underlying meaning making through language
- Cognitive grammar : Cognitive underpinnings of grammatical constructs.
⇒ Dissociation of grammatical and meaning making.

Key assumptions

- Generalization across components (phonology, morphology, syntax)
 - " " modalities (e.g., vision ...)
 - Embodied Cognition

The human mind and core organization is function of ways in which our bodies interact with environment we inhabit.

CGL gains becomes empiricist philosophical orientation.

(Innate Ideas) ←
Rationalism

\leftrightarrow Imperialism:

Let's John Locke: Tabula Rasa

\Rightarrow Can CgL + Embodiment be rationalist?

- The Generalized Commitment
Common structuring principles across diff. aspects of lang.
Formal approaches give ~~to~~ separate rules for each levels of lg.

Class 14 missing

POINT Y

3/2/17

Class 15

Categorization of words into parts of speech.

NO UN

Gradation in terms of norminess. Some nouns do double raising.

It is dislocation of words.

s/t to have
it is likely to be shown that Ram has cheated. But $s/Ram/$ Headway
cannot do

Some nouns don't admit tag questions.

So nouns are not criterial.

Delite: Syntactic categories are assigned developmentally on Categoryless lexicon.
 ↳ Syntactic Bootstrapping.

Phonology

Features called distinctive features: Articulatory feature to distinguish speech sounds
 Labial, Glottal, Labio-dental, Fricative

Even this categorization is graded. Shown by Jaeger and Chala.

Voicing is very fuzzy.

Polysemy: "Fast"

Polysemous word? Dists use etymology. Bi-pil, pupil.

- Contrastive: Unrelated words really. Bent, bent

- Complementary: Bank, window, newspaper. (Logical polysemy)

e.g.: Lamb running, Lamb being eaten. Ate figs, watered figs. Delhi elected Akh

Ex Q. Gradation in Polysemy.
Treating serious issues lightly

3 phenomena: CLASSMATE
Categorization Date _____
Polysemy Page _____
Metaphor

3/2/17
Class 16

Polysemy in Lexicon:

Over the wall Common core: Above

Picture over sofa / Picture over hole. Handed over power / Power over me.

Polysemy in Morphology : Agentive -er suffix. Teacher / Villager / Toaster

Common core → Attribute. Attribute of being of a village / Being best seller.
Attribution being given to an entity.

Polysemy in syntax:

Ditransitive → Sentence with 2 objects. Intentional agent causing transfer of object to patient.

Agent causes recipient to receive patient. Or other meanings.

Agent is always volitional in ditransitive.

EXAM How is polysemy motivated? One way is metaphor.

One is modifies ⇒ Old teacher. Teacher modifies possible meanings of old.
Ask around for notes

Metaphor → Fast lane. "Power over me" meaning derives from "above" by virtue of metaphor. There's a metaphor for up for control.
This is also an embodied metaphor.

Metaphorization in Morphology:

(ism)

Butcher-Butchery, Eat-eatery ⇒ (ery), what-aboutery / Rationalism. Nationalism

Metaphor in Syntax: Ditransitive requires a volitional agent in subject position.

The metaphor licenses the extension of the ditransitive so it can be used with non-volitional / non-sentient agents. The rain gave us ...

— Sum up:

Generalising Assmp: Various ways of looking share fundamental org. princ.

One success: Unified theory of grammatical and lexical structure.

Overlapping ling. phenom.: -

Fuzziness of descriptions.

PTO

Maybe meanings are ~~at~~ at.

- Maybe meanings are ~~as~~ ∞ .
Polysemy is categ. by prototyping due to meaning extensions.
Types of polysemy are fuzzy too. Invoking history somewhat merges them.
 - Metaphor is meaning extension, gives polysemy where meta meaning is least prototypical.
When these meanings become conventionalised, it becomes prototypical.
Fuzziness \propto familiarity

Cross-modal generalizations:

Cross-modal generalizations:
Lg. and Ling. org. should reflect general cognitive principles rather than ~~the~~ cog. principles specific to lg. Amodularity.

How is this true? These modalities:

- How is this true? These mechanisms:

 - Categorization: it general cog. ability for similarities. Percept $\xrightarrow{\text{categ}}$ concept.
 - Metaphorical transference: " involving cross domain transference
 - Attention: Translates into profiling

Profiling: A scene could have linguistic profiles:

Boy kicks the vase, the vase breaks . . .
Active Passive.

Each of the forms B is an action chain. Specialized for profiling a partial aspect.
Linguistic markers of focus, emphasis etc.

Main hi / toh / bhi - ..

7/2/17
Class 17

In class assign. next thursday

Embodiment

Conceptual and ling. systems grounded in phys, cog and social embed.
A theoretical orientation, empirical hypos, philosophy of cognition. Can be tested in some domains.

go back \Rightarrow Cartesian innate ideas and principles. Principles := Identity, Existence, Mind, God, ^{transl.}
Descartes' Rationalist Epistemology:
Mind-body dualism

Mind-Body dualism, separate mind Body. Taking Back space from mechanistic worldview. Usually thought knowledge is disembodied.

Rationalist mind

Formal Semantics / GG says we can study lang without taking human body/experience into account.

The embodied mind

1) Centrality of human body (2) Human specific cog. struct and org.
They affect our exper. So human lang/mind cannot be disembodied.

But why?

Species-specific view of reality. Our construal of reality affected by our body.

Instance \Rightarrow Colour. We have 3 colour channels. Some snakes see IR and detect heat of prey at night.

(imaging hummingbird)

Gravity \Rightarrow is objective. Our exp. of gravity is determ. by our body and the ecological niche we inhabit
Think of fish in low gravity env.

Variable embd! Species have diff experiences.

Embodied Cognition

Georg Lakoff
Philosophy in the flesh

Image Schemas

Manifestation of emb. exp. at cognitive level

Rudimentary concepts (Balance, Containment, Contact) are pre-conceptual experience, experience directly mediated by body. ~~but~~ These concepts are embodied, from sensory-perceptual experience.

conceptual Projection..

Such concepts extended to provide more concepts / conceptual domains.

Conceptual Metaphor \Leftarrow Conceptual Projection.

Power \Rightarrow over me \Rightarrow Metaphor from a simple image schema of 'Over'.

This way emb. exp. serves to structure more complex concepts. 'In love' containment.

- Systematicity of extension ~~base case~~ across the board (every / whole lotta ^{examples} states)

- Experiential motivation of embodiment.

- Directionality constraint

- " of metaphorical structure. \rightarrow

- We project image-schematic patterns of knowledge

- Source (embodied) $\xrightarrow{^{\text{dir}}}$ Target (ab~~t~~ abstract)

- eg: ~~Space~~ Space \rightarrow Time: Spring is coming.

- Rare counter example: it's 5-min walk.

- Jean Mandler

- How Image Schemas arise? Infants attend to objects, spacial displays. So they can abstract ~~as~~ across visual experience and find meaningful patterns.

- Containment is a 'theory' of the child about a partic: config.

- It constraints the location and movement of an entity. Since 'contain' constraints activity, can conceptualise power/love/crisis as contain.

- All this is pre-language formation.

- Perceptual Meaning ~~has~~ Analysis.