

Explicar la variació

Blanca Palmada, UdG

28 de gener de 2021



Guió

- explicar la variació, explicar la llengua
- dos grans canvis:
 - major accés al cervell
 - aspectes emocionals
- descobrir l'oient
- reflexió final



Una llengua és un dialecte amb un exèrcit.

CULTURA

Sòcio



llengua

NATURA

Biò

L'òrgan del llenguatge és el cervell.

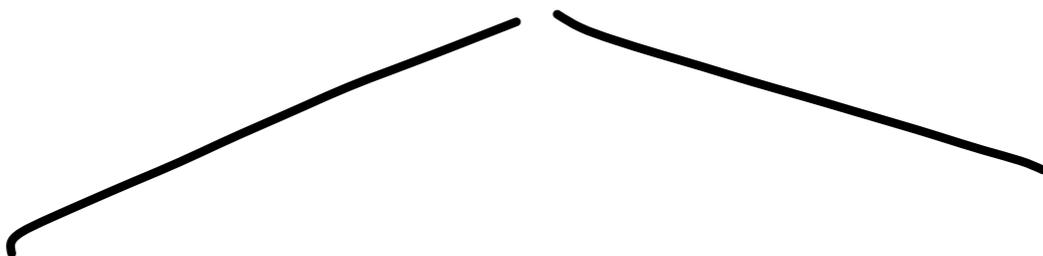
LÈXIC



ESTRUCTURA P



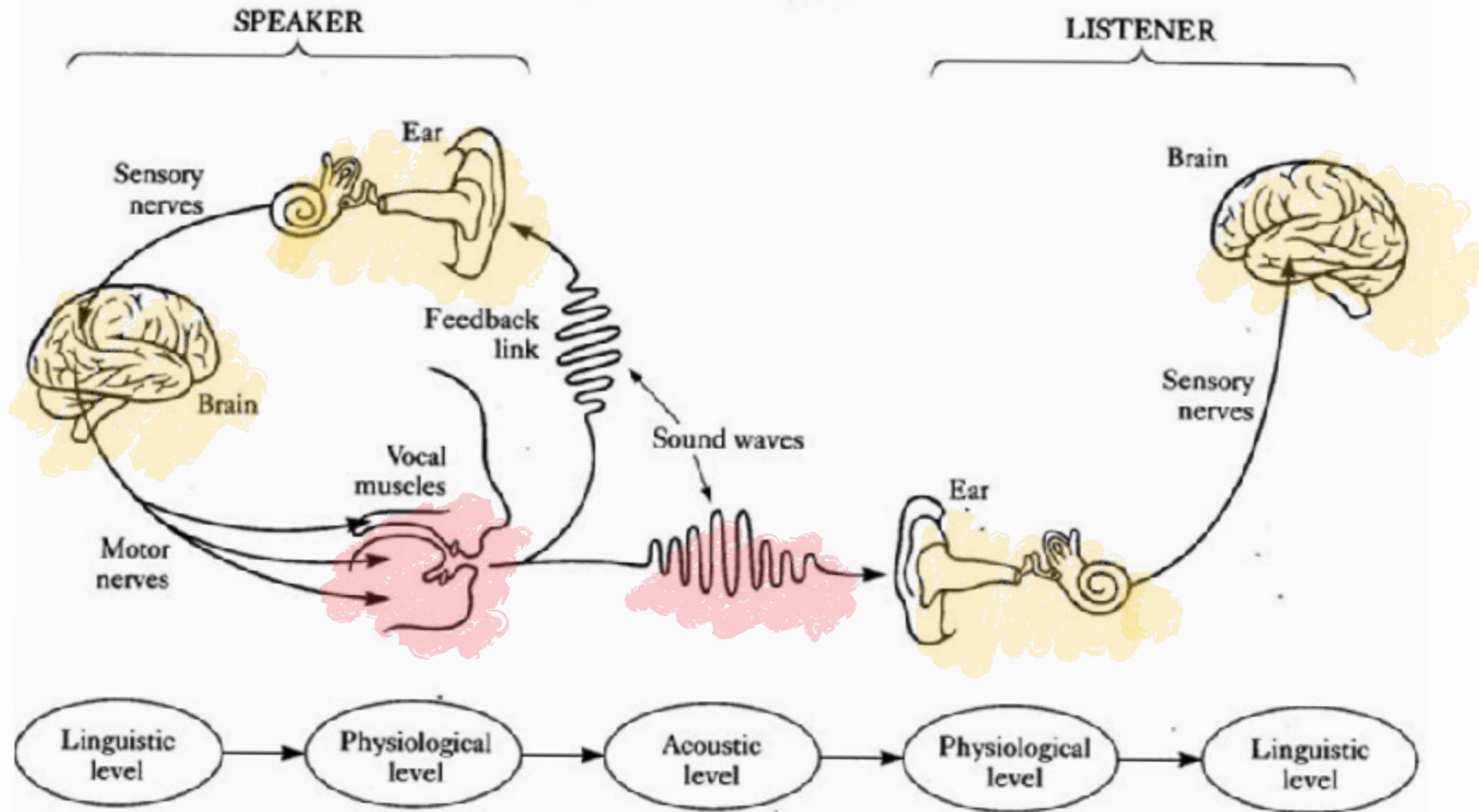
ESTRUCTURA -S



FORMA
FONÈTICA

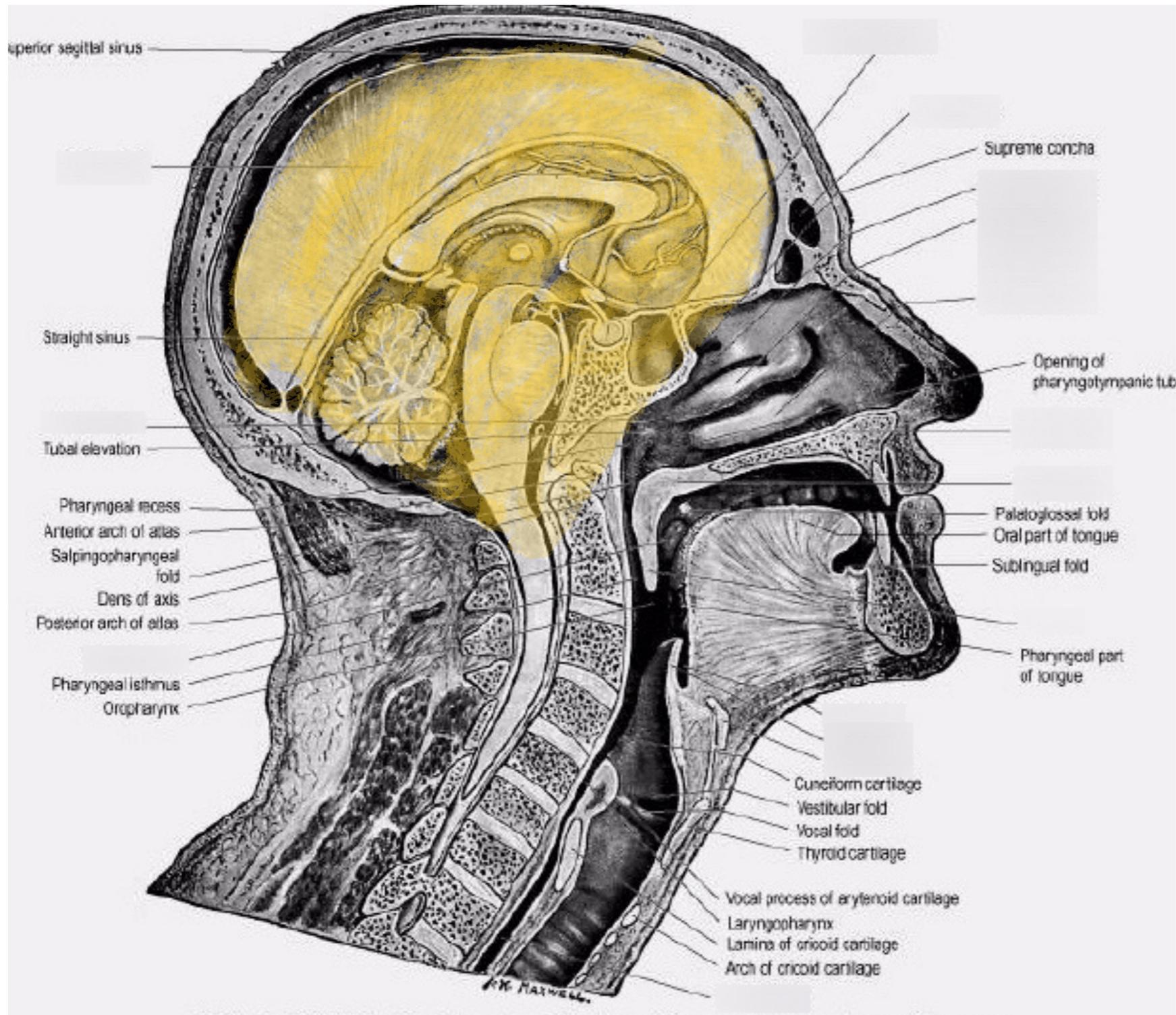
FORMA
LÒGICA

The Speech Chain (Denes & Pinson, 1993)

