

A Sociocognitive Perspective on Learning LSP

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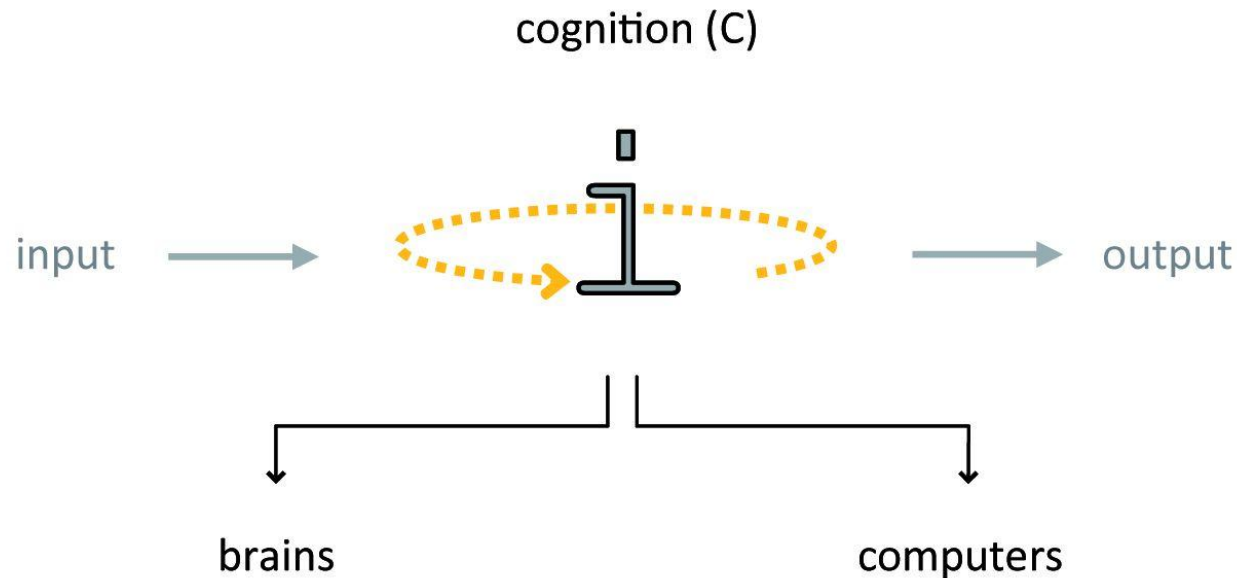
- Recent developments in Cognitive Science
- Situated, embodied and extended cognition
- LSP acquisition and use
- Consequences of the extended view:
 - the social aspect
 - the physical aspect
 - the interaction aspect
- Interaction of a coupled system

