

**This workshop is part of the 6th International Winter School in Vienna, 26 February – 3 March 2018 (part of the ERASMUS strategic partnership [INFUSE](#)), and open to participants of the Winter School only. Students interested in participating are requested to contact Elena Skribnik ([skribnik@lmu.de](mailto:skribnik@lmu.de)) ASAP after receiving information about their acceptance to the Winter School. Application deadline to the Winter School is November 3, 2017; for more information, please contact the INFUSE contact person at your department.**

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### **Workshop „The Grammar of Social Cognition in Uralistic fieldwork“**

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In the last decades, it has been widely recognised that languages are not just fixed formal systems but rather dynamic systems that interact with cognitive processes such as perception, information processing and modelling the worldview of individuals or social and cultural groups based on their experiences. Accordingly, cross-linguistic research has started to focus on social and cultural aspects, conducting empirical studies with usage-based methods of fieldwork, recording speakers in their natural social contexts. Recent studies on linguistic expressions of social cognition (Evans 2010 [2014], San Roque et al. 2012, Barth & Evans 2017) address the question of how the mental processes and social awareness unfolding during communication are coded in a language, considering:

1) social facts: during effective and successful communication within a social group, it is essential to code “social facts referring the kinship relationships, status and ownership” (cf. San Roque et al. 2012: 136).

2) psychological facts: interactive communication between humans is full of information exchange of “individual’s own desires, feelings and thinkings or estimating of these for others” (cf. Barth & Evans 2017: 3).

Evans (2010:69-80) and Barth & Evans (2017: 8-9) focus on the following aspects of social cognition and their coding in languages.

- ‘inner worlds’: representing what people are wanting, thinking and feeling (linguistic expressions of reported speech and thought, or so called ‘private predicates’ expressing thoughts and feelings of individuals that can be only known by their ‘owners’ - and thus demonstrating different behaviour in 1sg vs. 2sg and 3sg uses, the latter based on inference or assumption).
- ‘conversation’: human communication is always updating the information through conversation by expressing and apprehending each other’s beliefs, feelings and knowledge.
- ‘relationships’: social and kinship relationships building a complex web in a social and cultural group are reflected in linguistic types of human reference (primarily in lexicon, but also in grammar) and are always taken into consideration in conversation.
- ‘events’: besides describing events themselves, in the communicative interaction between humans there is a “need to work out what each action means for all involved, to apportion credit and blame, benefit and obligation, keep track of whether actors have achieved their goals or are thought to have acted competently” (cf. Barth & Evans 2017: 8).

Perception and evaluation of all these socially important aspects in their interaction is expressed linguistically through many different strategies and categories, such as evidentiality, epistemic modality, mirativity, stance, politeness strategies etc.

The goal of this workshop is to get students acquainted with methods of fieldwork and data analysis for the grammar of social cognition in Uralic languages. The participants will learn to gather audiovisual material from native speakers with the help of the Family Problems Picture Task (cf. San Roque et al. 2012), transcribe the material, translate and annotate it in ELAN and analyze the data with regard to the core topics of N. Evans' project 'Language and Social Cognition', i.e. human reference, reported speech and thought (e.g. direct/indirect speech), private predicates (indicators of the feelings, thoughts and wants of someone that would only be known to that person, i.e. private to their own mind) and benefactives/malefactives. Our plan is to gain material on three to four languages – Finnish, Hungarian, Estonian and Udmurt. Participants will be encouraged to make recordings of these beforehand – using the methods outlined in San Roque et al (2012), and to transcribe these as far as possible, also before the workshop. That will allow us to concentrate on matters of typological annotation and calibration during the workshop.

The workshop will consist of introductory lectures, exercises to data collection, and practical exercises to analyzing as well as to glossing and tagging in ELAN, followed by presentations of students who applied for active participation.

An e-learning course preparatory for this workshop is available in winter semester 2017/18 at the university of Munich (application deadline 20.10.2017 by Elena Skribnik, skribnik@lmu.de). It is strongly recommended for students who plan the active participation at this workshop.

Reading materials will be available on the Moodle platform for all registered participants.

## References

- Barth, Danielle & Nicholas Evans (eds.). 2017. *The Social Cognition Parallax Corpus (SCOPIC). Language Documentation and Conservation Special Publication No. 12.*  
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- Barth, Danielle & Nicholas Evans. The social cognition parallax corpus (SCOPIC): design and overview. *Language Documentation and Conservation Special Publication No. 12. Social Cognition Parallax Corpus (SCOPIC)*. 1 - 21. <http://hdl.handle.net/10125/24742>.
- Evans, Nicholas. 2010. *Dying Words: Endangered languages and what they have to tell us.* Maldon & Oxford: Wiley-Blackwell. Ch. 4. Your mind in mine: social cognition in grammar. Pp. 69-80. [German translation available as Evans, Nicholas (trans. R. Mailhammer). 2014. *Wenn Sprachen Sterben. Und was wir mit ihnen verlieren. [When languages die, and what we lose with them]*. C.H. Beck Verlag.]
- San Roque, Lila, Lauren Gawne, Darja Hoenigman, Julia C. Miller, Alan Rumsey, Stef Spronck, Alice Carroll & Nicholas Evans. 2012. Getting the story straight: Language fieldwork using a narrative problem-solving task. *Language documentation and conservation* 6, 135-174.  
<https://scholarspace.manoa.hawaii.edu/bitstream/10125/4504/1/sanroque.pdf>