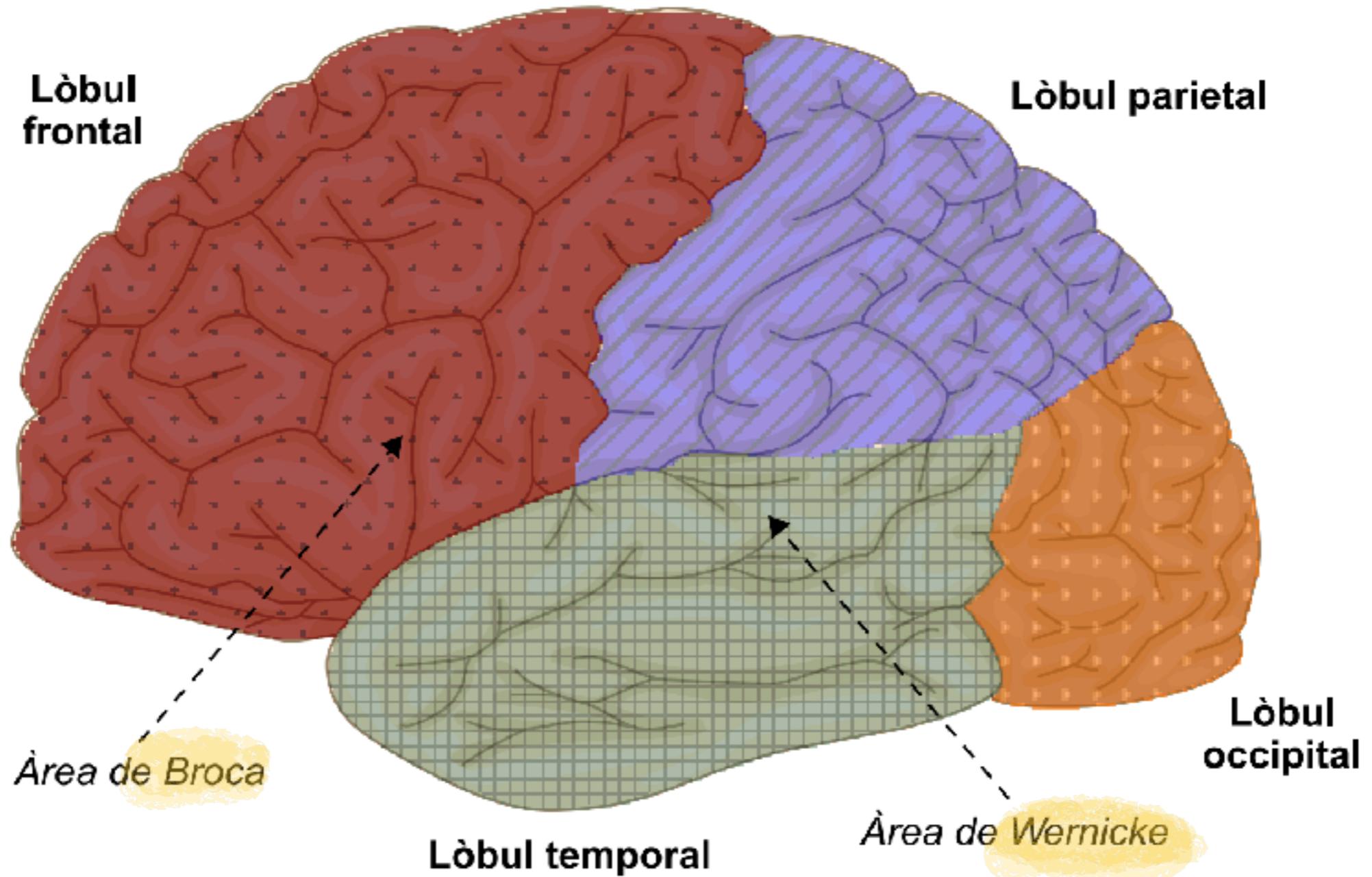


Tasko SPPA 6010 Advanced Speech Science

el cervell



afàsies

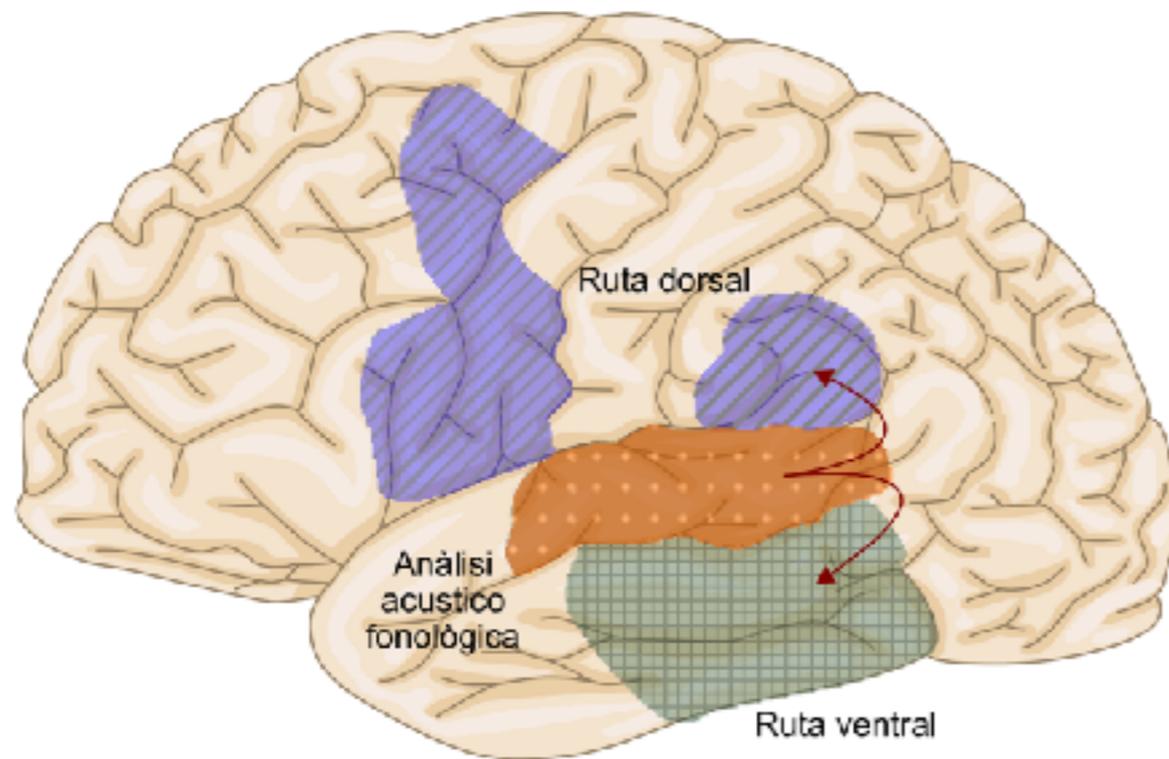
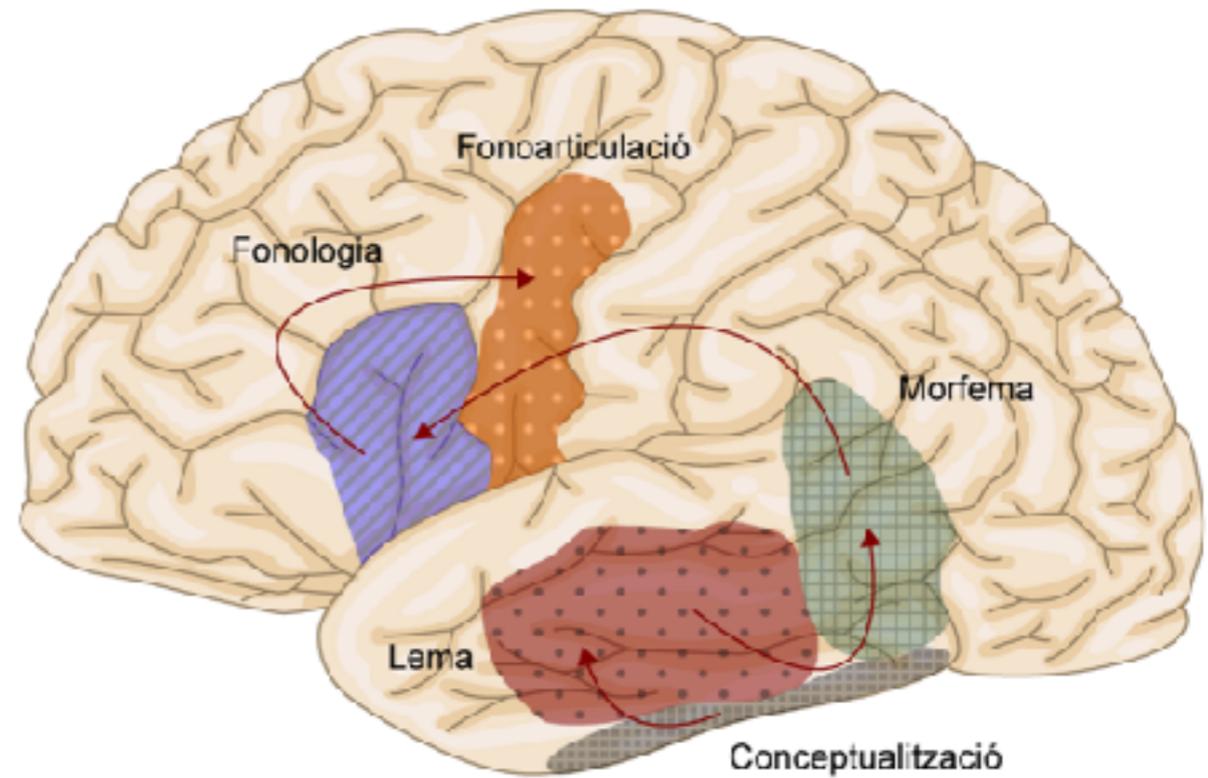


PRODUCCIÓ

COMPRESIÓ

producció i percepció

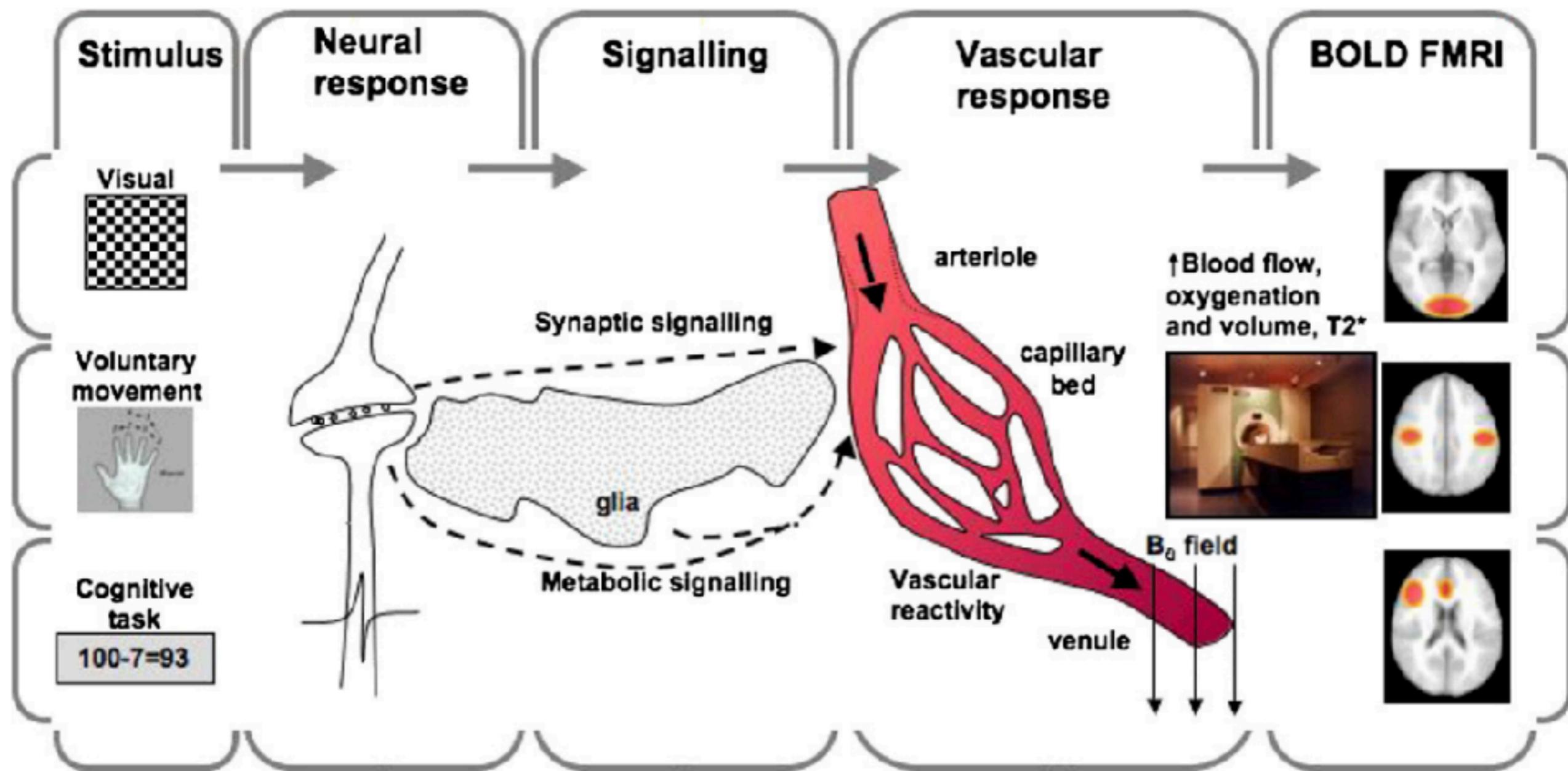
PRODUCCIÓ →

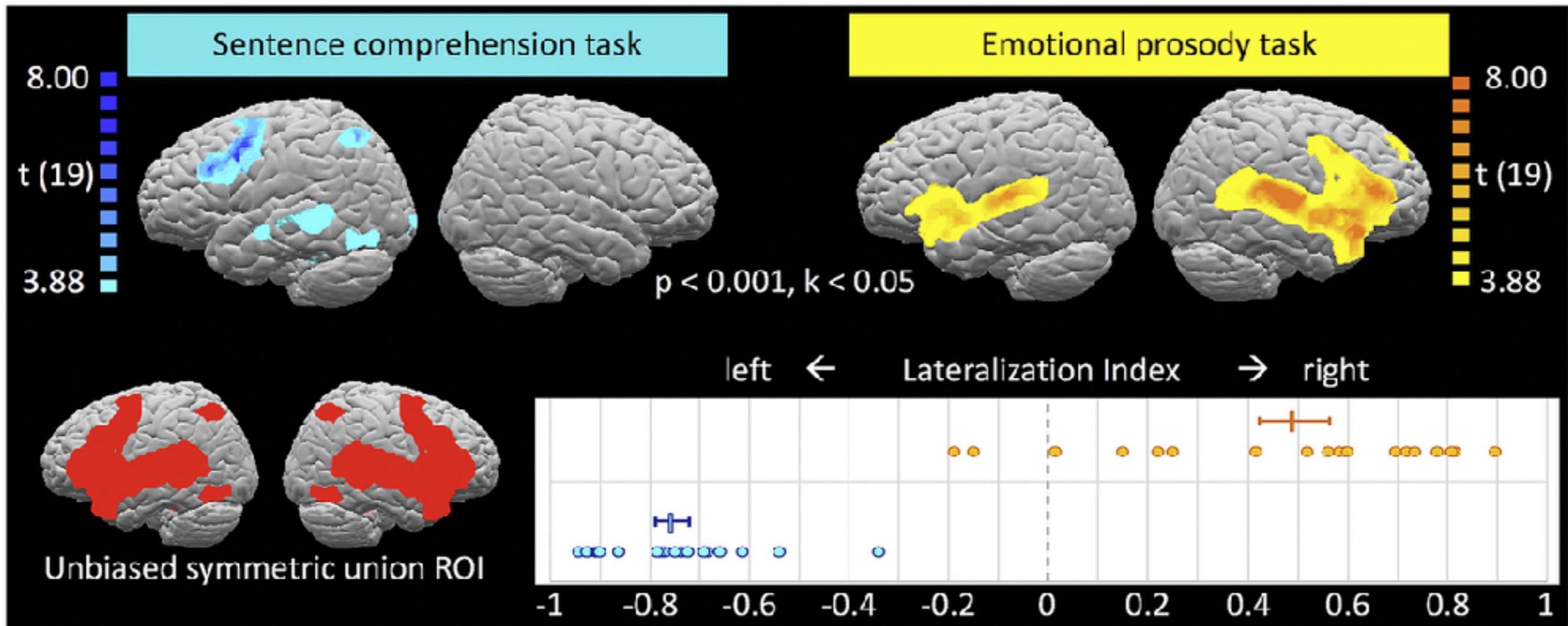


← COMPRESIÓ

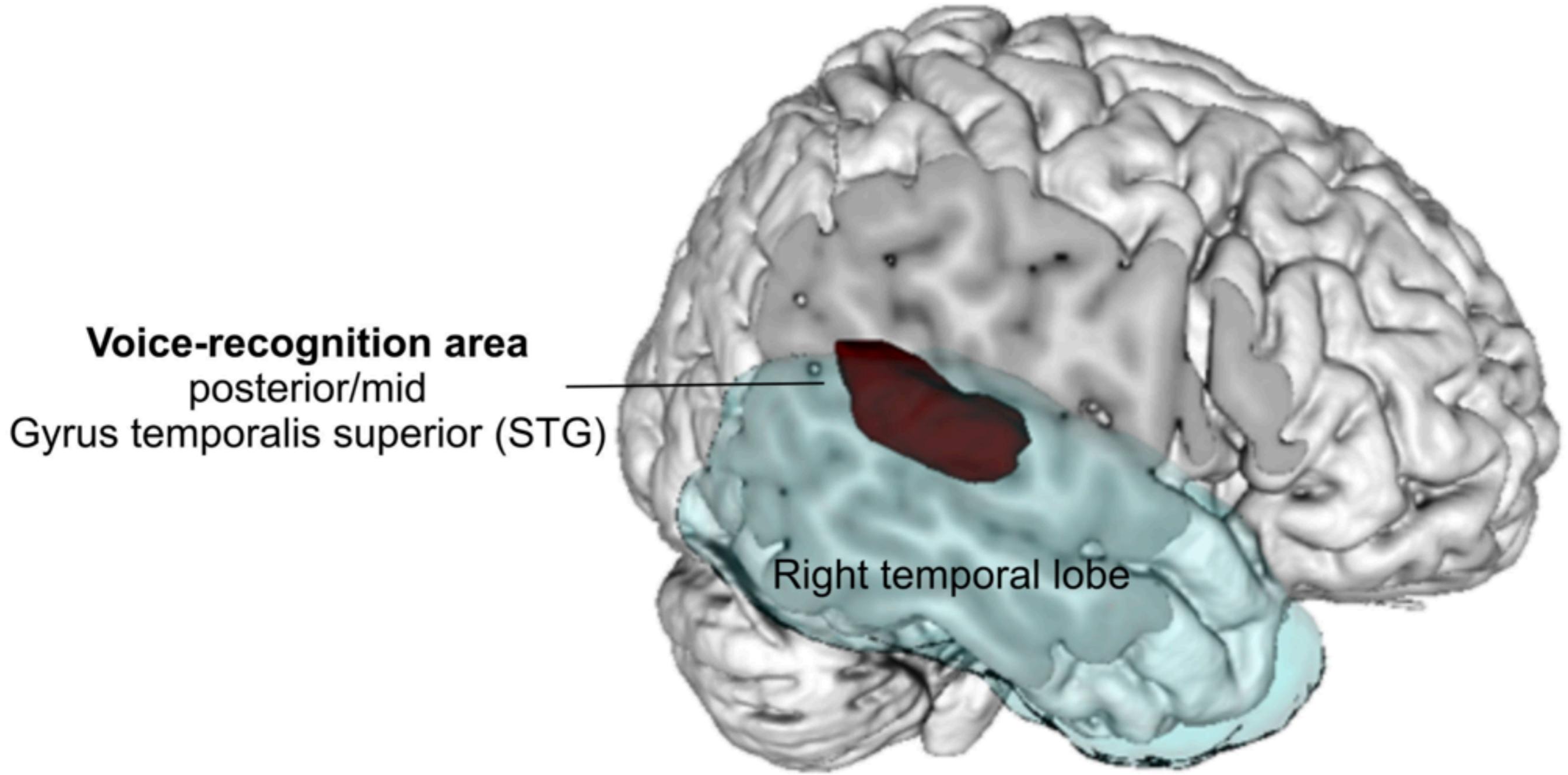
tecnologies

	RESSONÀNCIA MAGNÈTICA FUNCIONAL	EEG-POTENCIALS EVOCATS
resolució temporal	baixa	alta
resolució espacial	alta	baixa
mesura l'activitat cerebral	indirectament	directament
cost, expertesa	alts	mitjans