Cognitive Science Today

- 1) Symbol Manipulation**
- 2) Connectionism**
- 3) Situated Cognition**

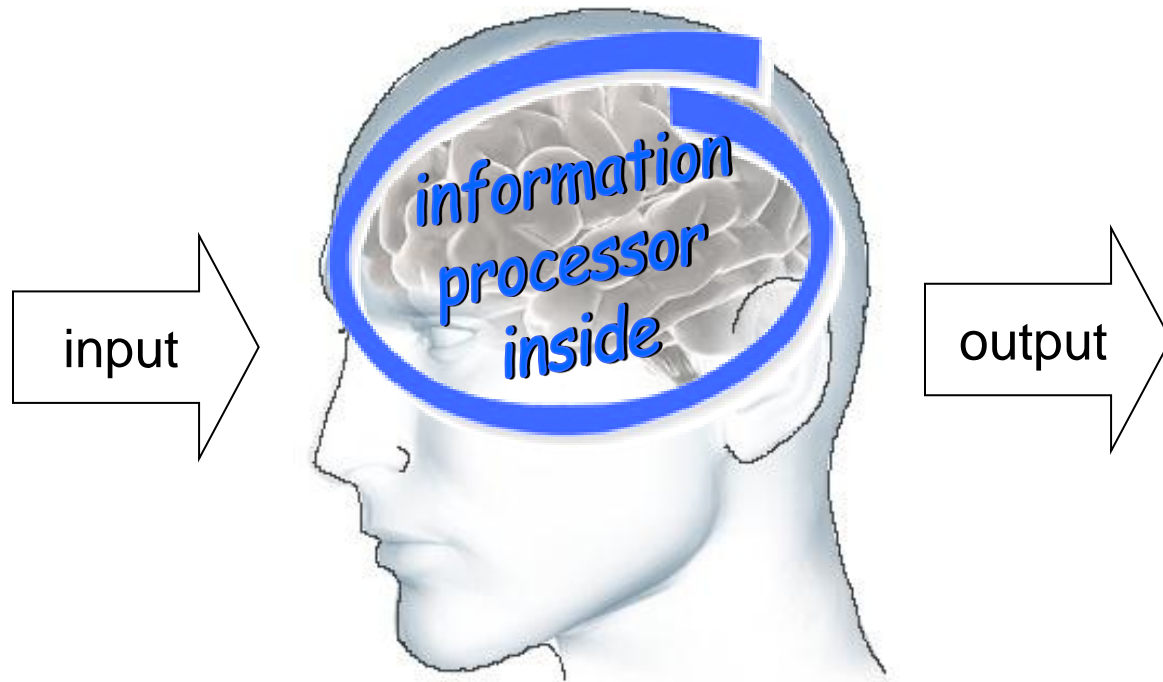
1) Symbol Manipulation

The brain as a computer



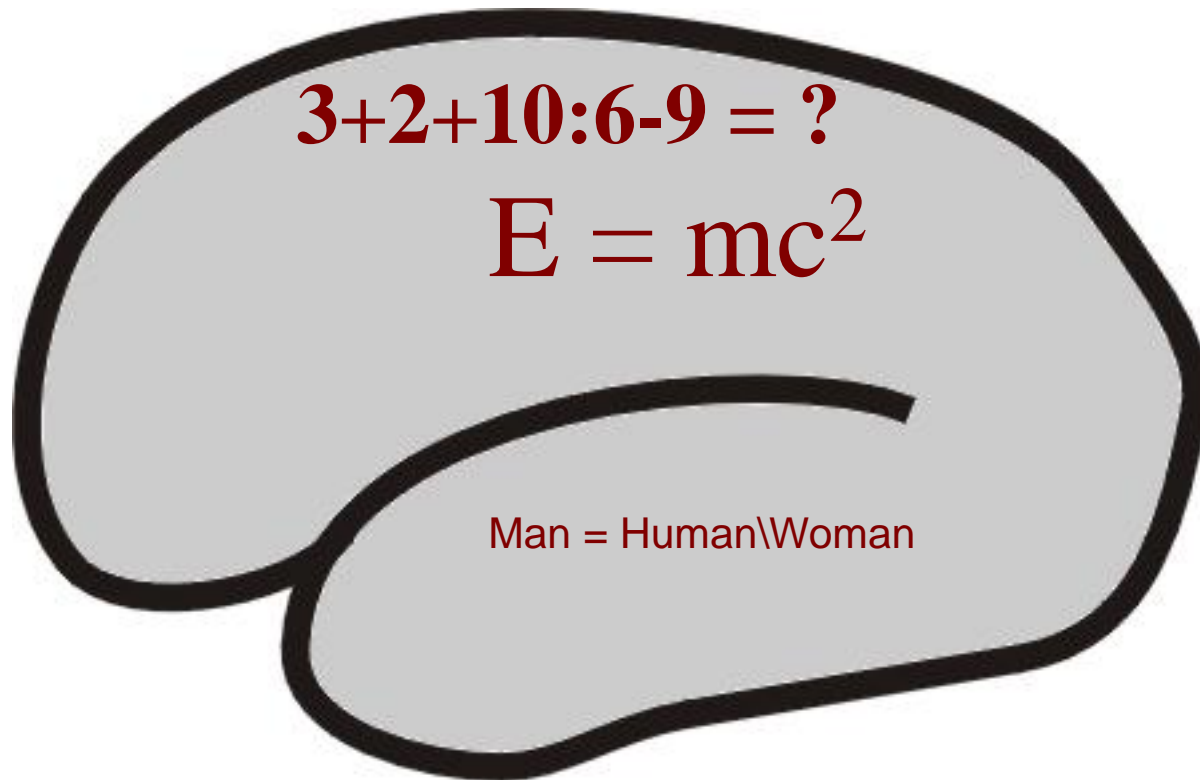
1) Symbol Manipulation

The brain as a computer



1) Symbol Manipulation

The brain as a computer



1) Symbol Manipulation

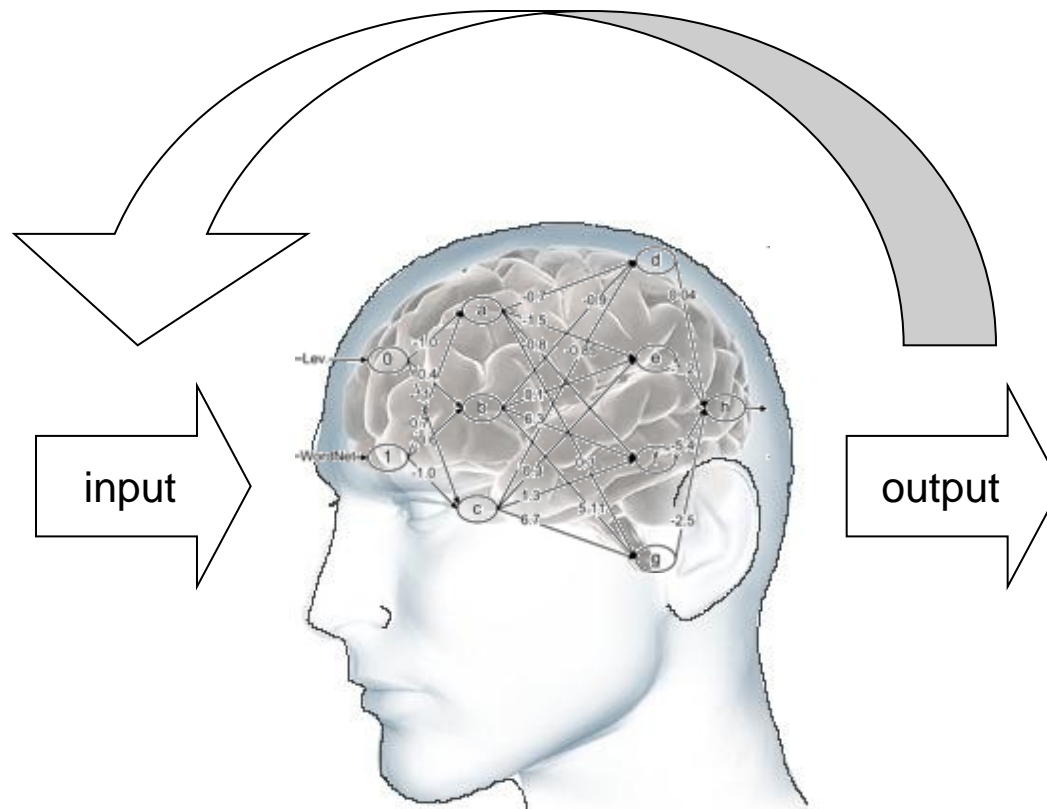
The brain as a computer

Consequences:

- cramming general facts and rules
- in an object-logical order
- through linguistic training
- Irrelevant: personal experience and motives, emotions, context, situation

