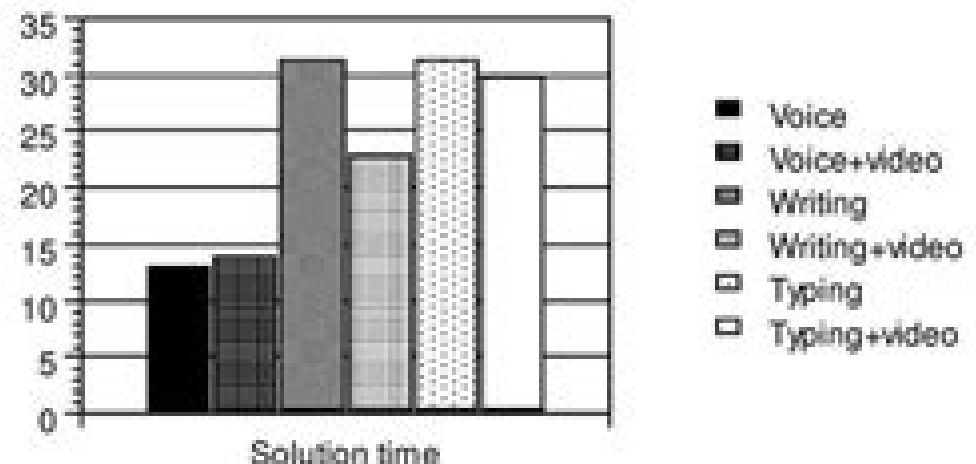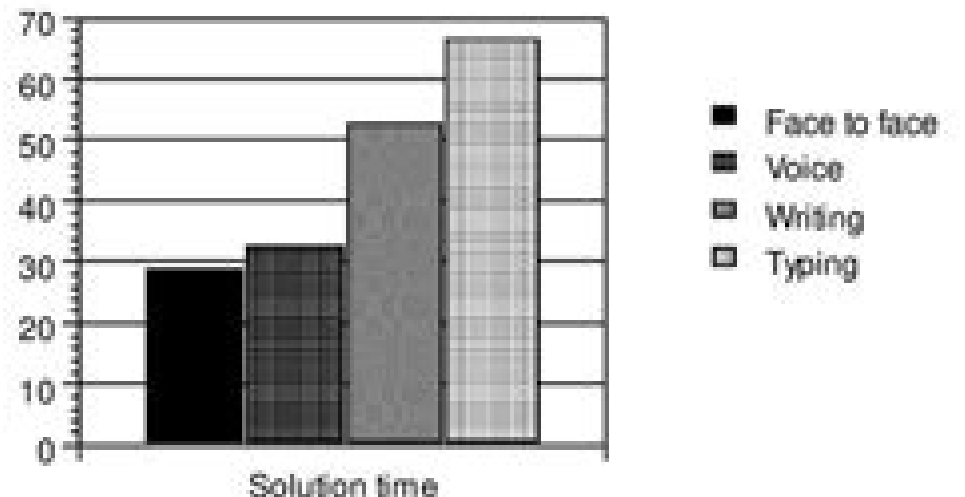# Referential Communication Results

- Multiple 2-person referential communication tasks
  - E.g., Find nearest doctor on map
  - E.g., Build trash cart
- Common results:
  - Voice speeds solutions compared to typing
    - Faster times
    - More turns
    - More words
  - Visual channel doesn't help (in a talking head set-up)



Chart 1 legend:
- Face to face
- Voice
- Writing
- Typing

Solution time



Chart 2 legend:
- Voice
- Voice+video
- Writing
- Writing+video
- Typing
- Typing+video

Solution time

(fm Chapanis, 1972)