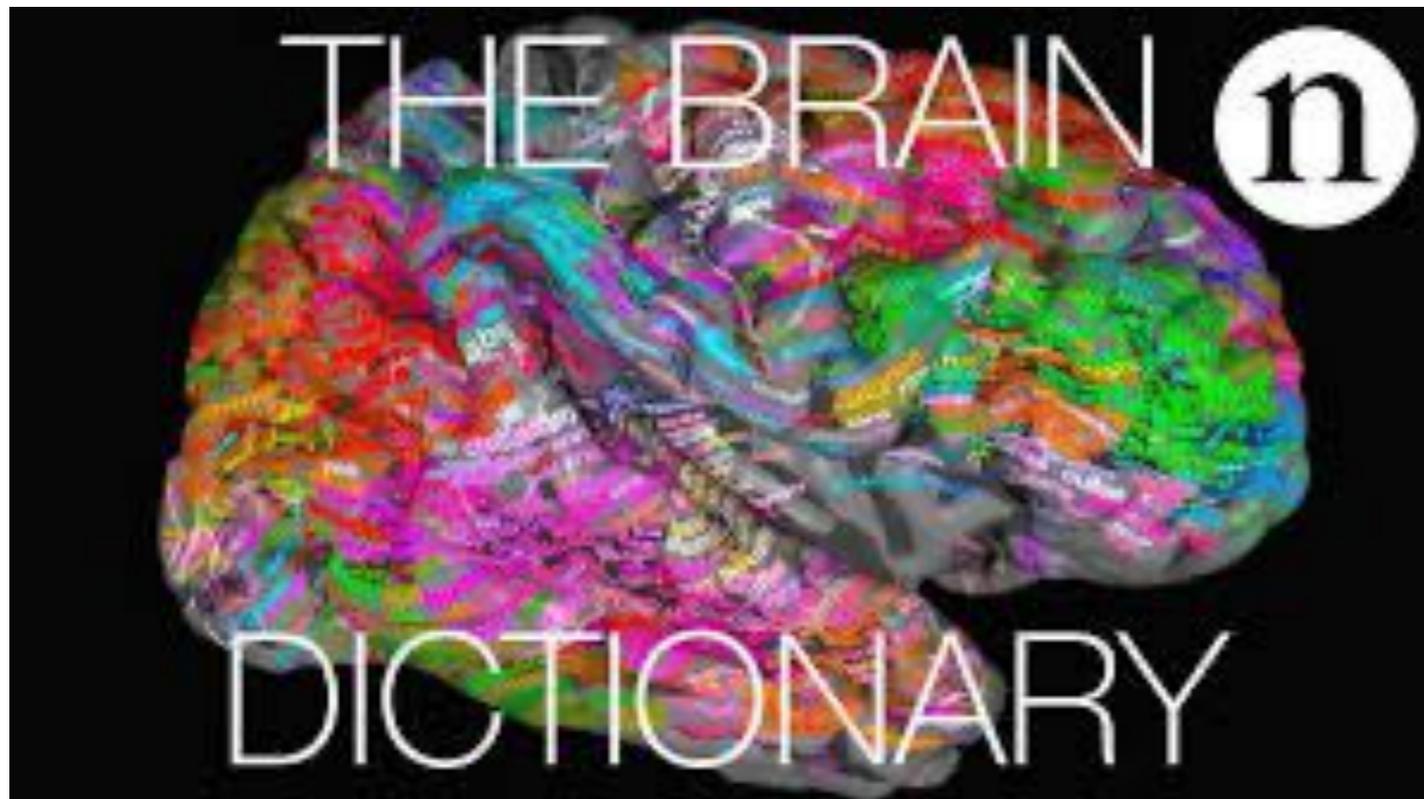


Anna Seydell-Greenwald, Catherine E. Chambers, Katrina Ferrara, Elissa L. Newport,
 "What you say versus how you say it: Comparing sentence comprehension and emotional prosody processing using fMRI,
 NeuroImage", Volume 209, 2020,



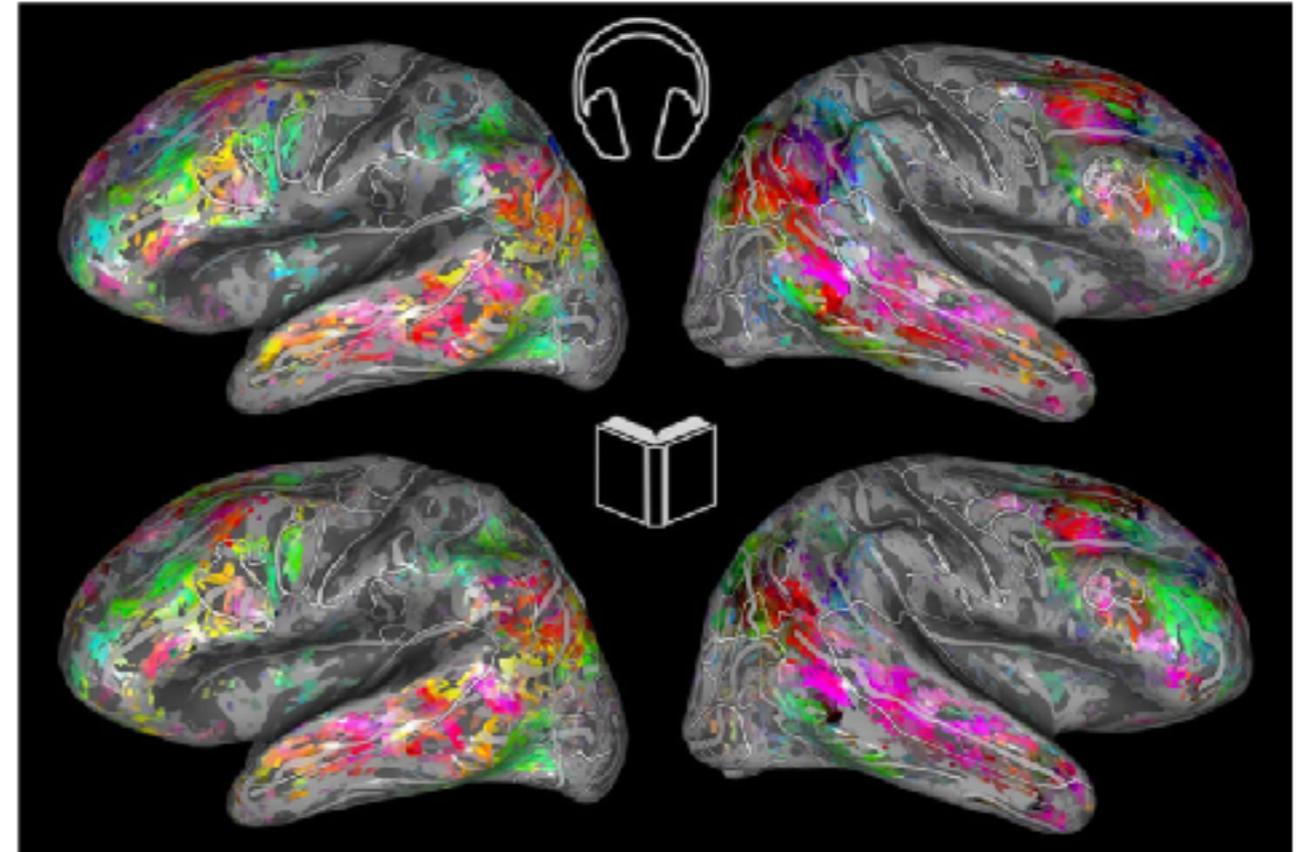
Voice-recognition area
posterior/mid
Gyrus temporalis superior (STG)

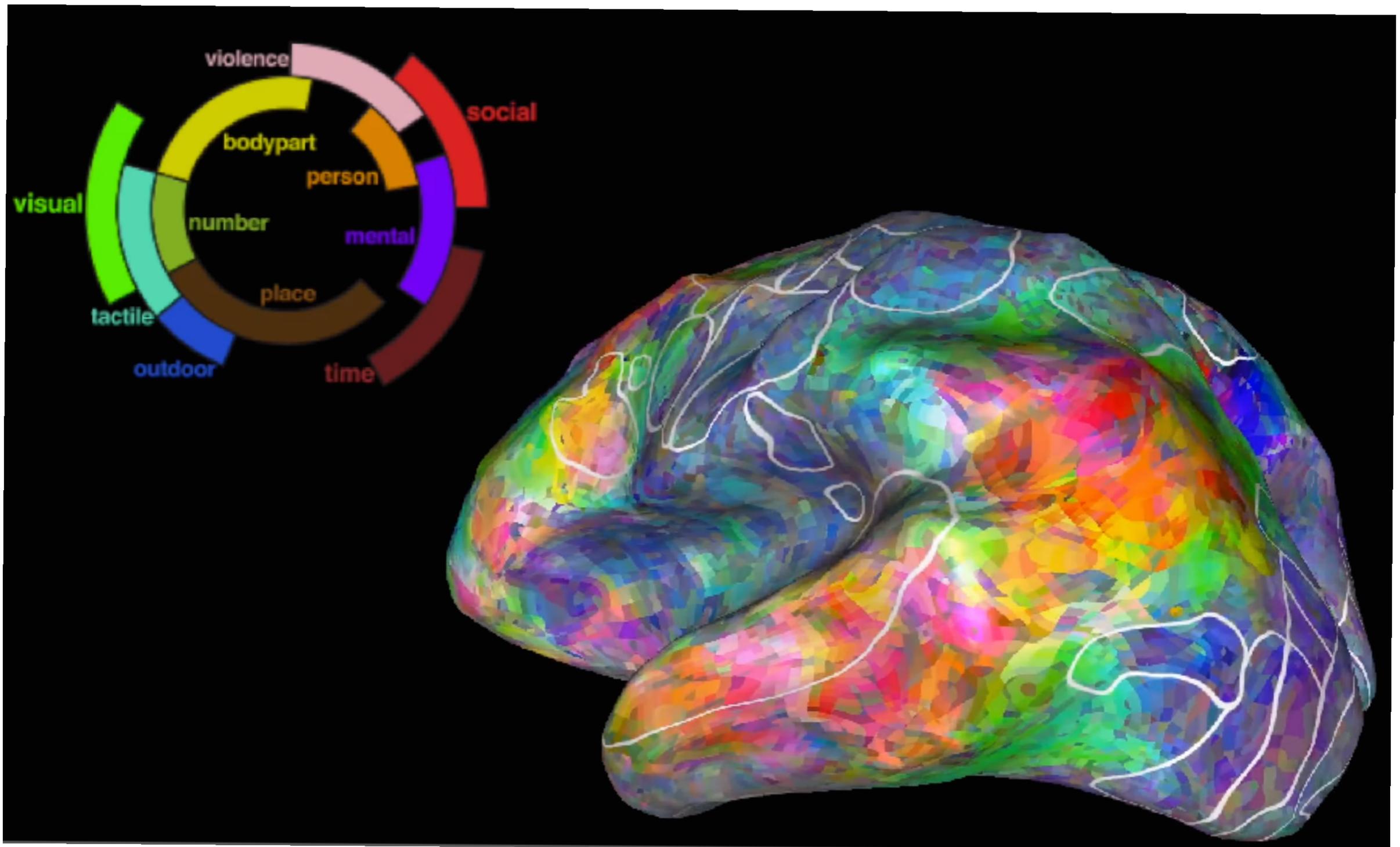
Right temporal lobe



[enllaç a vídeo](#)

Les mateixes àrees en audició i lectura





Interactiu 3D a <https://gallantlab.org/huth2016/>

tecnologies

	RESSONÀNCIA MAGNÈTICA FUNCIONAL	EEG-POTENCIALS EVOCATS
resolució temporal	baixa	alta
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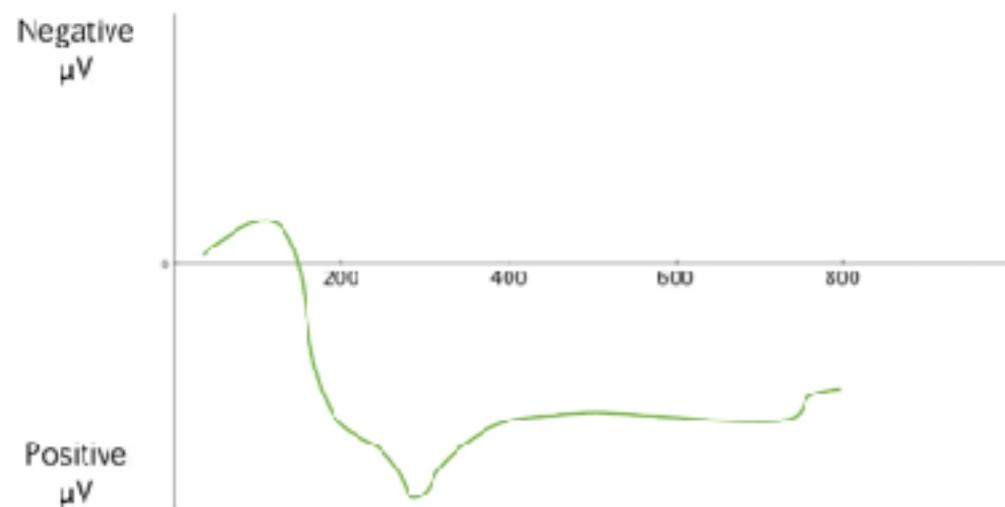