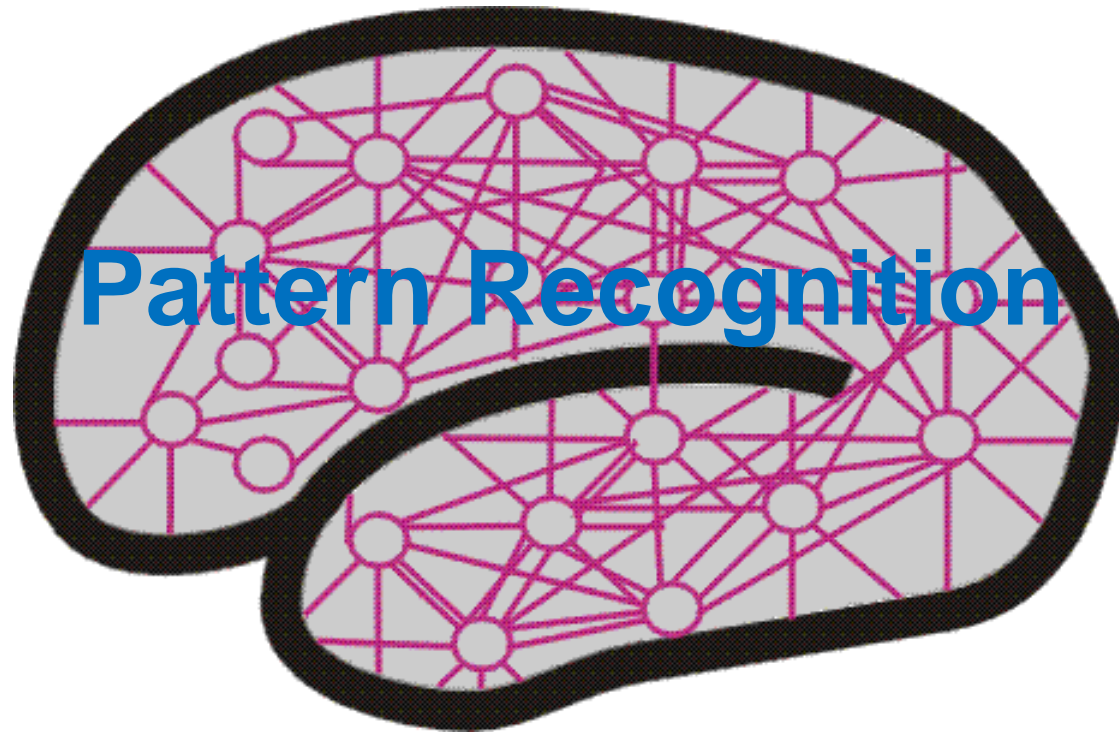
2) Connectionism

The brain as a network



2) Connectionism

The brain as a network



2) Connectionism

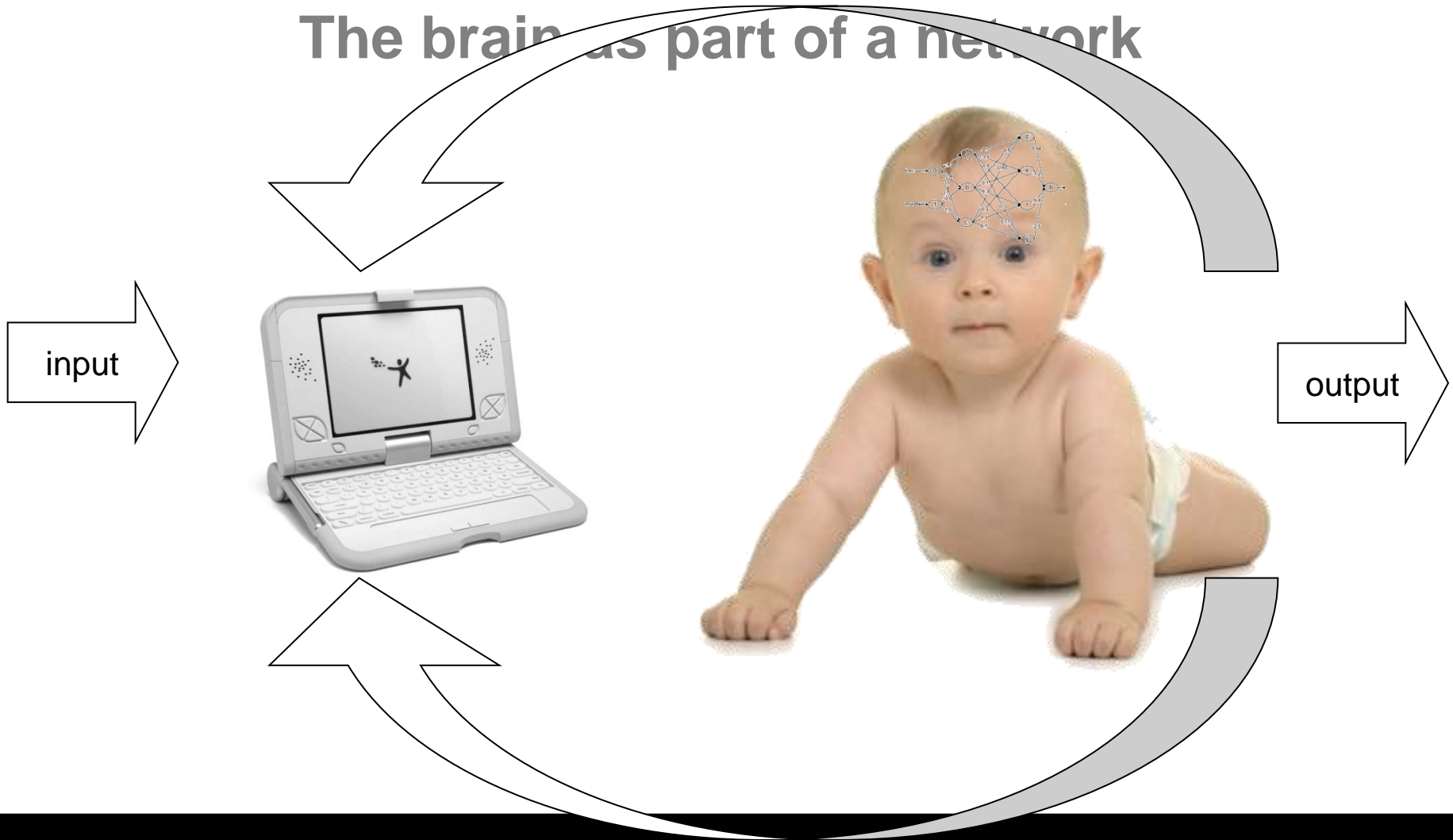
The brain as a network

Consequences:

- Positive context and situation (emotion, motivation)
- Identifying and solving relevant problems
- Constructing implicit, non-linguistic patterns
- Own experience
- Feedback and reflection
- Creative individual learning
- Learners as interpreters