# Referential Communication Tasks

**Norbert Schwarz,Denise Park,Barbel Knauper,Seymour Sudman**

**Referential Communication Tasks:**

　　**Referential Communication Tasks** George Yule,1997 Referential communication is the term given to communicative acts generally spoken in which some kind of information is exchanged between one speaker and another This information exchange is typically dependent on successful acts of reference whereby entities human and non human are identified by naming or describing are located or moved relative to other entities by giving instructions or directions or are followed through sequences of locations and events by recounting an incident or a narrative These activities are examples of events that are more typically described as tasks in the area of second language studies These might be real world tasks encountered in everyday experience or pedagogical tasks specifically designed for second language classroom use This volume comprehensively documents and describes the veritable explosion of task based research in language acquisition In a succinct yet easily accessible fashion it presents the origins principles and key distinctions of referential communication research in first and second language studies complete with exhaustive analyses and illustrations of different types of materials The author also describes and evaluates different choices for using or modifying these materials provides analytic frameworks for focusing on various aspects of the data elicited by these tasks and includes an extensive bibliography plus an appendix showing original task materials     Referential Communication Tasks George Yule,1997 Referential communication is the term given to communicative acts generally spoken in which some kind of information is exchanged between one speaker and another This information exchange is typically dependent on successful acts of reference whereby entities human and non human are identified by naming or describing are located or moved relative to other entities by giving instructions or directions or are followed through sequences of locations and events by recounting an incident or a narrative These activities are examples of events that are more typically described as tasks in the area of second language studies These might be real world tasks encountered in everyday experience or pedagogical tasks specifically designed for second language classroom use This volume comprehensively documents and describes the veritable explosion of task based research in language acquisition In a succinct yet easily accessible fashion it presents the origins principles and key distinctions of referential communication research in first and second language studies complete with exhaustive analyses and illustrations of different types of materials The author also describes and evaluates different choices for using or modifying these materials provides analytic frameworks for focusing on various aspects of the data elicited by these tasks and includes an extensive bibliography plus an appendix showing original task materials     **A Game-theoretic Model of Grounding for Referential Communication Tasks** ,2006 A game theoretic model of grounding for referential communication tasks     Generalizability of Encoding and Decodong Skills Across Two Referential Communication Tasks W. Patrick Dickson,Naomi Miyake,Takashi Muto,1979     *The Role of Working Memory and Executive Function in Communication under Adverse Conditions* Mary Rudner,Carine Signoret,2016-06-20 Communication is vital for social

participation However communication often takes place under suboptimal conditions This makes communication harder and less reliable leading at worst to social isolation In order to promote participation it is necessary to understand the mechanisms underlying communication in different situations Human communication is often speech based either oral or written but may also involve gesture either accompanying speech or in the form of sign language For communication to be achieved a signal generated by one person has to be perceived by another person attended to comprehended and responded to This process may be hindered by adverse conditions including factors that may be internal to the sender e g incomplete or idiosyncratic language production occur during transmission e g background noise or signal processing or be internal to the receiver e g poor grasp of the language or sensory impairment The extent to which these factors interact to generate adverse conditions may differ across the lifespan Recent work has shown that successful speech communication under adverse conditions is associated with good cognitive capacity including efficient working memory and executive abilities such as updating and inhibition Further frontoparietal networks associated with working memory and executive function have been shown to be activated to a greater degree when it is harder to achieve speech comprehension To date less work has focused on sign language communication under adverse conditions or the role of gestures accompanying speech communication under adverse conditions It has been proposed that the role of working memory in communication under such conditions is to keep fragments of an incomplete signal in mind updating them as appropriate and inhibiting irrelevant information until an adequate match can be achieved with lexical and semantic representations held in long term memory Recent models of working memory highlight an episodic buffer whose role is the multimodal integration of information from the senses and long term memory It is likely that the episodic buffer plays a key role in communication under adverse conditions The aim of this research topic is to draw together multiple perspectives on communication under adverse conditions including empirical and theoretical approaches This will facilitate a scientific exchange among individual scientists and groups studying different aspects of communication under adverse conditions and or the role of cognition in communication As such this topic belongs firmly within the field of Cognitive Hearing Science Exchange of ideas among scientists with different perspectives on these issues will allow researchers to identify and highlight the way in which different internal and external factors interact to make communication in different modalities more or less successful across the lifespan Such exchange is the forerunner of broader dissemination of results which ultimately may make it possible to take measures to reduce adverse conditions thus facilitating communication Such measures might be implemented in relation to the built environment the design of hearing aids and public awareness     *Referent Similarity and Nominal Syntax in Task-Based Language Teaching* Craig Lambert,2018-12-07 This volume addresses an important gap in the literature on task design and second language use Building on insights from over 50 years of research on the relationship between task demands and language use it examines how referent similarity relates to developmentally relevant variation in the use of nominal structures comparative structures

