Communication

Communication Styles

Communication: transmission of message from one person to another

Communication style: cultural and social manner which people share information through language.

Style effects multiple aspects of language:

* Accents
* Grammar
* Vocab
* Ideas we express

Three Basic Communication Styles

Assertive

* Ideas, feelings, belief expressed respectfully, not violating rights of others
* Emphasise importance of both needs

Aggressive

* Not respect needs, feelings, wants of others
* Body language fist clenching, crossed arms, scows

Passive

* Silent, lack respect for own ideas, place more value on others needs,feelings,wants
* Not express/defend own

Impact of Social Background

Bernstein (lang + social class)

* Diff performance between WC and MC children in language based subjects
* social class use different codes: restricted by WC and elaborated by MC
* Accounted for poor performance
* Children from WC families reduced access to EC which = language deficit
* Limit ability to benefit from education

Restricted code

* Short simple sentences, lots of information non verbal
* Much meaning makes sense w/ context
* Few descriptive words
* Command used for compliance
* here/now stressed
* Abstract idea rarely expressed

Elaborated

* Complex, precise sentences
* Clear meaning from sentence alone
* Descriptive words
* Explanation to gain compliance
* past/future referred to
* Abstract ideas, future possibilities expressed

Labov

* Research into Black English Vernacular (BEV) or African American Vernacular English (AAVE)
* AAVE just complex and rule governed as standard English, should be considered different not deficit, both convey meaning

AAEV VS Restricted code

* Both associated w/ WC
* Berstein: use RC=language deficit
* Could not benefit from standard education, inferior to MC who use both

* Labov opposed, people who use AAVE = different not deficit, similar rules of double negatives to many European languages

Malcolm

* Prejudice against styles that exist
* Looked at Aboriginal English
* Focus on difference between rules of communicating, considered Australian aboriginal expected to submit to education recognised standard english, teachers little appreciation in other styles

Gender Differences

Tannen

* Looked at differences in conversation styles that lead to breakdown of communication in men and women
* Genderlect: gender dialect
	+ masculine and feminine styles of communication two distinct culture dialects rather than inferior and superior

* **Women (rapport talk):** seek to establish connection w/ others, avoid conflict
* **Men (report talk):** seek to command attention, convey information and win arguments in order to preserve status within hierarchy

Men (report)

* More air time, exchange information w/ little emotional connection
* Public w/ talk
* Language to negotiation status, avoid failure
* Talk in turn
* Gaining and holding attention
* Imparting information
* Gain and hold social status

Women (rapport)

* Establish, maintain emotional connections
* Focus on personal, small talk chats (personal experience)
* Used to talk to build relationships, maintain intimacy
* Talk over, simultaneous talk
* Develop understanding
* Establishing relationships
* Negotiating differences



Other research for gender differences:

Listening

* Women: nods, eye contact, react w/ small response to show listening
* Interruption show agreement and solidarity
* Men: agreeing=vulnerable, women think they arent listening due to lack of agreement

Conflict

* Men: comfy w/ confrontation, chance to win argument
* Women: avoid, threatens connection

Requests

* Women: indirect, soft
* Men: direct

Criticisms

* Both gender=high value on comfort communication
* Difference in gender styles of power/status in society

Theories of Language Development

Learning Theory

Language acquisition learnt through principles of learning e.g. classical and operant conditioning, observational learning

Skinner: children learn through parents reward/punishment

Bandura: by observation and imitation

Criticisms

* Not possible for parent to reinforce/punish all possible utterance
* Studies of parents-child interaction show parent reward grammatically incorrect utterance that are truthful
* Language children hear contain too few examples for them to learn correct rules

Nativist Theory

Chomsky

* Language product unlearned, biological based, internal mental structure
* Rules which underlie language too complex to be acquired in few years, some aspects innate
* biologically programmed/predisposed to gain knowledge
* Children equipped w/ set of innate hypotheses which guide attempt to learn rules of language
	+ Reduce complexity of learning language

**Language acquisition device (LAD)**

* Theoretical black box hard wired for language
* native input around child, generate sentences same language  output
	+ Universal rules distinguish grammatical from ungrammatical sentences (all languages) predisposed learn universal grammar + language
	+ Two types grammatical rules:
	+ **Surface structure:** vary between languages (determined by parameter setting for native language:)
	+ **Deep structure:** apply to all spoken languages
	+ determining SS rules or parameter ones native **language parameter setting**

Criticism

* Linguistic fail to specify nature of universal grammar
* Grammar not learned as rapid as expected if innate knowledge assumed
* Little neurological evidence to support existence of LAD
* Lack of attention to social factors

How would an English-speaking child will put the object of a sentence last (He drove a car) and a Japanese speaking child will put the object before the verb (He a car drove)?