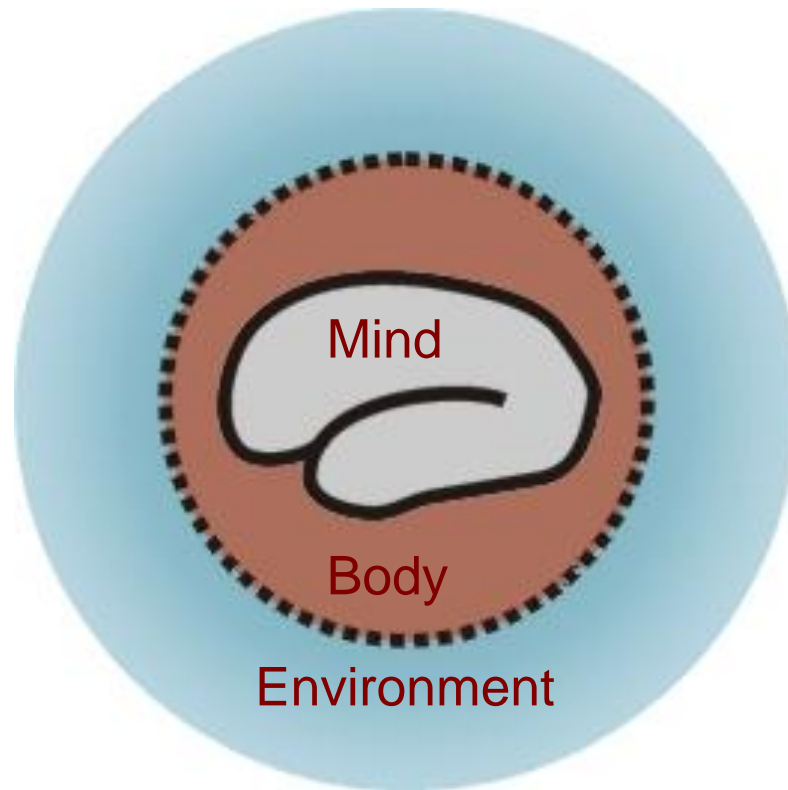
3) Situated Cognition

The brain as part of a network



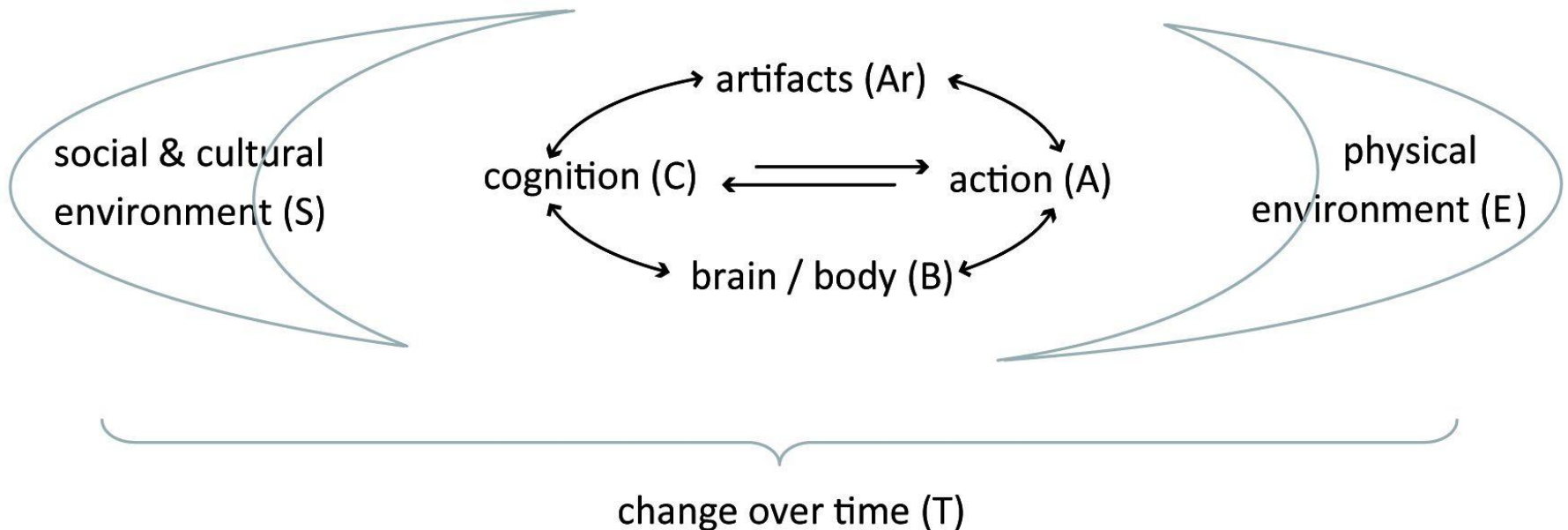
3) Situated Cognition

The brain as a part of a network



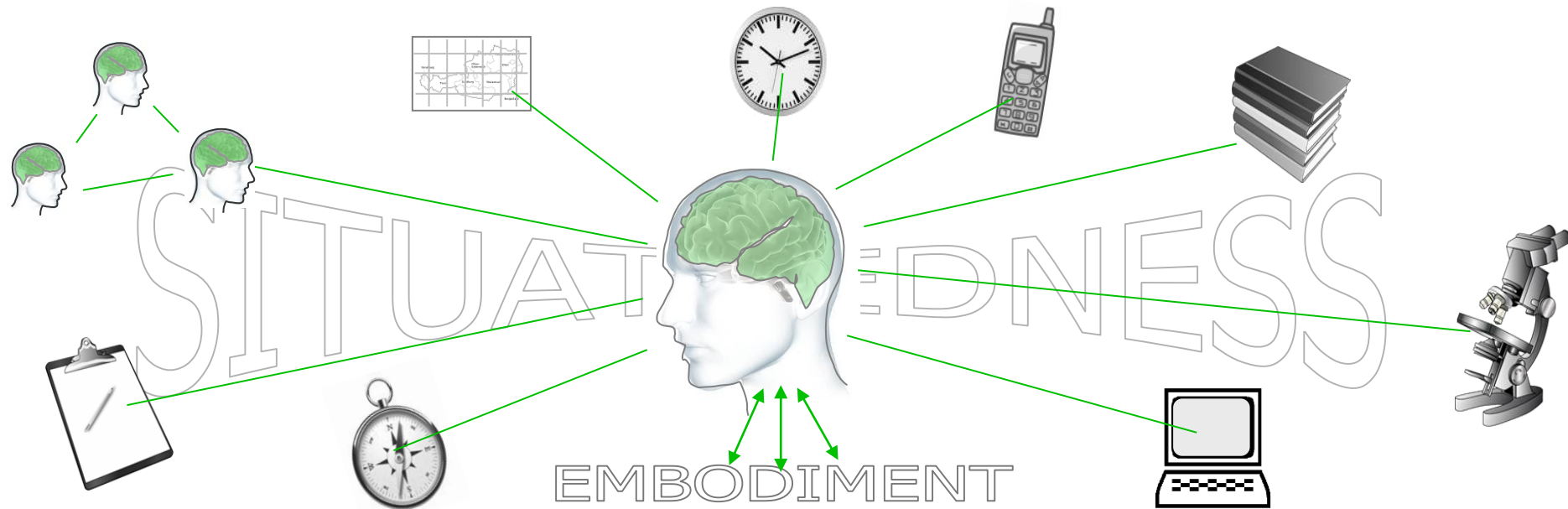