and abstract lexis among first and second language speakers of English In addition to providing an empirical basis for future research on tasks it shares both theoretical and practical information on task design which will greatly benefit curriculum and material developers    *Communication Strategies* Gabriele Kasper,Eric Kellerman,2014-06-03 This book examines the topic of communication strategies the ways in which people seek to express themselves or understand what someone else is saying or writing Typically the term has referred to the strategies that non native speakers use to address the linguistic and pragmatic problems encountered in interactions with native and non native speakers of the language in question Studies adopting a psycholinguistic perspective are well represented and updated in this volume Other chapters re examine communication strategies from a sociolinguistic perspective exploring the strategies non native speakers and their conversational partners use to create shared meanings in ongoing discourse These studies reveal how communication strategies can serve to construct participants identities and social relationships Finally the book incorporates a number of chapters which cover strategy like behaviour in other related areas such as language pathology child bilingualism normal native adult interaction and mother tongue education These studies add fresh dimensions to the study of communication strategies showing how the concept can usefully be extended beyond the realm of second language acquisition and use and pointing out the commonalities in many domains of language behaviour    **Referential Communication Skills and Improvement in Related Tasks in Severely Subnormal Adolescents Etc** John Douglas Grantley,University of Manchester,1979    **The Oxford Handbook of Reference** Jeanette Gundel,Barbara Abbott,2019-02-07 This handbook presents an overview of the phenomenon of reference the ability to refer to and pick out entities which is an essential part of human language and cognition In the volume s 21 chapters international experts in the field offer a critical account of all aspects of reference from a range of theoretical perspectives Chapters in the first part of the book are concerned with basic questions related to different types of referring expression and their interpretation They address questions about the role of the speaker including speaker intentions and of the addressee as well as the role played by the semantics of the linguistic forms themselves in establishing reference This part also explores the nature of such concepts as definite and indefinite reference and specificity and the conditions under which reference may fail The second part of the volume looks at implications and applications with chapters covering such topics as the acquisition of reference by children the processing of reference both in the human brain and by machines The volume will be of interest to linguists in a wide range of subfields including semantics pragmatics computational linguistics and psycho and neurolinguistics as well as scholars in related fields such as philosophy and computer science    *Japanese Psycholinguistics* Joseph F. Kess,Tadao Miyamoto,1994-12-01 This classified and annotated research bibliography is meant to serve as an introduction to the rich field of Japanese psycholinguistics by providing an exhaustive inventory of what has been done in or about Japanese in a psycholinguistic sense Thus this volume captures the tradition of psycholinguistic research currently being pursued in Japan its history and

development over the past thirty years and its current directions and research themes as well as international research in modern psycholinguistics which targets the Japanese language as the focal point of empirical procedures or deductive analysis in psychology linguistics psycholinguistics and cognitive science The bibliography supports a broad view of psycholinguistics acknowledging that psycholinguistic research in how natural language is learned produced comprehended stored and recalled now reaches beyond its traditional roots in the two disciplines of psychology and linguistics The interested scholar will thus find entries from the traditional core of psycholinguistic research on natural language as well as entries from related areas which have either influence or been influenced by psycholinguistic work on Japanese Every article text and edited volume listed in the bibliography is available through normal library channels and is thus accessible to the scholar interested in what psycholinguistic research has been done in or on the Japanese language in Japan and internationally The annotations for each entry have been especially written for this bibliographic inventory and with the linguist psychologist and psycholinguist specifically in mind The authors intention is to maximize the usefulness of such an inventory by preparing annotations for the interested reader who wishes to know not only what the article contains but where it fits in the research tradition *Cognition, Aging and Self-Reports* Norbert Schwarz,Denise Park,Barbel Knauper,Seymour Sudman,1998-09-28 This text provides an overview of age related changes in cognitive functioning and explores the implications of these changes for the self report of attitudes and behaviours **Communication Yearbooks Vols 6-33 Set** Various,2021-12-02 The Communication Yearbook annuals originally published between 1977 and 2009 publish diverse state of the discipline literature reviews that advance knowledge and understanding of communication systems processes and impacts across the discipline Topics dealt with include Communication as Process Research Methodology in Communication Communication Effects Taxonomy of Communication and European Communication Theory Information Systems Division Mass Communication Research Mapping the Domain of Intercultural Communication Public Relations Feminist Scholarship Communication Law and Policy Visual Communication Communication and Cross Sex Friendships Across the Life Cycle Television Programming and Sex Stereotyping InterCultural Communication Training Leadership and Relationships Media Performance Assessment Cognitive Approaches to Communication **Advances in Applied Psycholinguistics** Sheldon Rosenberg,1987 Metalinguistic Development Jean Émile Gombert,1992-08 This book reviews and analyzes what is known about metacognitive processes in relation to language Each of its seven chapters deals systematically with the relationship between the comprehension and production of the phonetic syntactic semantic pragmatic and textual aspects of language This material is then related to the metacognitive principles which govern reflective awareness A concluding chapter deals with written language and metalinguistics From publisher s description **Pragmatic Development** Anat Ninio,2018-02-12 The pragmatic system consists of the rules for appropriate and communicatively effective language use This book provides an integrated view of the acquisition of the various pragmatic