EEG-ERP, resposta a estímuls (que poden ser lingüístics) amb molt bona resolució temporal

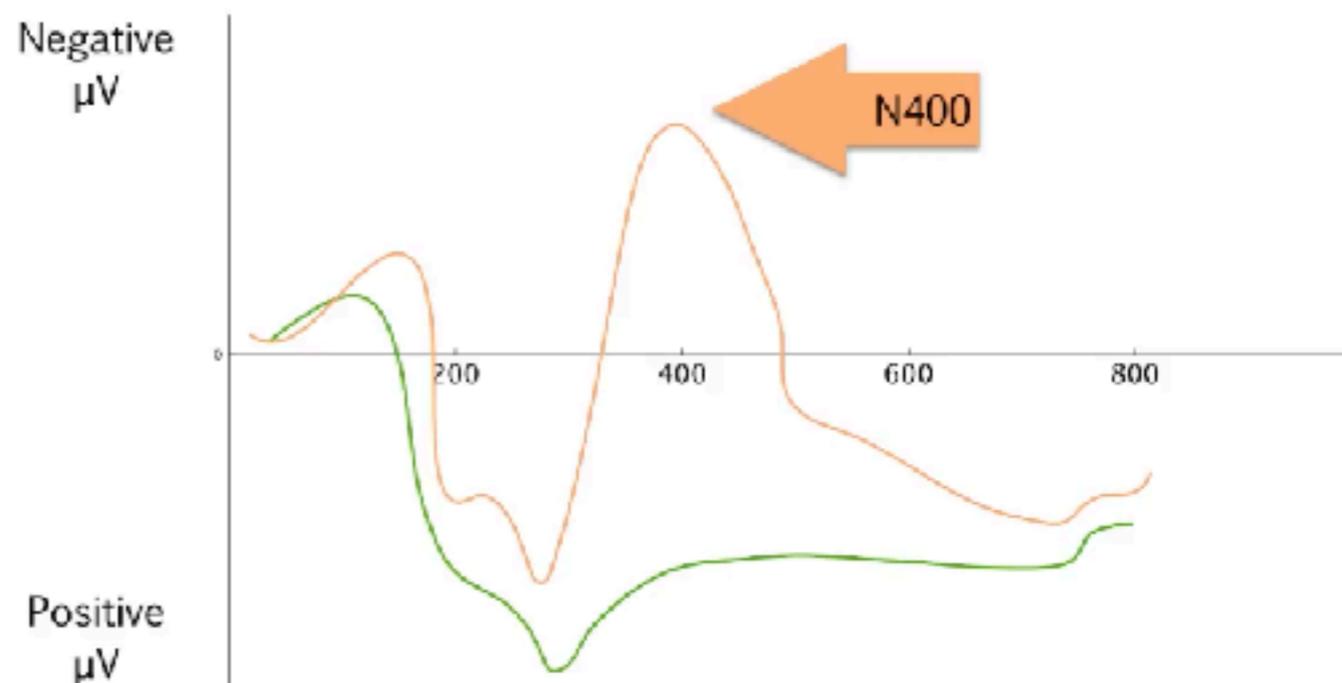
SINTAXI I SEMÀNTICA

amb enllaç a vídeo

Nina takes her coffee with cream and **SUGAR**

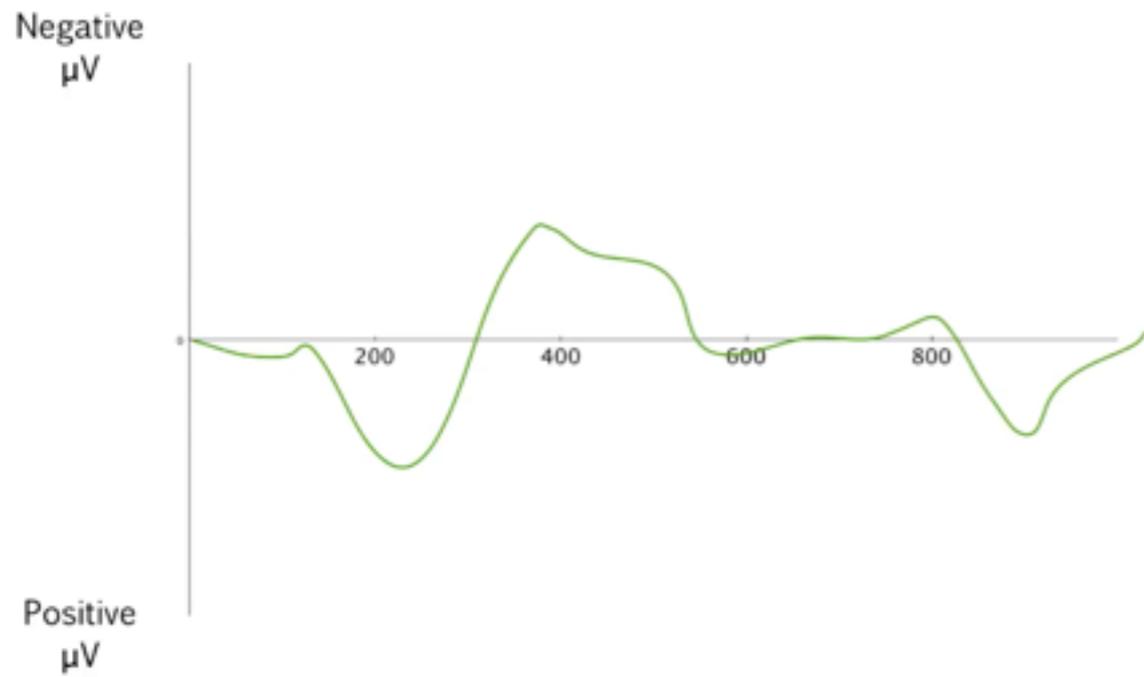


Nina takes her coffee with cream and **SOCKS**

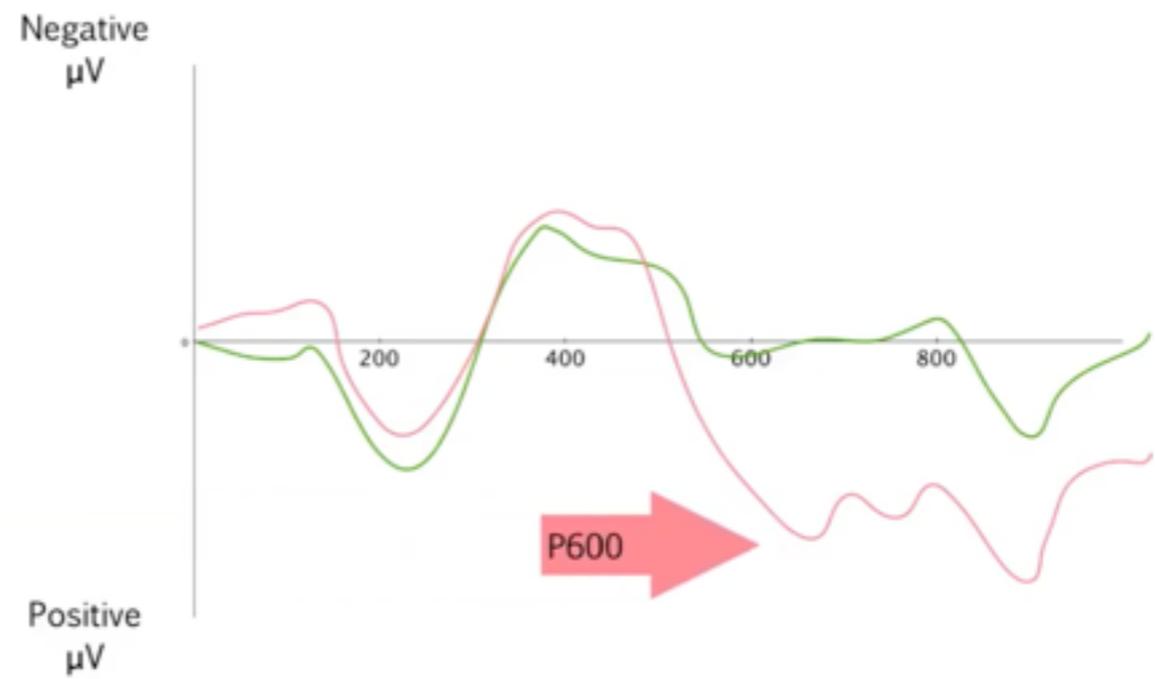


'SORPRESA' SEMÀNTICA
N400

The bread was **EATEN**

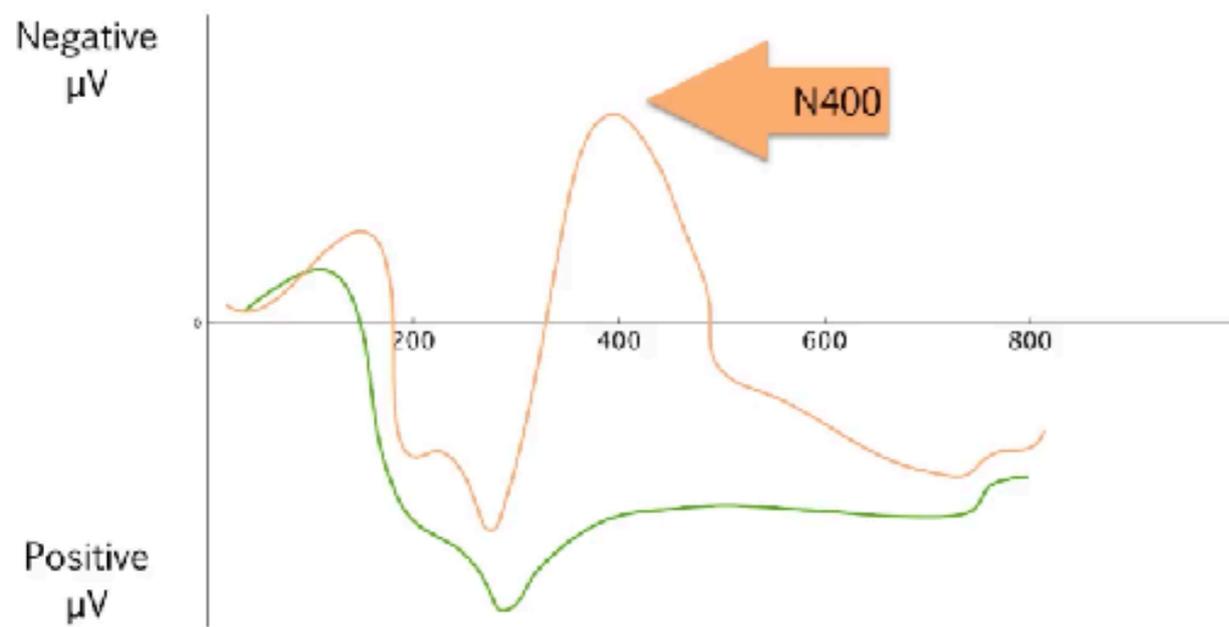


The ice cream was in the **EATEN**



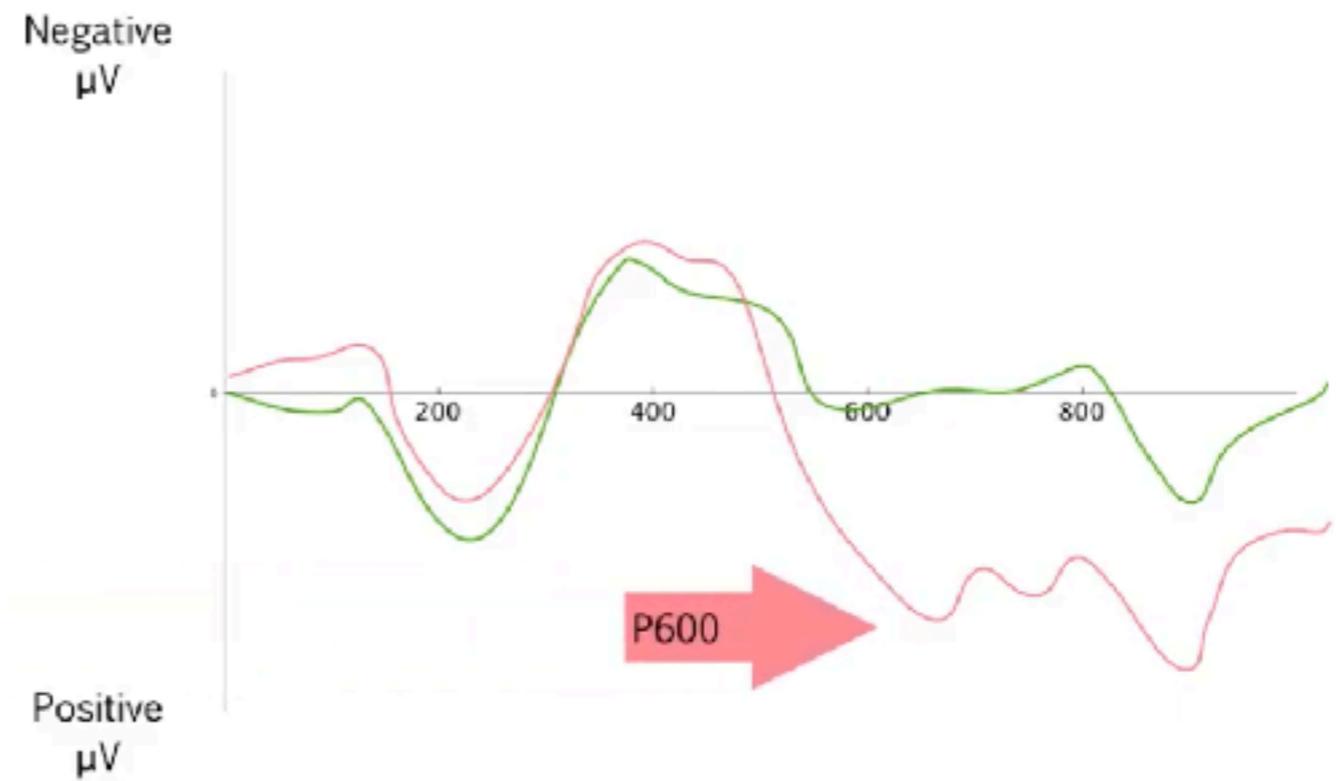
'SORPRESA' SINTÀCTICA
P600

Nina takes her coffee with cream and **SOCKS**



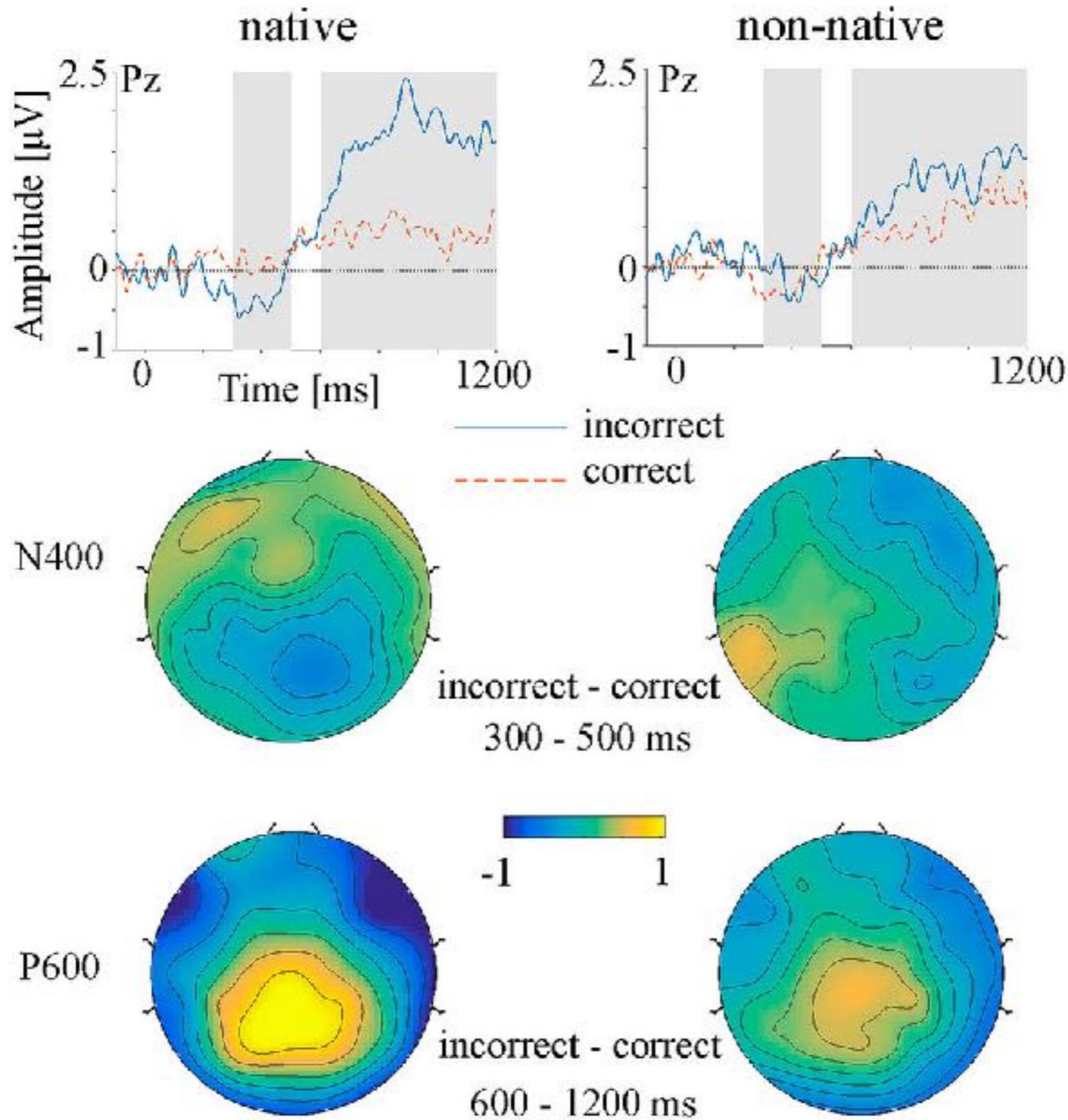
'SORPRESA' SEMÀNTICA
N400

The ice cream was in the **EATEN**



'SORPRESA' SINTÀCTICA
P600

Experiment 2 Slips of the Tongue



	CONDITION 1: non-salient [m] vs. [n]	CONDITION 2: salient [s] vs. [w]
grammatical	<p>Nosaltres sempre apreniem una cosa nova. We 1 pl. were 2 pl. always learning something new.</p> <p style="text-align: right;"><i>20 items</i></p>	<p>Tu sempre aprenies una cosa nova. You 2 sg. were 2 sg. always learning something new.</p> <p style="text-align: right;"><i>20 items</i></p>
	<p>Ells sempre donaven una explicació. They 3 pl. were 3 pl. always giving an explanation.</p> <p style="text-align: right;"><i>20 items</i></p>	<p>Vosaltres sempre donàveu una explicació. You 2 pl. were 2 pl. always giving an explanation.</p> <p style="text-align: right;"><i>20 items</i></p>