3) Situated Cognition

The brain as part of a network



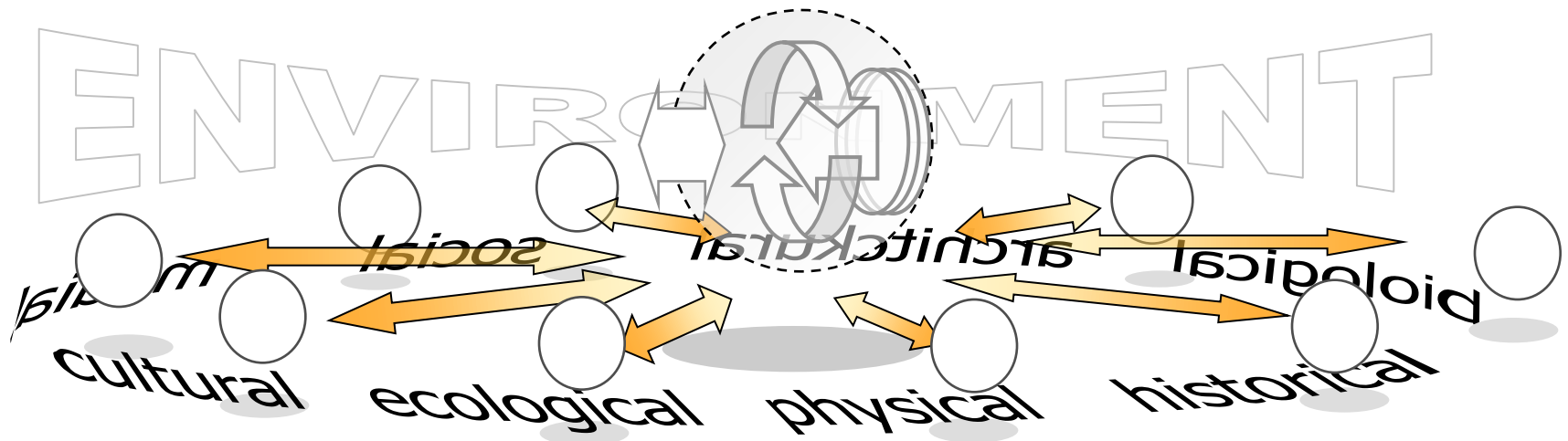
3) Situated Cognition

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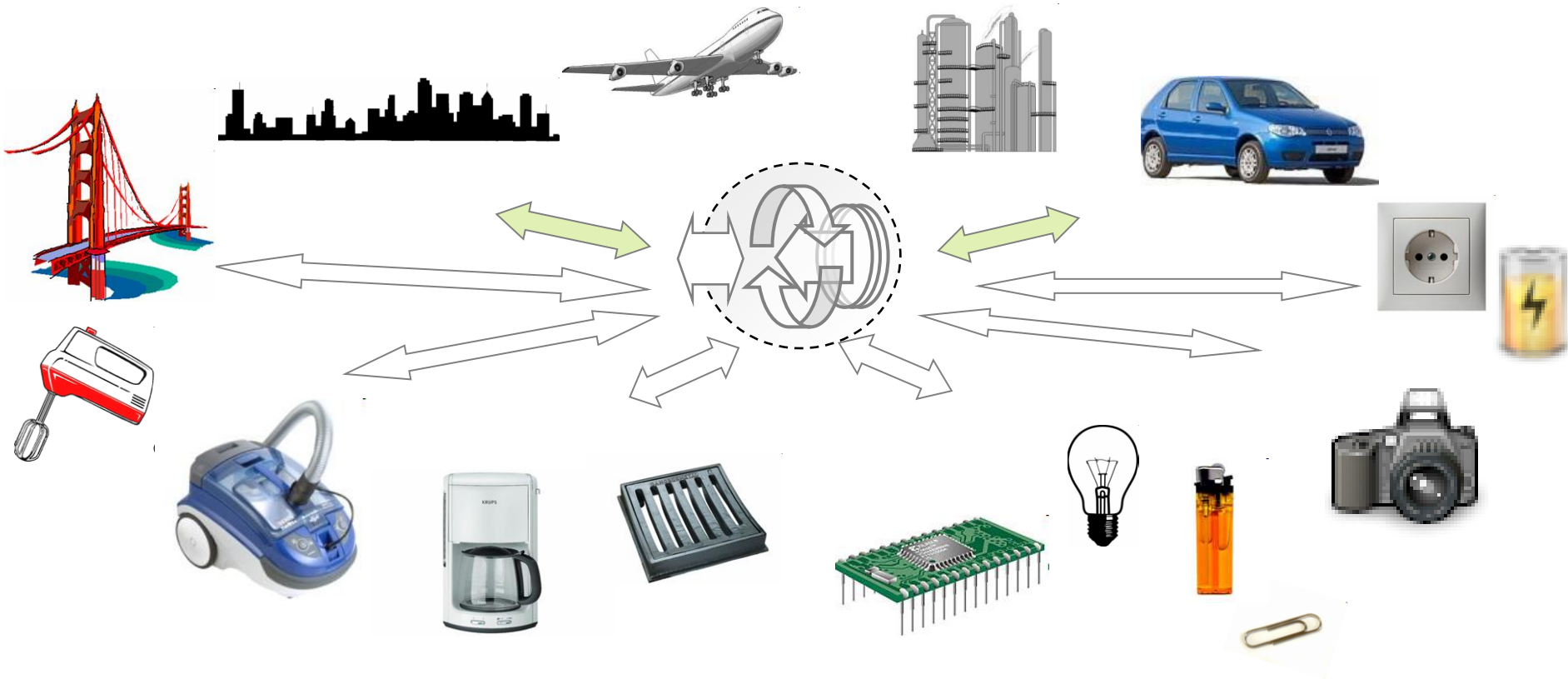


