A Sociocognitive Perspective on Learning LSP

Hanna Risku
Department of Translation Studies
University of Graz

November 2012
Contents

• 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

cognition (C)

input → 1 → output

<table>
<thead>
<tr>
<th>brains</th>
<th>computers</th>
</tr>
</thead>
</table>


1) Symbol Manipulation

The brain as a computer

- input
- information processor inside
- output
1) Symbol Manipulation
The brain as a computer

3+2+10:6-9 = ?

E = mc²

Man = Human\Woman
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

input

output
2) Connectionism
The brain as a network

Pattern Recognition
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

input

output
3) Situated Cognition
The brain as a part of a network

Mind
Body
Environment
3) Situated Cognition
The brain as part of a network
3) Situated Cognition
The brain as part of a network
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
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

- Federal Ministry
- Graphic designer
- Translation agency
- Potential translators/agencies
- Head of the project
- Author
- Translator
- PM tool
- Controlling
- Administration
- Colleague
- Prior translators
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
The socio-cognitive extension
The socio-cognitive extension
The socio-cognitive extension
The socio-cognitive extension
The socio-cognitive extension
The socio-cognitive extension
A Sociocognitive Perspective on Learning LSP

Hanna Risku
Department of Translation Studies, University of Graz

November 2012