ungrammatical	<p>*Nosaltres sempre aprenien una cosa nova. We 1 pl. were 3 pl. always learning something new.</p> <p style="text-align: right;"><i>20 items</i></p>	<p>*Tu sempre apreníeu una cosa nova. You 2 sg. were 2 pl. always learning something new.</p> <p style="text-align: right;"><i>20 items</i></p>
	<p>*Ells sempre donàvem una explicació. They 3 pl. were 2 pl. always giving an explanation.</p> <p style="text-align: right;"><i>20 items</i></p>	<p>*Vosaltres sempre donaves una explicació. You 2 pl. were 2 sg. always giving an explanation.</p> <p style="text-align: right;"><i>20 items</i></p>

***Nosaltres** sempre aprenien una cosa nova.

***Ells** sempre donàvem una explicació.

(1) Nasal place centralization in Spanish

a.

dezðe'par	desdeñar 'to disdain'	dez'ðen	desdén 'disdain'
'dopa	doña 'Madam'	'don	don 'Mister'

b.

'albun	álbum	a'βran	Abraham
a'ren	Harem	'ɔn	Ohm
'iten	ítem	'ansterðan	Amsterdam
ulti'matun	ultimátum	'roterðan	Rotterdam

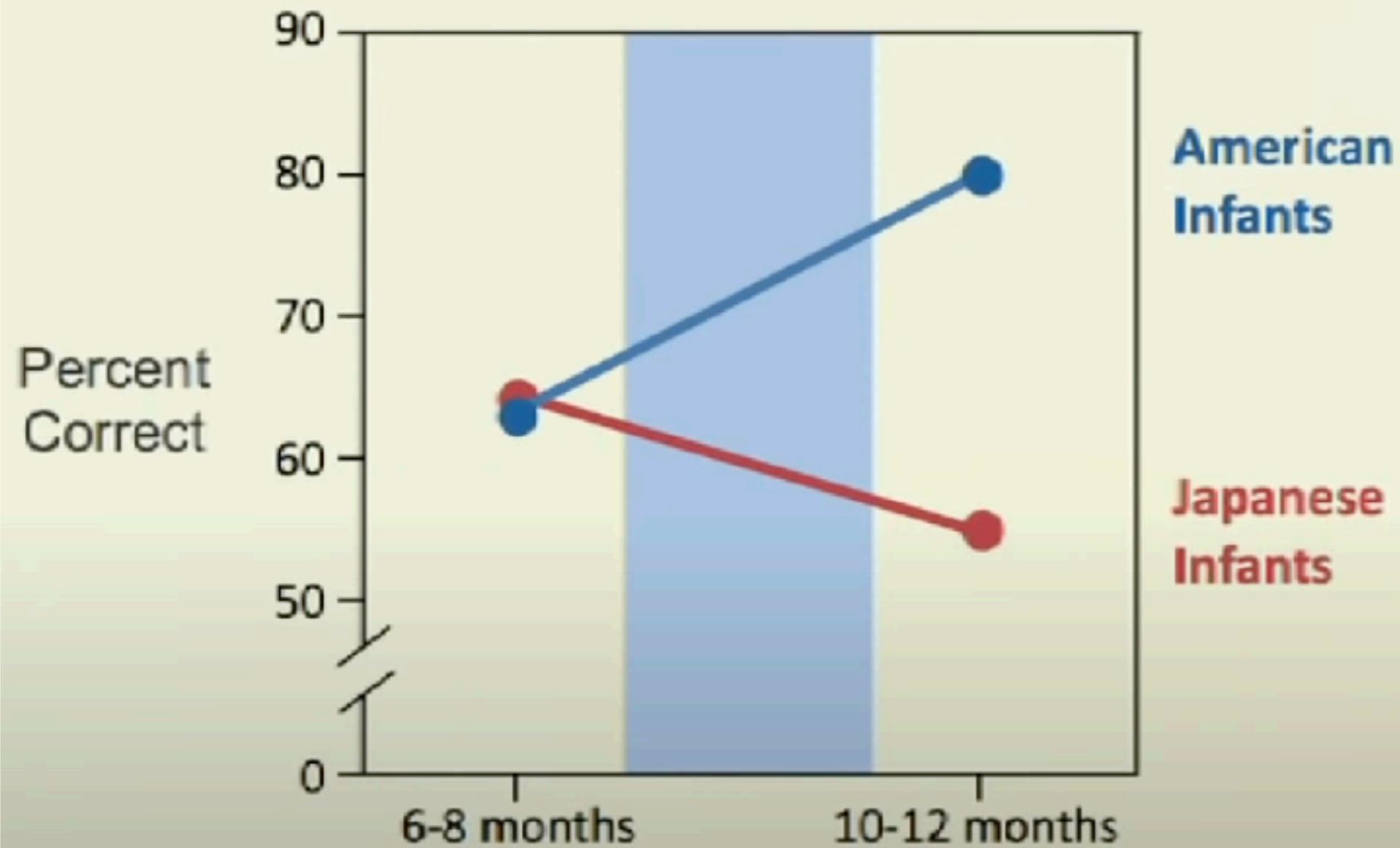
Chic [ʃík.kə]

Web [wéb.bə]

malalt [malált.tə]

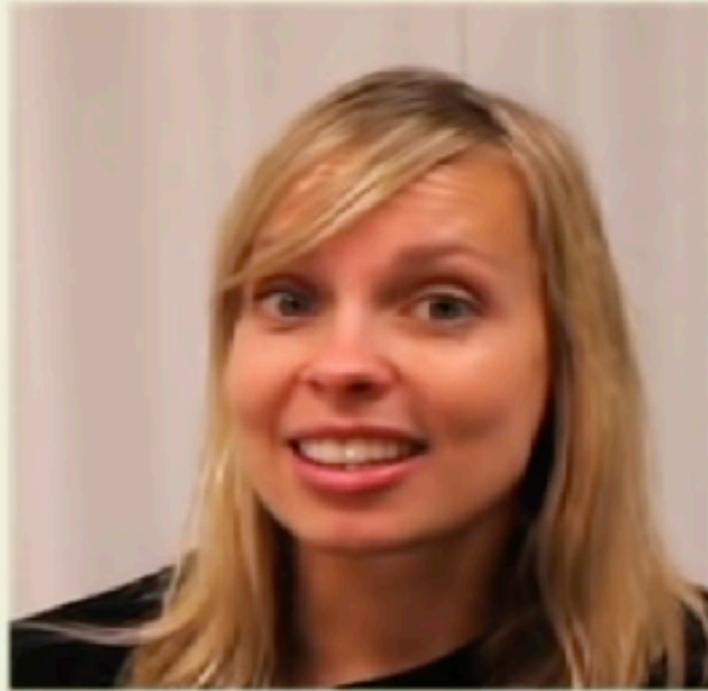
llest [lést.tə]

Performance on English r-l Sounds



[enllaç a vídeo](#)

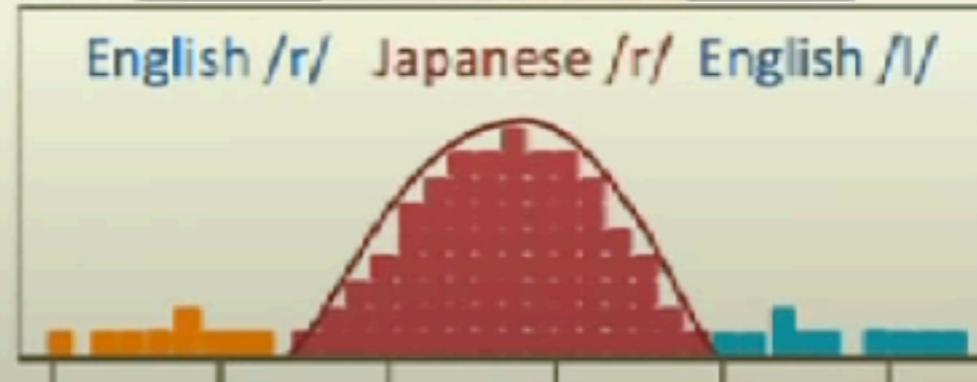
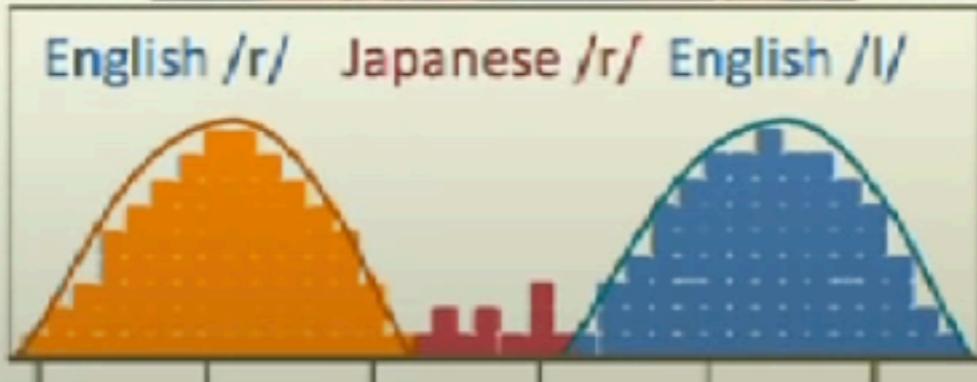
English Speaker