3) Situated Cognition

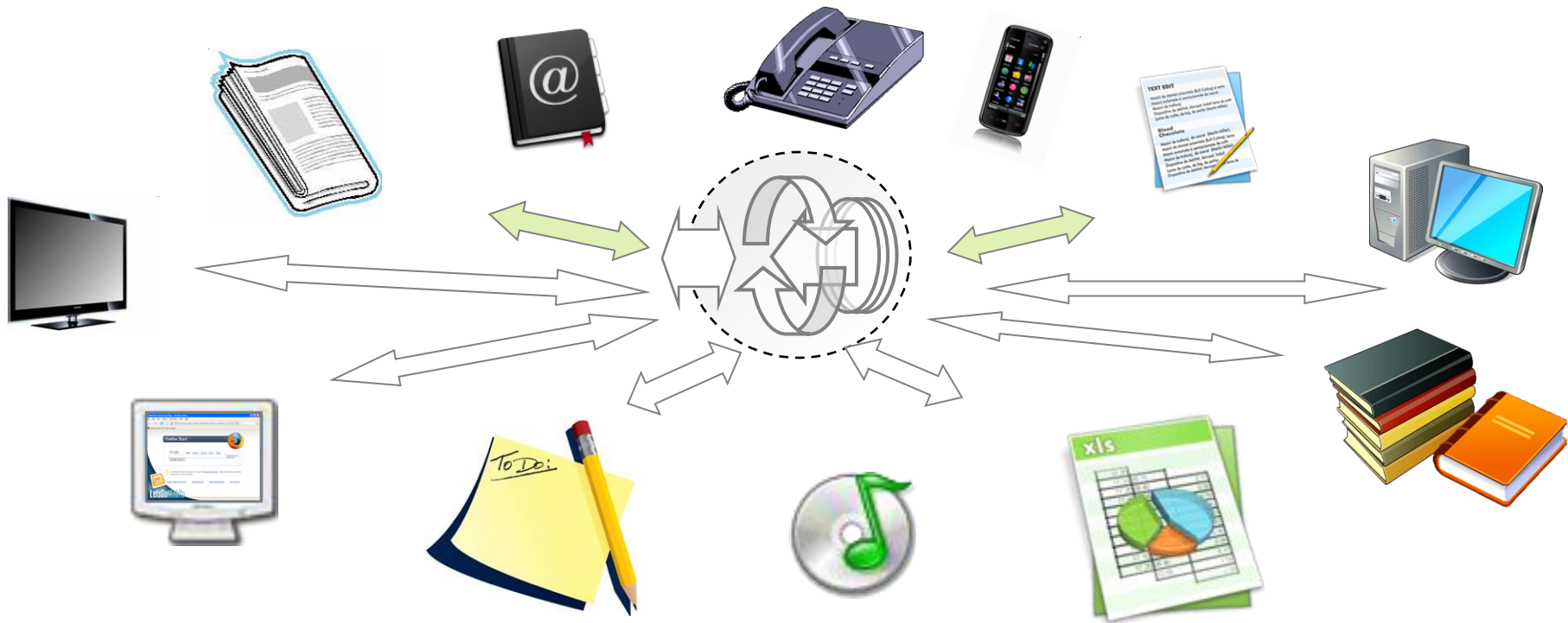
The brain as part of a network



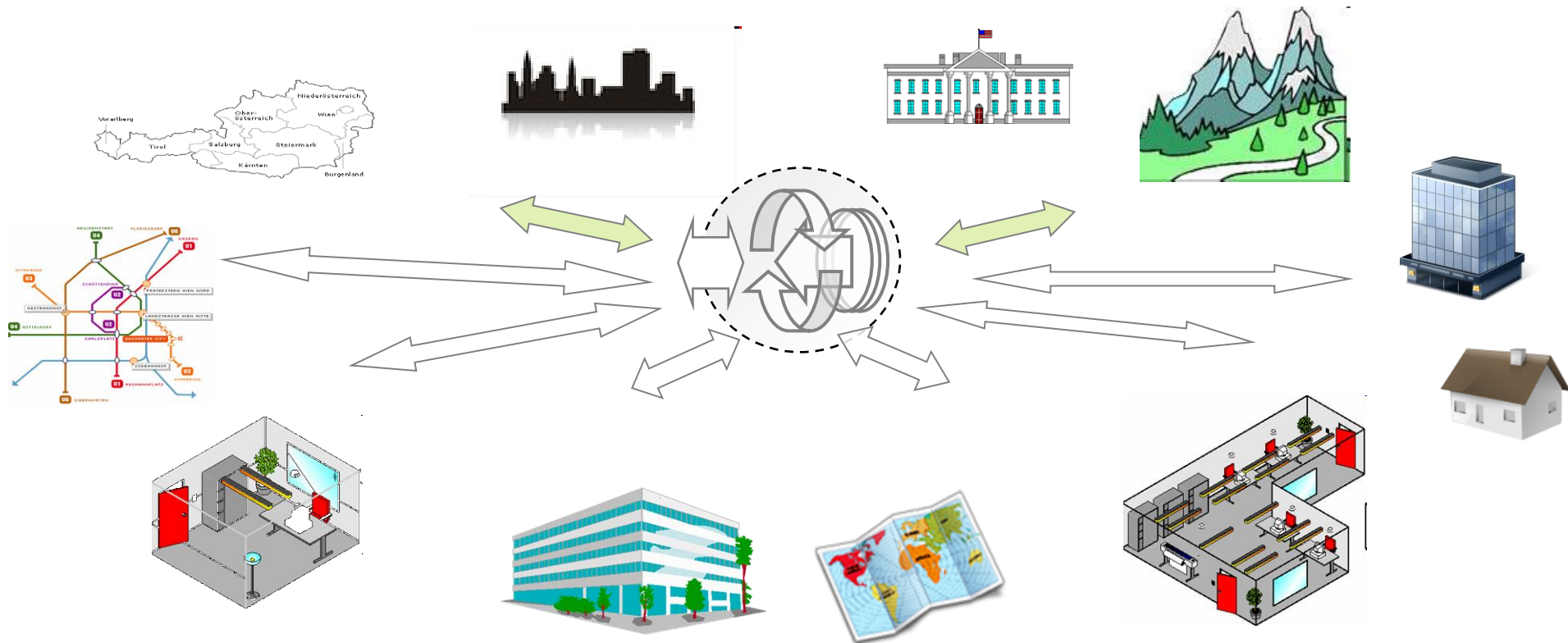
Artefacts, esp. technology