Universal grammar: all human languages have same grammatical building blocks (nouns, verbs, subjects, objects) set of linguistic parameters for every language

* No language unlearnable, believe we had LAD
* All born with ability, however learn to generate sentence with environment
* Both have universal principles but environment grew up in designed what order they’re delivered

Interactionist Theory

* environment and biological factors
* Importance of social support from parents and social contexts

Bruner

**Language Acquisition Support System (LASS)**

* Parent provide child with LASS
* strategies parents use to provide feedback to facilitate language learning

1. Scaffolding
* Deliberate use of language at level beyond what child can comprehend
* Operate one step ahead, encourages to reach step before moving to next
* Lead to child to acquire complex on own
* Framework to support language
* E.g. child say uh, point to ball, educator say buh until child say buh then say ball.
* E.g. expansion and recast: when adult take child utterance and expands on its complexity. Child might say ‘eated’, parent expand saying yes, he ‘ate’ his dinner.
* Recast: correcting grammatical form of utterance

1. Infant-directed speech
* Parent speak in higher pitch, stress important words, talk slow (get attention, increase understanding)

1. Reference
* Use of language or non-linguistic means to manage and direct attention
* Take as cues, direct attention
* E.g. book reading: point then ask to name object (turn head, pointing, words like here and this)

1. Joint attention
* Sustained eye contact between parent/child, or parent and child and object, encourage language development
* Eye contact gained then place on object between so both paying attention
* Then name object

Criticisms

* Devilliers and De villiers suggest parent rarely offer child direct feedback on appropriate grammar
* Linguistic and social practises vary across cultures, some use none of practises and still learn at rate of western child

Chomsky nativist vs Bruner interactionist

* Chomsky: language innate/biologically predetermined and result of nature
* Burner: language developed occurred due to parent interaction and learning, believing nurture that developed language

Persuasive Communication

* Attempt to change beliefs, feelings, behaviours of another

Petty & Cacioppo

**Elaboration-likelihood model of persuasion**

Both important in persuasion

Central route:

Thoughtful consideration of content of message by receiver as active participant in process of persuasion

* receiver has motivation and ability to think about message

Peripheral route:

listener decides whether to agree w/ message based on cues other than content of message (shortcut)

* More passive than central processing
* Not motivated with ability to think about content

Elements to Persuasive Communication

Source of the message

Likely accept word of expertise in area, without accessing validity of claim

* **Expertise:** accept word with expertise in area even without assessing validity, someone knowledgeable in their area
* **Fast talker:** general gist understood, listener assume fast speaker more intelligent/knowledgeable, suggest due to receiver unable to evaluate content properly
* **Trustworthy:** confident that expert of high trustworthiness, may forgo task of scrutinising message and instead accept conclusion as valid. If unsure, feel need to scrutinise arguments, ascertain if communication is valid.
* Lawyer, doctor etc likely to be truthful

Nature of communication

Understand message and respond favourably, likely persuaded

* what is the content and delivery method (what is said and how it is said)
* Comprehension on printed ads higher than information on TV

**Keep it simple:** understand info present

**Emotional response (positive)**: good mood, want to listen

**Emotional response (Negative):** fear, sufficient enough to make them anxious, not too provoking to make them miss the message or avoid

Characteristics of the audience

**High VS low need cognition -** Cacioppo and petty

High needs: persuaded by strong argument ( weigh pros/cons), unmotivated by weak

Low needs: pay  attention to **peripheral cues (expertise of person delivering msg)**

**Gender**

Female tentative source to persuade male receiver

Male source equally persuasive to both

**Age**

oung, speech with colloquial language not patronising and above them

**Pre-existing strong opinions:** less likely persuaded

Culture

Min sun kim

diff cultures use diff techniques to persuade, based on study between individualist and collectivist cultures with students from mainland USA, Hawaii, Korea etc

* Collectivist: participants valued interdependence (collectivist) would likely use hint strategies to persuade  (Hawaii)
* Individualist: respond to direct statements (USA)