Japanese Speaker



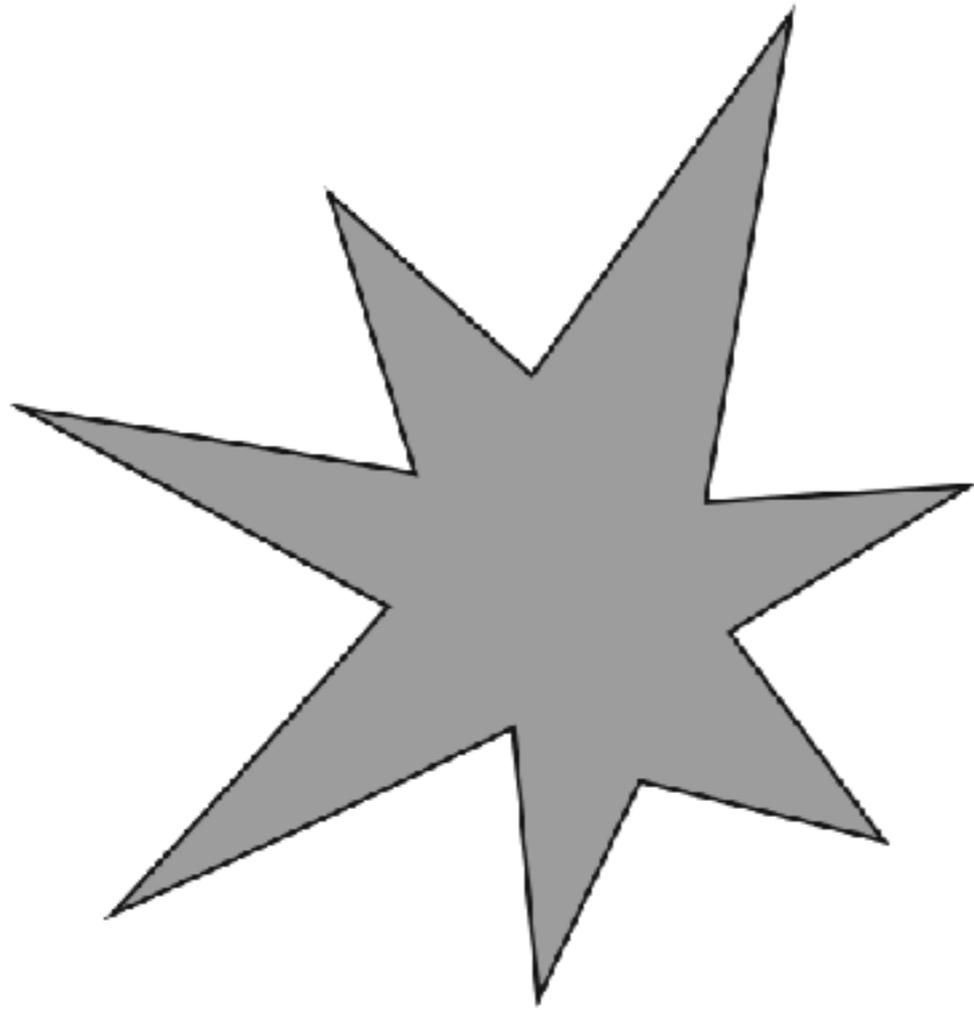
Number of Sounds



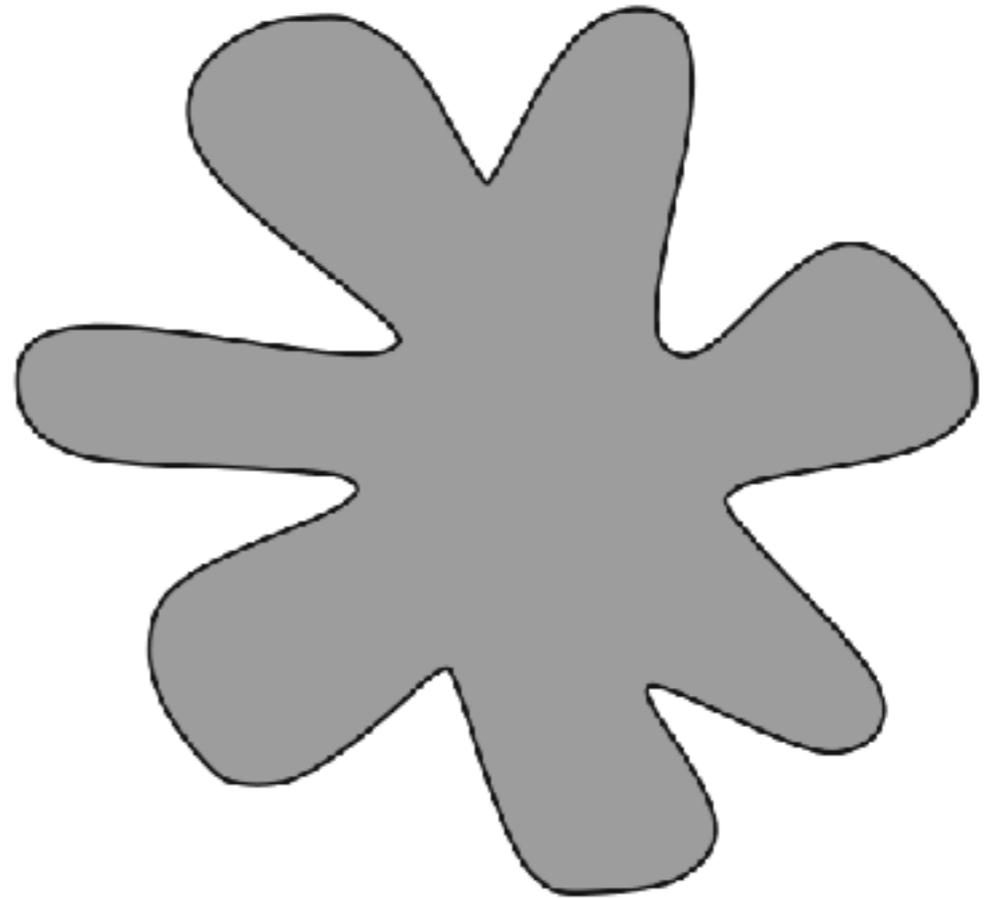


Efecte McGurk ([enllaç a vídeo](#))

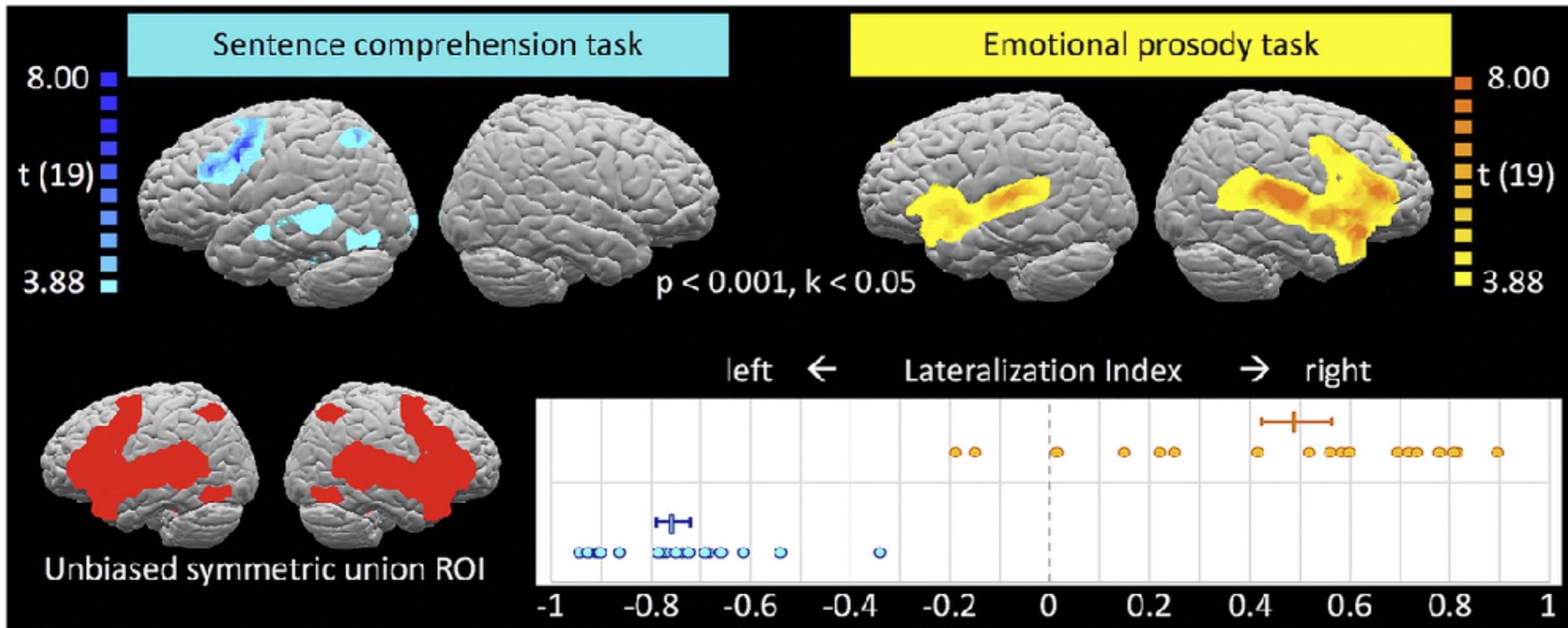
1.



2.



Efecte BOUBA vs. KIKI, enllaç a vídeo



Anna Seydell-Greenwald, Catherine E. Chambers, Katrina Ferrara, Elissa L. Newport,
 "What you say versus how you say it: Comparing sentence comprehension and emotional prosody processing using fMRI,
 NeuroImage", Volume 209, 2020,

Your Morals Depend on Language

[Albert Costa](#),^{1,2,*} [Alice Foucart](#),¹ [Sayuri Hayakawa](#),³ [Melina Aparici](#),⁴ [Jose Apesteguia](#),^{2,5} [Joy Heafner](#),⁶ and [Boaz Keysar](#)³

Mariano Sigman, Editor

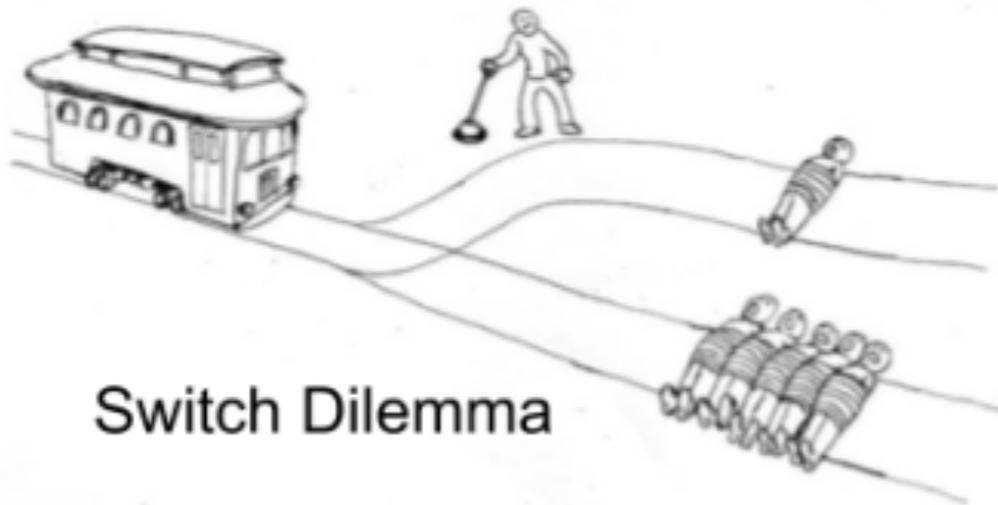
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This article has been [cited by](#) other articles in PMC.

Abstract

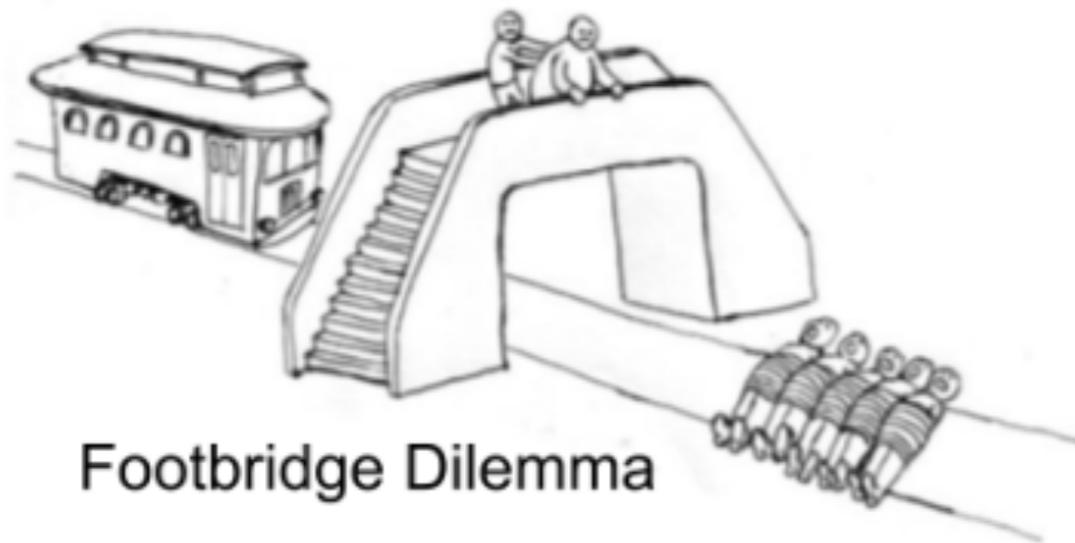
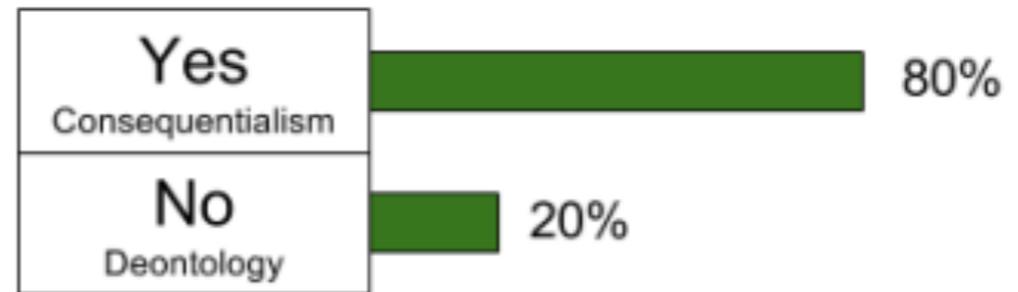
Go to: 

Should you sacrifice one man to save five? Whatever your answer, it should not depend on whether you were asked the question in your native language or a foreign tongue so long as you understood the problem. And yet here we report evidence that people using a foreign language make substantially more utilitarian decisions when faced with such moral dilemmas. We argue that this stems from the reduced emotional response elicited by the foreign language, consequently reducing the impact of intuitive emotional concerns. In general, we suggest that the increased psychological distance of using a foreign language induces utilitarianism. This shows that moral judgments can be heavily affected by an orthogonal property to moral principles, and importantly, one that is relevant to hundreds of millions of individuals on a daily basis.