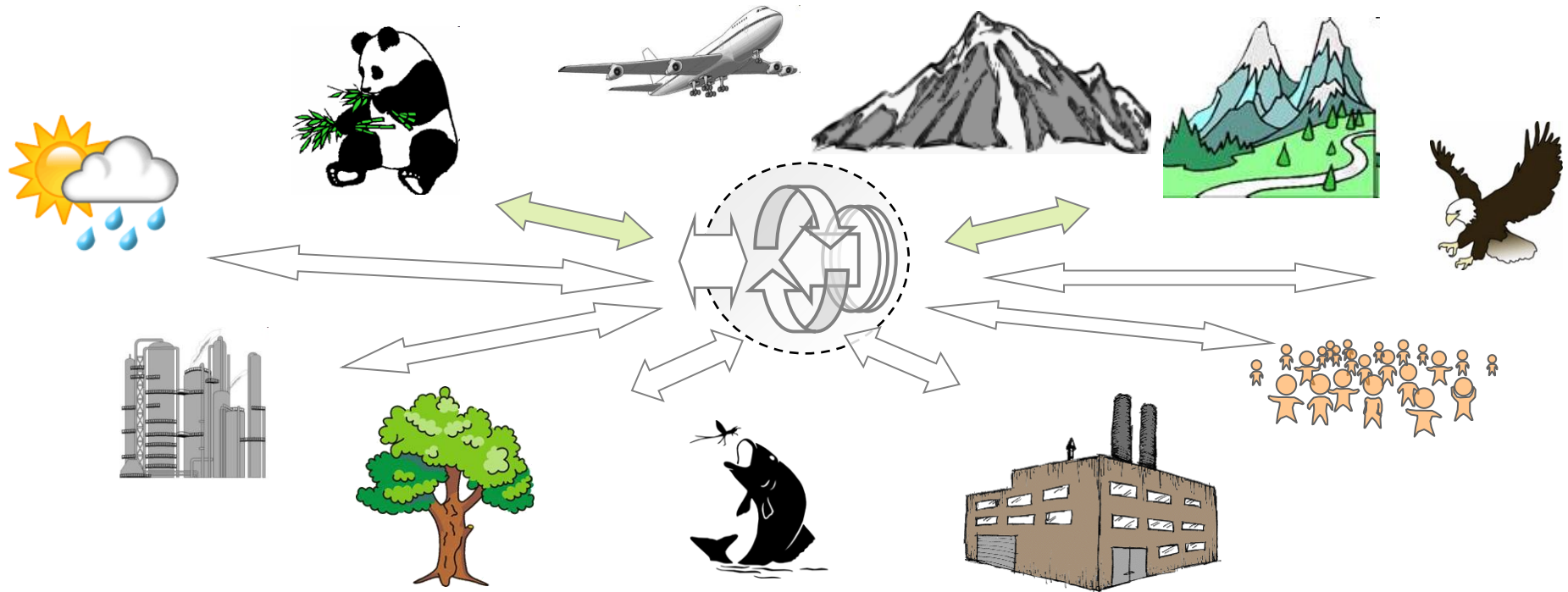
Information and media infrastructures



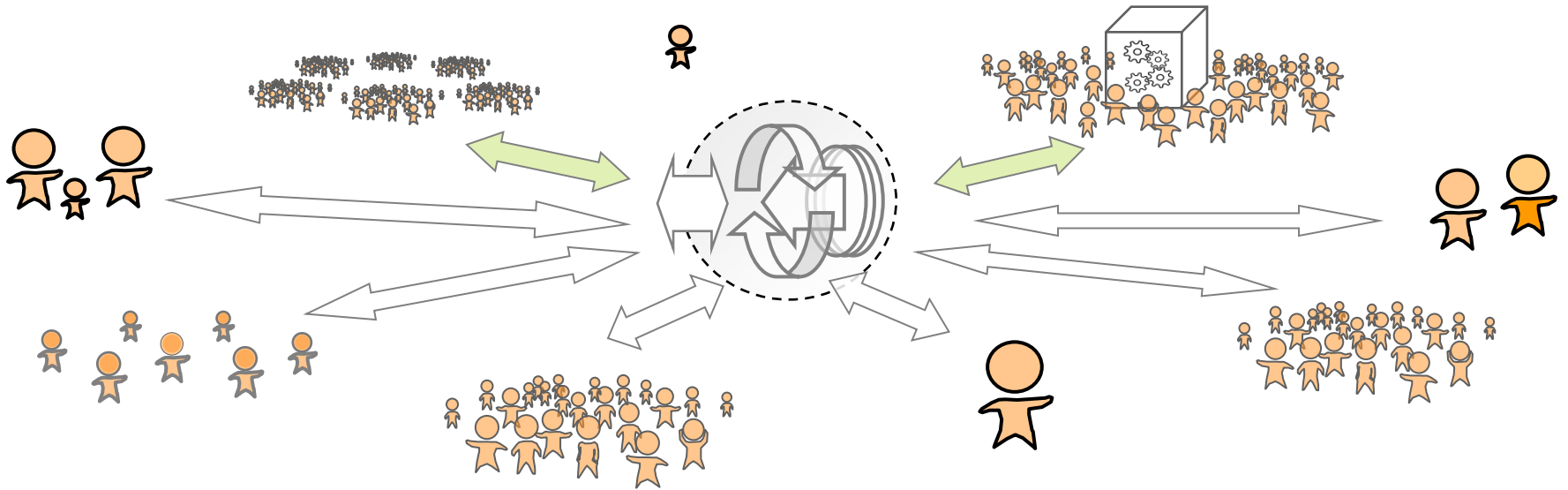
Architecture and spatial/geographic context