subsystems including expression of communicative intents participation in conversation and production of extended discourse The three components of the pragmatic system are presented in a way that makes clear how they relate to each other and why they all fall under the rubric of pragmatics The authors combine their own extensive work in these three domains with an overview of the field of pragmatic development describing how linguistic pragmatics relates to other aspects of language development to social development and to becoming a member of one s culture *Verbal Processes in Children* Charles J. Brainerd,Michael Pressley,2012-12-06 For some time now the study of cognitive development has been far and away the most active discipline within developmental psychology Although there would be much disagreement as to the exact proportion of papers published in developmen tal journals that could be considered cognitive 50% seems like a conservative estimate Hence a series of scholarly books to be devoted to work in cognitive development is especially appropriate at this time The Springer Series in Cognitive Development contains two basic types of books namely edited collections of original chapters by several authors and original volumes written by one author or a small group of authors The flagship for the Springer Series will be a serial publication of the advances type carrying the subtitle Progress in Cognitive Development Research Each volume in the Progress sequence will be strongly thematic in that it will be limited to some well defined domain of cognitive developmental research e g logical and mathematical de velopment semantic development All Progress volumes will be edited collec tions Editors of such collections upon consultation with the Series Editor may elect to have their books published either as contributions to the Progress sequence or as separate volumes All books written by one author or a small group of authors will be published as separate volumes within the series A fairly broad definition of cognitive development is being used in the selection of books for this series **Investigating Tasks in Formal Language Learning** Mar?a Del Pilar Garc?a Mayo,2007 This book brings together research that makes use of tasks to examine oral interaction written production vocabulary and reading lexical innovation and pragmatics in different formal language learning contexts and in different languages English French German Italian and Spanish It will be of interest to professionals and students working in SLA research and language pedagogy Reflections on Task-Based Language Teaching Rod Ellis,2018-06-18 Task based language teaching is now a well established pedagogic approach but problematic issues remain such as whether it is appropriate for all learners and in all instructional contexts This book draws on the author s experience of working with teachers together with his knowledge of relevant research and theory to examine the key issues It proposes flexible ways in which tasks can be designed and implemented in the language classroom to address the problems that teachers often face with task based language teaching It will appeal to researchers and teachers who are interested in task based language teaching and the practical and theoretical issues involved It will also be of interest to students and researchers working in the areas of applied linguistics TESOL and second language acquisition **Handbook of Applied Psycholinguistics** S. Rosenberg,2014-02-04 First published in 1982 The chapters of this handbook contain critical integrative reviews of research

and theory in the major areas of the field of applied psycholinguistics the field in which applied problems of language and communicative functioning and development are approached from the standpoint of basic research and theory in psycholinguistics and related areas of cognitive psychology The book was designed to meet the needs of researchers practitioners and graduate students from such disciplines as education including special education language learning linguistics neurology psychiatry psychology and speech and hearing for such reviews although the state of research in an area and a desire to stress research and theory in substantive areas resulted in a decision not to include chapters on the measurement of linguistic maturity language intervention the language of the learning disabled child language and environmental deprivation language and mania language and senile dementia and the design of written and oral information and computer command language *Individual Differences in Theory of Mind* Betty Repacholi,Virginia Slaughter,2004-03-01 Over the last fifteen years developmentalists cognitive scientists philosophers educators and clinicians have considered the acquisition of a theory of mind the capacity to predict and explain behavior on the basis of internal subjective mental states to be one of the crucial cognitive achievements of early childhood This volume represents the first collection of work to address empirically and conceptually the topic of individual differences in theory of mind It is also unique because it takes the reader beyond the preschool years to explore theory of mind development in late childhood and adulthood

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