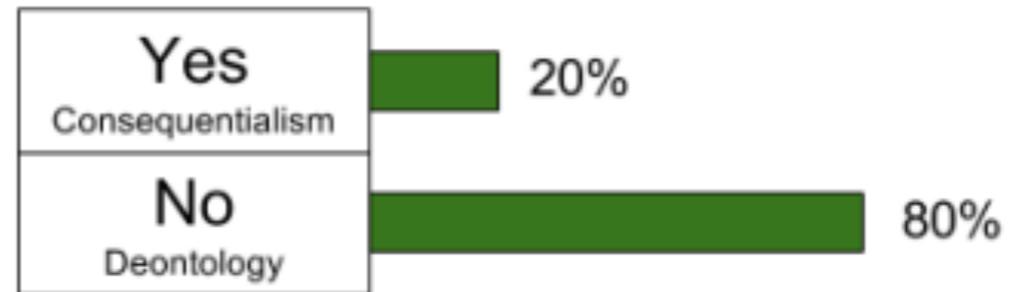
Switch Dilemma

Pull the switch to save five lives?

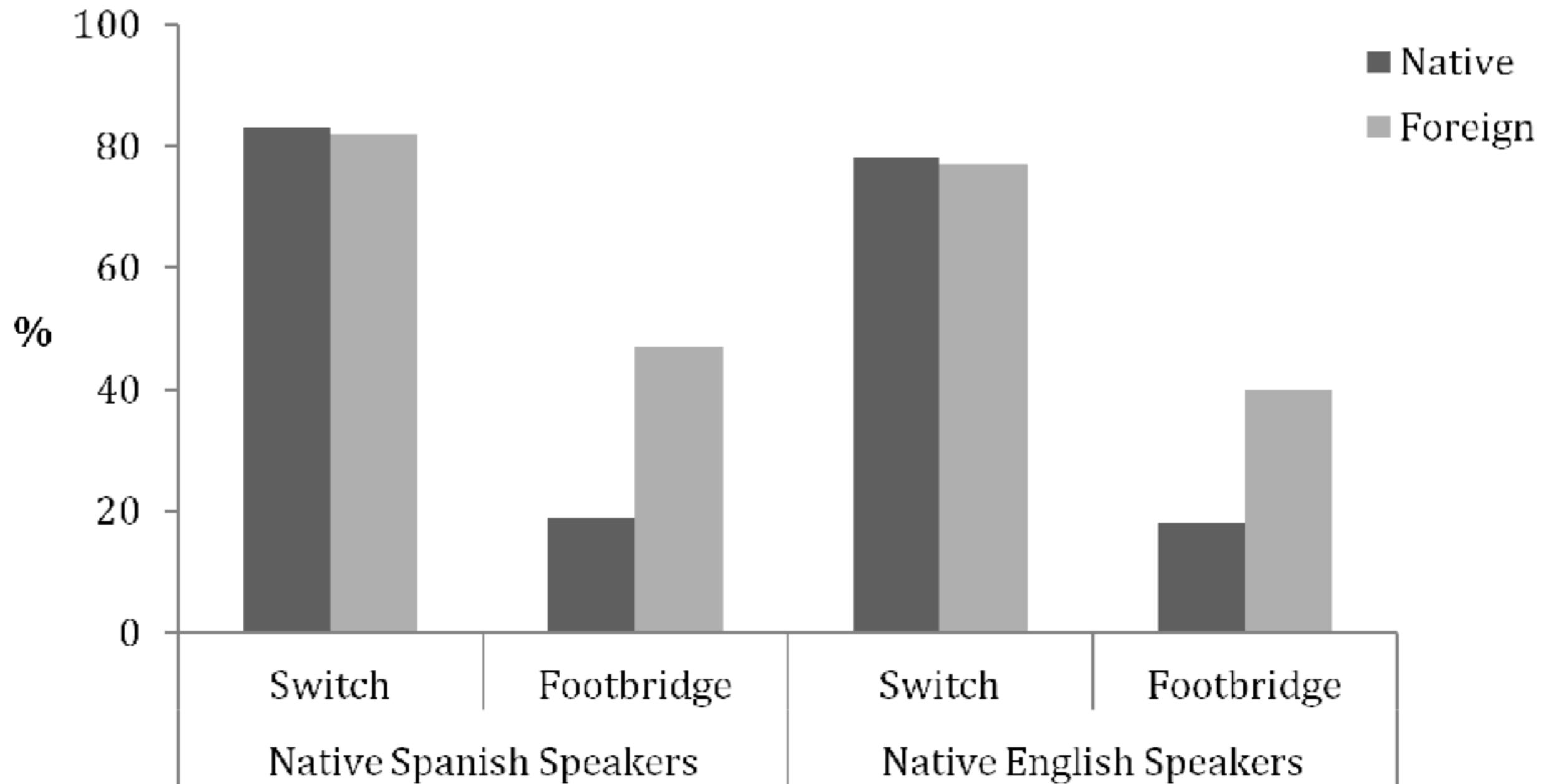


Footbridge Dilemma

Push the fat man to save five lives?



Percentage of Utilitarian Choices by Language Group





Contents lists available at ScienceDirect

Journal of Experimental Social Psychology

journal homepage: www.elsevier.com/locate/jesp

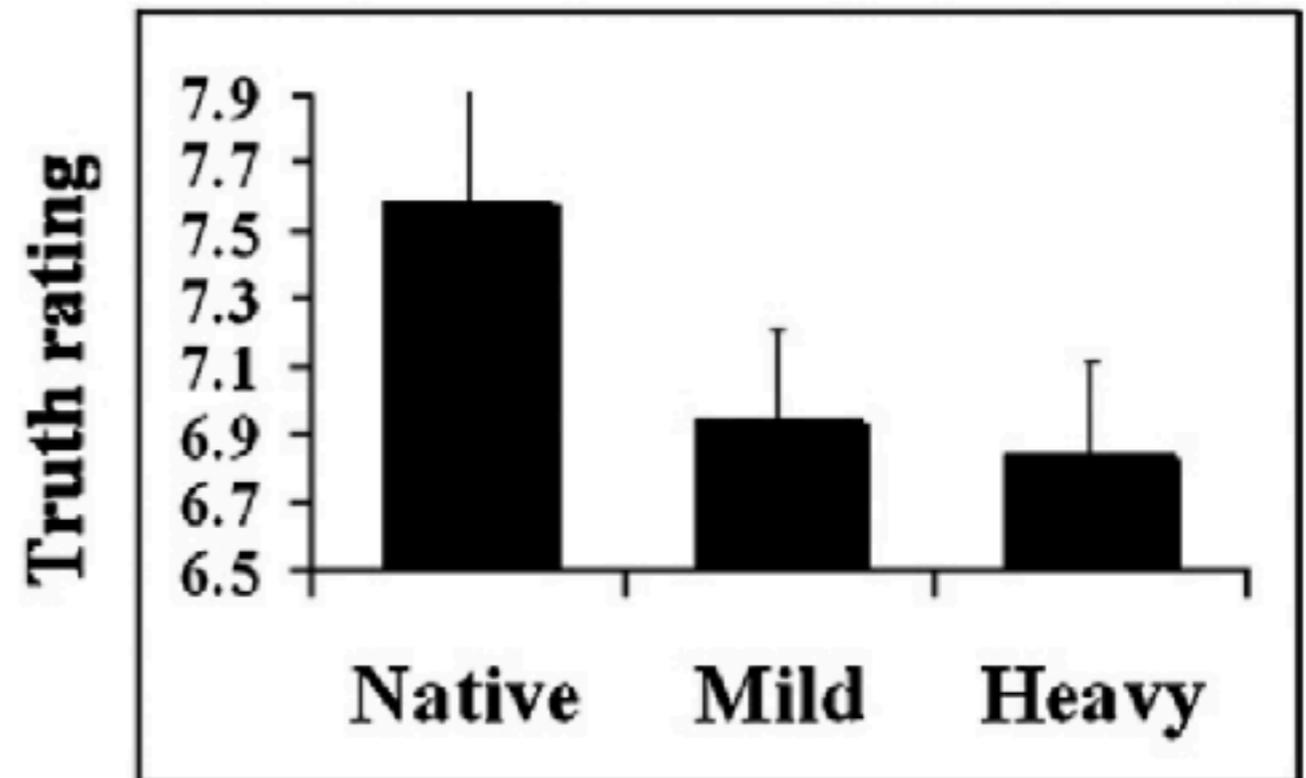


Flash Report

Why don't we believe non-native speakers? The influence of accent on credibility

Shiri Lev-Ari*, Boaz Keysar

The University of Chicago, Chicago, IL, USA

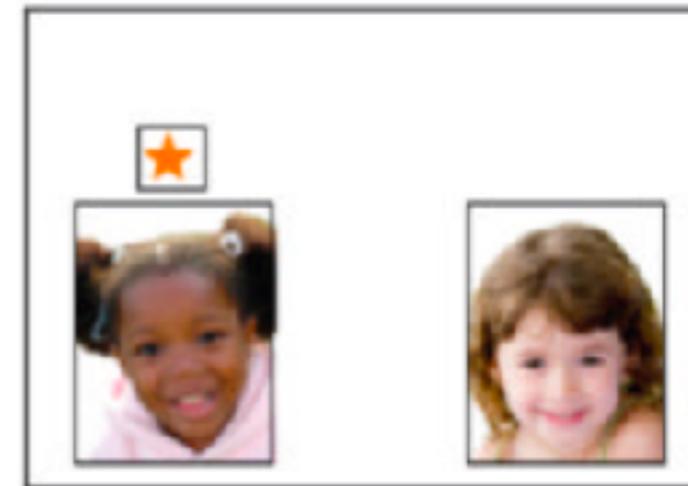


Accent

A giraffe can go without water longer than a camel can.

Accent trumps race in guiding children's social preferences

Katherine D. Kinzler, Kristin Shutts, Jasmine DeJesus, and Elizabeth S. Spelke
Harvard University

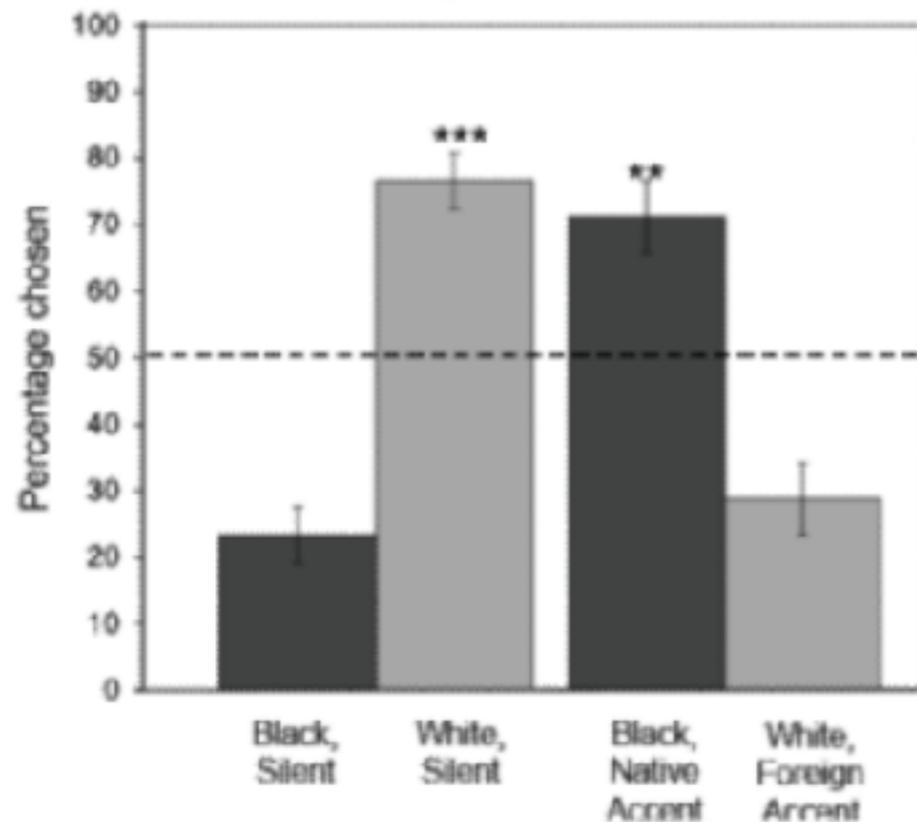


(American Accent)

(French Accent)

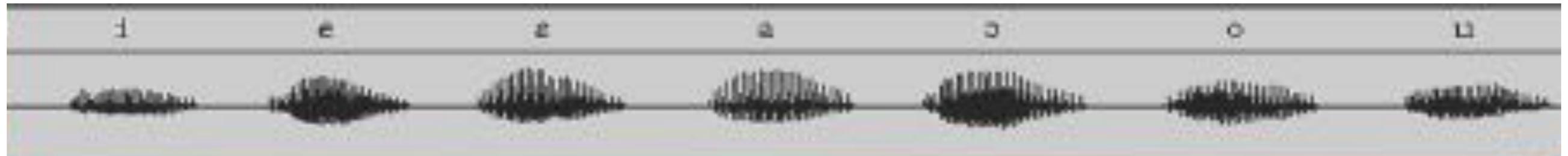
E: "Which one do you want to be friends with?"