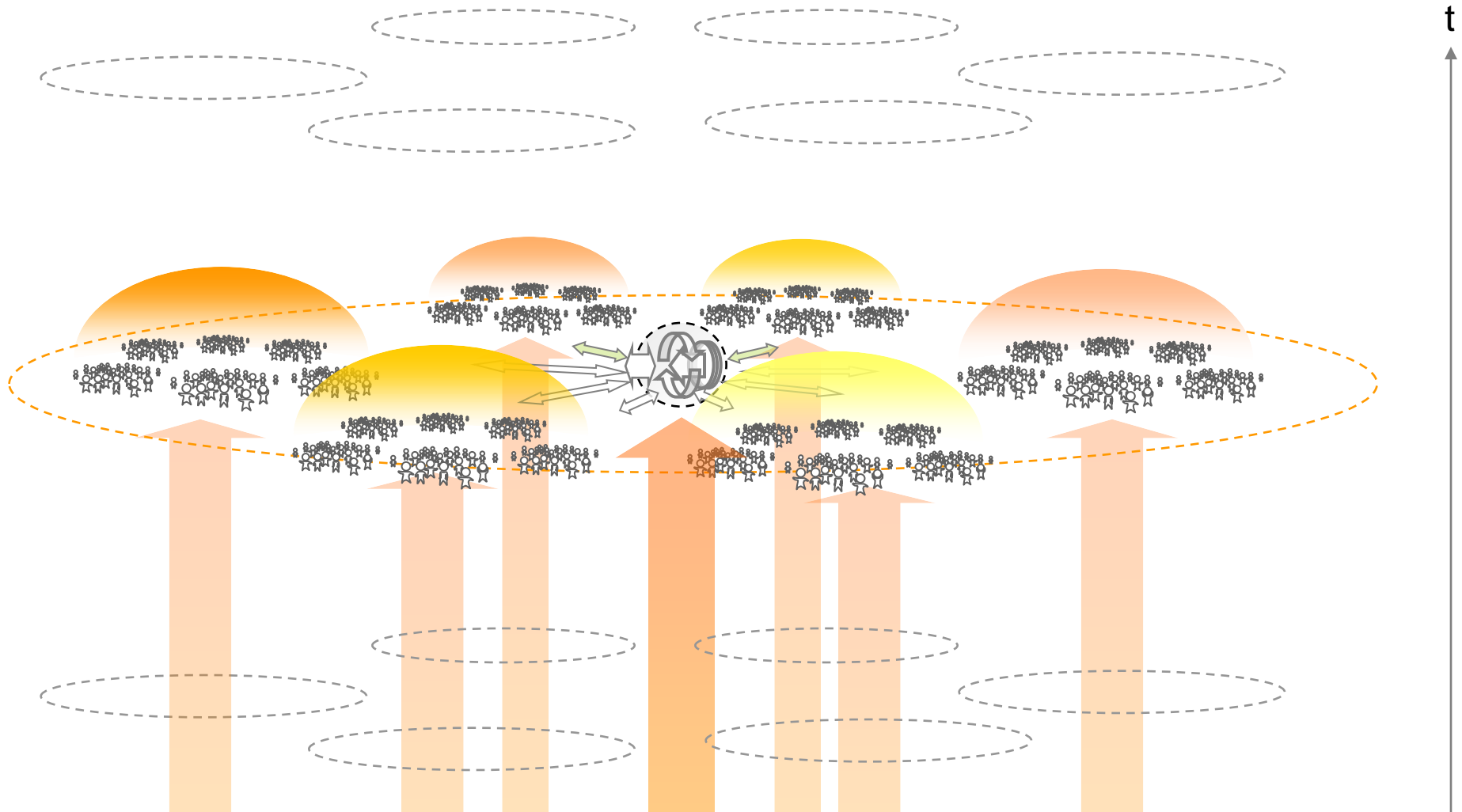
Biological and ecological environment



Social spaces and areas of interaction



Cultural and historical context



Hutchins: Cognition in the wild



Pilote dans le cockpit d'un A320

Photo : Guillaume GRANDIN

Réf : 22774

Pilot in an A320 cockpit

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3) Situated Cognition

Learning LSP: central principles

1. Object of learning: **Interaction**
2. Learning by taking the role of a user/communicator:
Participation
3. Letting the learners generate and design: **Construction**
4. Designing the learning environment and instruments:
Context

3) Situated Cognition

The brain as a part of a network

Consequences:

- Conscious, reflective use of instruments
- Initializing and supporting informal networks
- Social engagement and identity
- Consistent with own values
- Feeling the need to learn
- Learning in safety
- Design of the social situation
- Learners as co-developers

LSP in the wild: a field study

on professional communication and translation

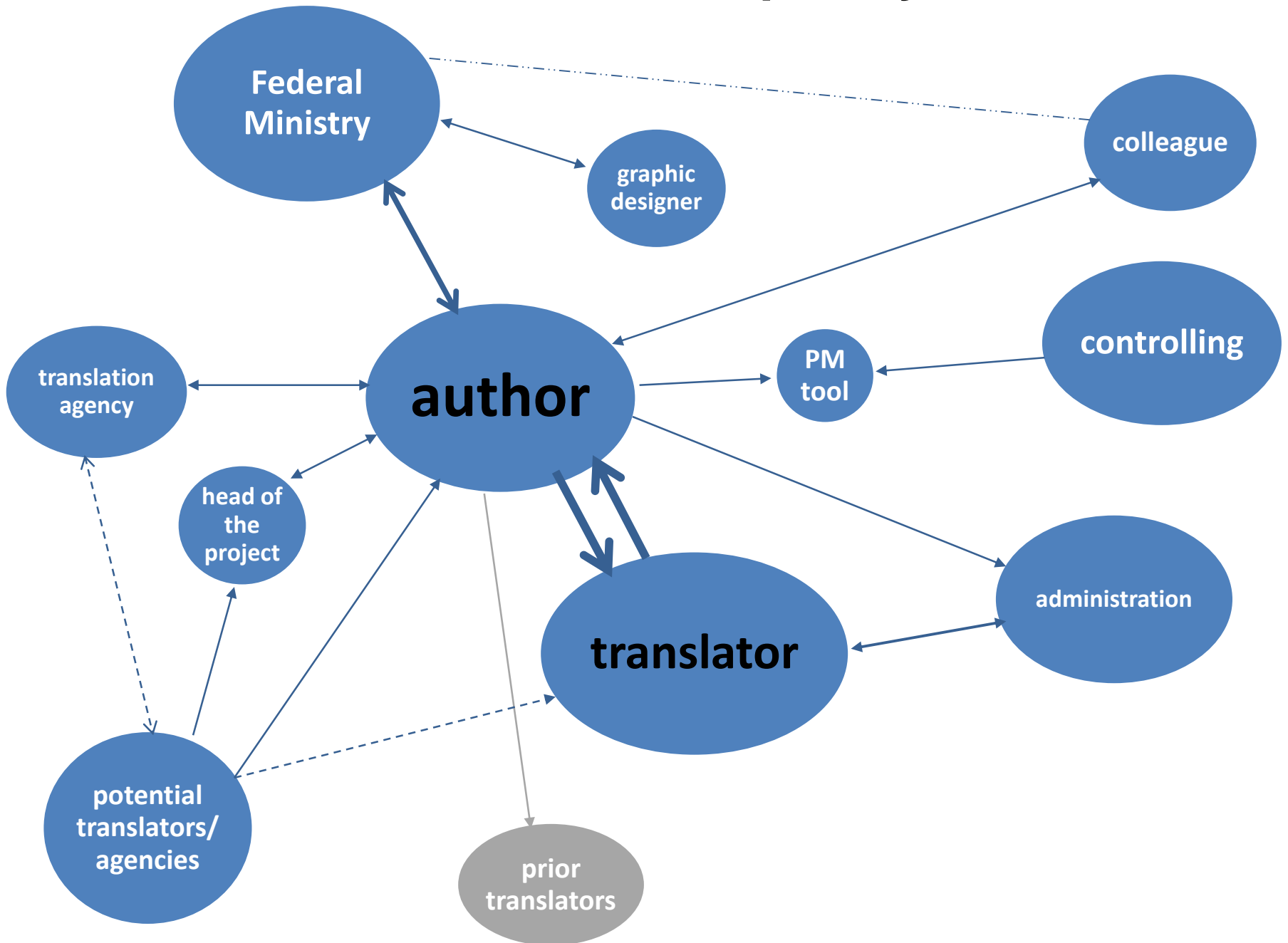
Methods:

- Qualitative interviews
- Participant observation

Results:

1. Network complexity
2. Interaction (reconfiguring the cognitive space)
3. Iterative operation patterns

1. Network complexity



2. Interaction (reconfiguring the cognitive space)



3. Iterative operation patterns

1. Alternating of attention
btw. left screen (resources) and right screen (writing)
2. Routines of text production:
 - [writing, rewriting]
 - [reading, rewriting, adding context]
 - [mumbling, rewriting]
 - [deleting ST passage, changing position,
marking the completed work verbally or paraverbally]

“Again and again we trade
culturally achieved representation
against individual computation.”

(Clark 1997:207)

The socio-cognitive extension



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