Experiment 3

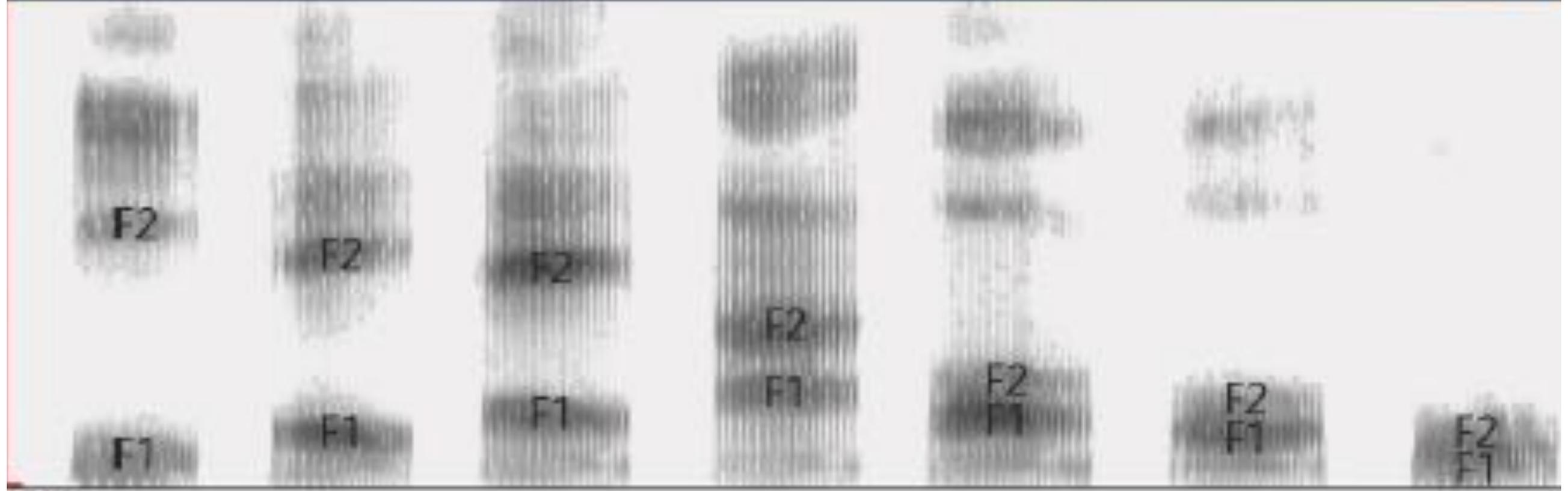


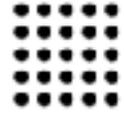
CANVIS QUE TENEN L'ORIGEN EN EL CONTEXT DE L'OIENT





PG





Chang Lab

UC San Francisco

Welcome

Our Team

Speech Lab

Discoveries

Publications

News

Open Positions*

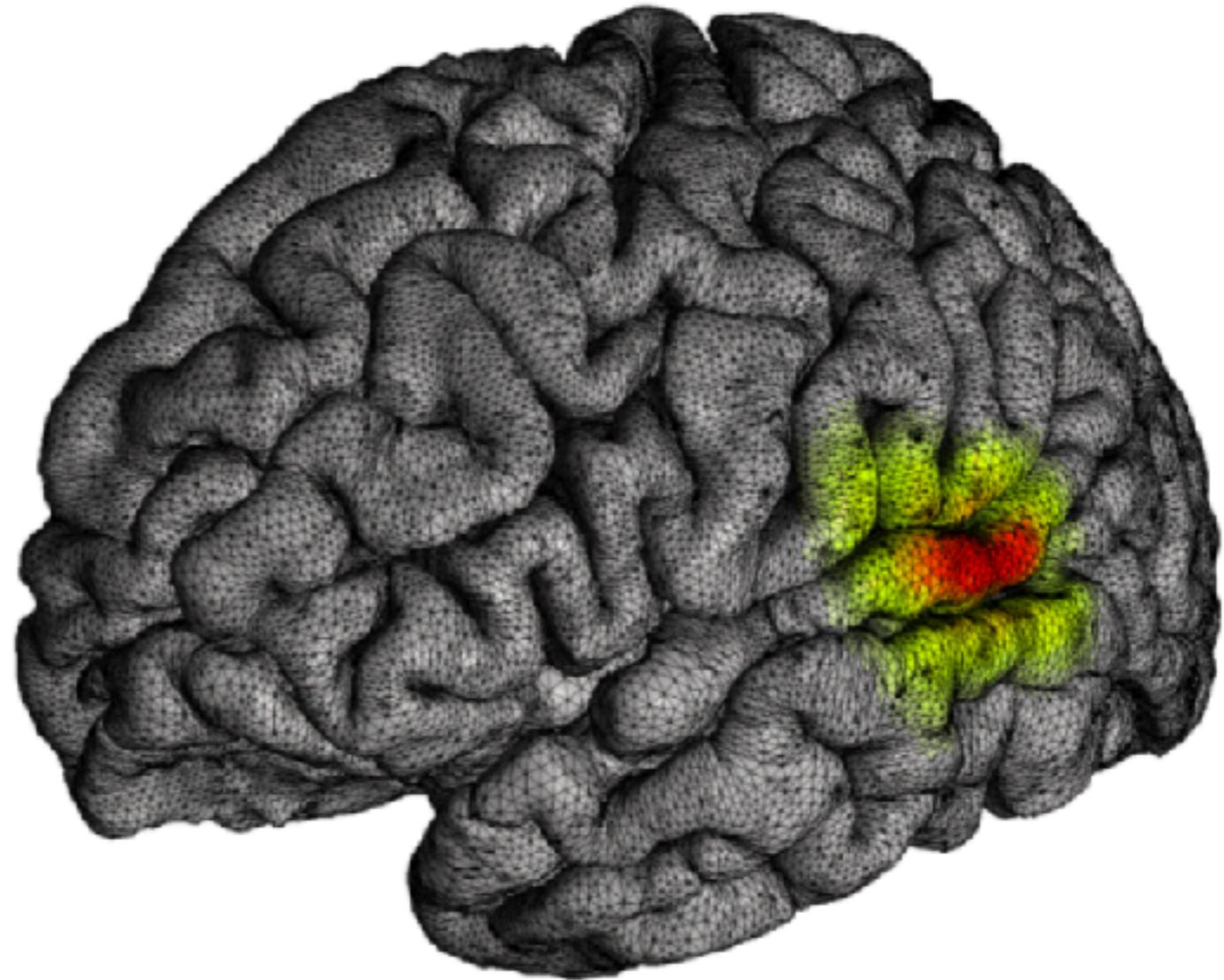
Neural Auditory

Response Demo

(requires Chrome)

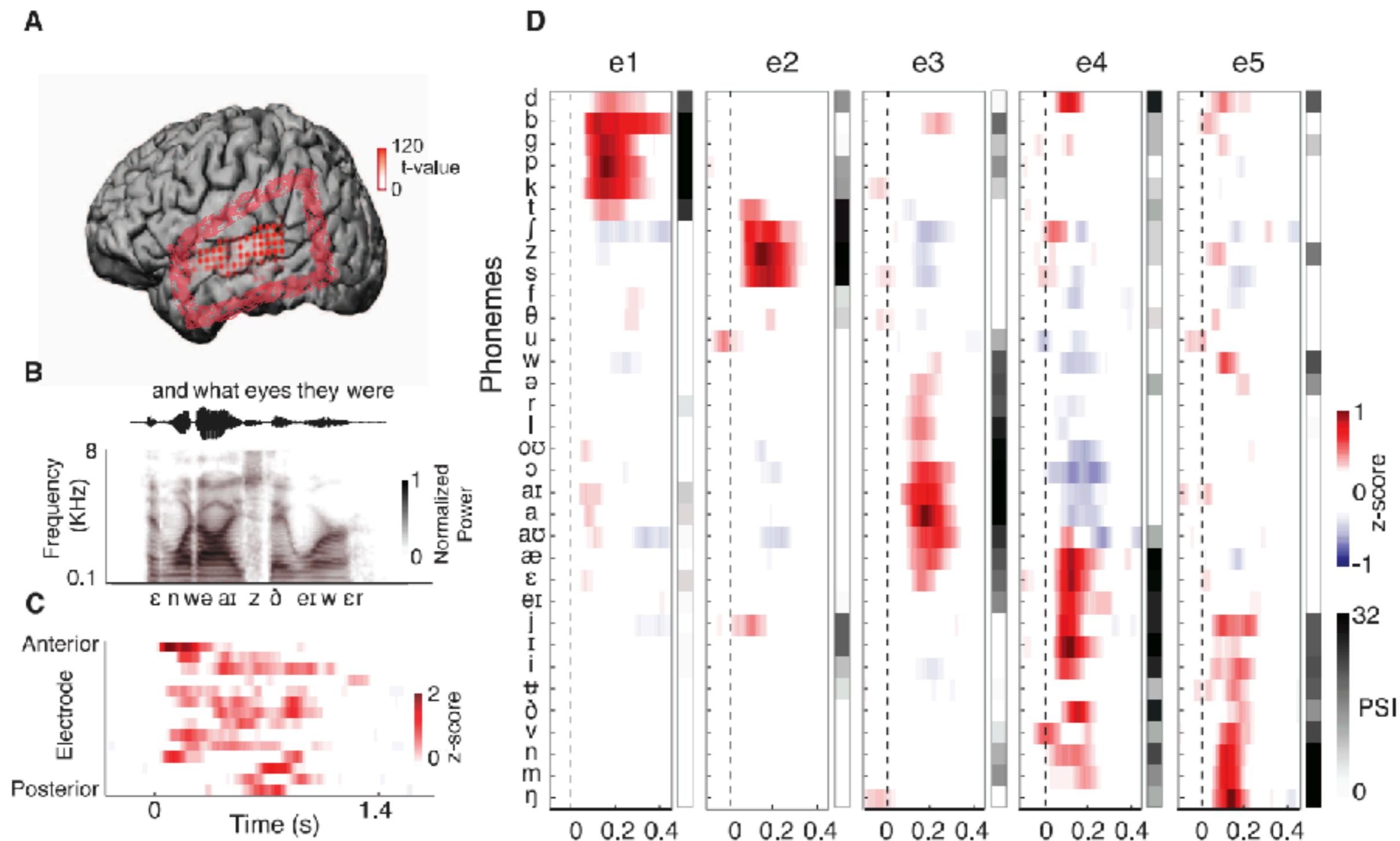
Location

Edward Chang



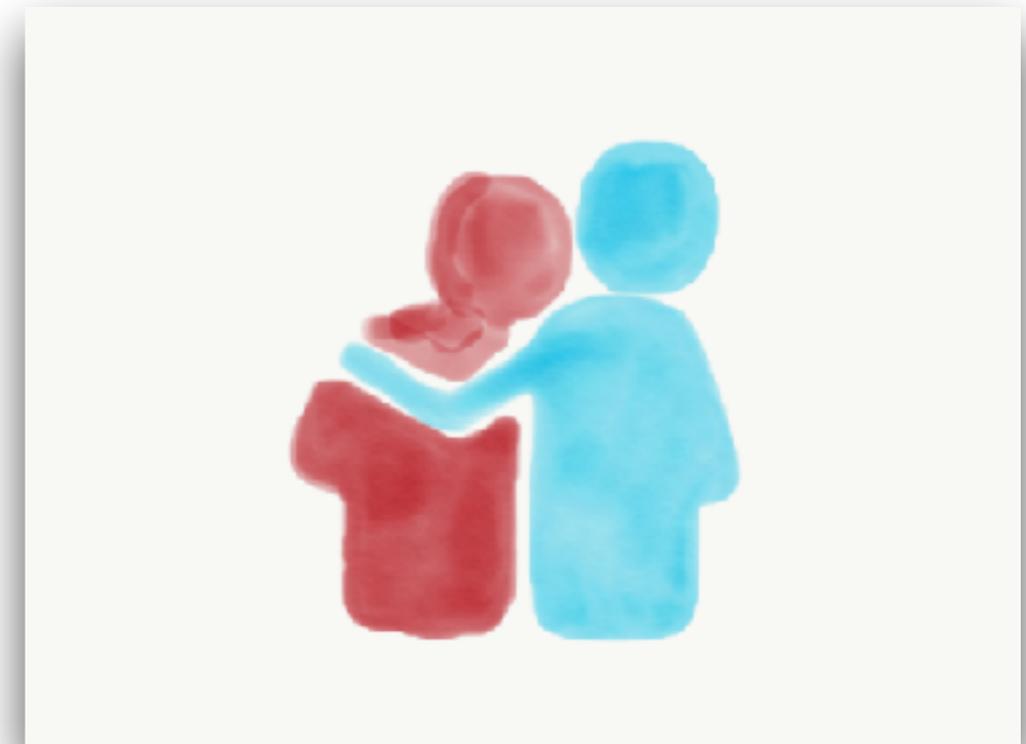
[enllaç a la web del grup](#)

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sil·làbic	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
sonant	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
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labial	-	-	-	-	-	+	+	+	-	+	-	-	-	-	+	-	-	-	+	+	+	-	-	-	-	-	-	+	+	-	-	-	-	-	-	
posterior	-	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	-	+	-	-	-	-	-	-	+	+	+	-	-	-	-	-	-	-	-	
anterior									-	-	+	-	+	+	+	+	-	-	+	+	+	+	+	+	-	-	-	+	+	+	+	+	-	-	-	
coronal									+	-	+	+	+	+	-	+	+	-	-	-	-	+	+	+	-	-	-	-	-	-	+	+	+	+	+	



EMPATIA

- capacitat compartir els sentiments dels altres, de sentir el que està experimentant una altra persona, de posar-nos en el seu lloc
- en les mateixes àrees del cervell que s'activen quan ho experimentes tu mateix i d'altres d'específiques
- té una base evolutiva
- s'aplica en graus diferents als *in-group* i als *out-grup*
- és automàtica i es pot regular



Immediate and Deferred Imitation

Meltzoff & Moore (1994)



Meltzoff, Andrew N. "Immediate and Deferred Imitation in Fourteen- and Twenty-Four-Month-Old Infants." *Child Development* 56, no. 1 (1985): 62-72.

