

Mind-Reading vs. Simulation in Epistemically Heterogeneous Social Networks

Gerhard Schaden

► **To cite this version:**

Gerhard Schaden. Mind-Reading vs. Simulation in Epistemically Heterogeneous Social Networks. Linking Social Effects in Language Processing to Social Effects in Language Evolution, Sep 2016, Nimègue, Netherlands. 2016. hal-01369378

HAL Id: hal-01369378

<https://hal.univ-lille3.fr/hal-01369378>

Submitted on 20 Sep 2016

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

MIND-READING VS. SIMULATION IN EPISTEMICALLY HETEROGENEOUS SOCIAL NETWORKS

Background: The Nature of Pragmatic Inference

- Pragmatics concerns context-dependent inferences (generally assumed to be linked to rational use of language by situated agents)
- How is this done (beyond and independent of particular algorithms, e.g., Gricean conversational maxims, relevance theory or argumentation theory)?

Mind-Reading

(see, e.g., Sperber and Wilson, 2002)
– Figure out epistemic state of interlocutors
– Determine inferences based on inferred epistemic state of addressee

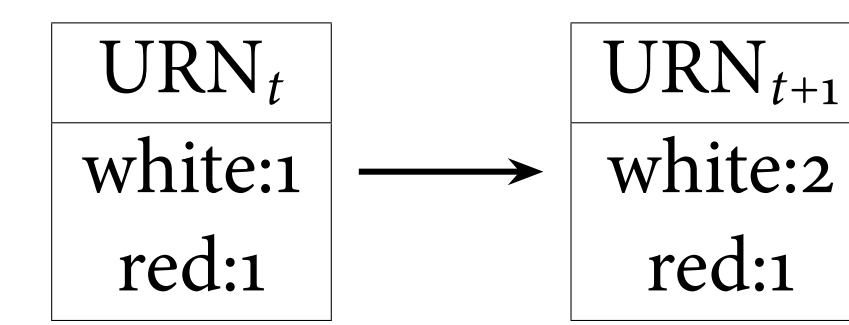
Simulation Theory

(see, e.g., Carruthers and Smith, 1996, p. 3)
– Assume that interlocutor has same epistemic state as yourself
– Simulate likely inferences

- Difference might matter when agents' epistemic contexts are not identical, that is, when they do not know and believe the same things (in real life: always)
- Not clear to which degree Mind-Reading is assumed to be psychologically real
- Mind-Reading is slow and error-prone (especially when agents share little common ground)

Reinforcement Learning with Polya Urns

- Polya-Urns provide a mathematical model of reinforcement learning.
- Randomly draw a ball from the urn.
- If the ball corresponds to the correct answer, a further ball will be added to the urn.



The probability of drawing "white" rises from 0.5 to 0.6

Learning Internally Differentiated Lexical Items

- I assume internally differentiated lexical representations like Pustejovsky's *qualia-structure*.

Lexical Usage Profile of an Agent

is represented as array of pondered submeanings with respect to these 2 words:

	W1Q1	W1Q2	W1Q3	W1Q4	W2Q1	W2Q2	W2Q3	W2Q4
Ag 1	1000	1000	1000	1000	1000	1000	1000	1000
Ag 2	2000	2000	2000	1	1	1	1	2000

- Scenario:
 - Two words are absolute synonyms (see Skyrms, 2010): any draw = success
 - Each submeaning is an independent Polya urn (balls correspond to Word₁ & Word₂)
 - Speaker draws a word, and signals to hearer
 - Speaker & Hearer update weights for the chosen word

Mutation

- At some point in simulation: change in the surrounding world → agents adapt lexical representations
- In a submeaning, two types are distinguished (Type₁ keeps weight; Type₂ initialized at 1)
- Instead of four submeanings, agents discriminate five different submeanings
- Epistemic state of mutants is superset of epistemic state of non-mutants

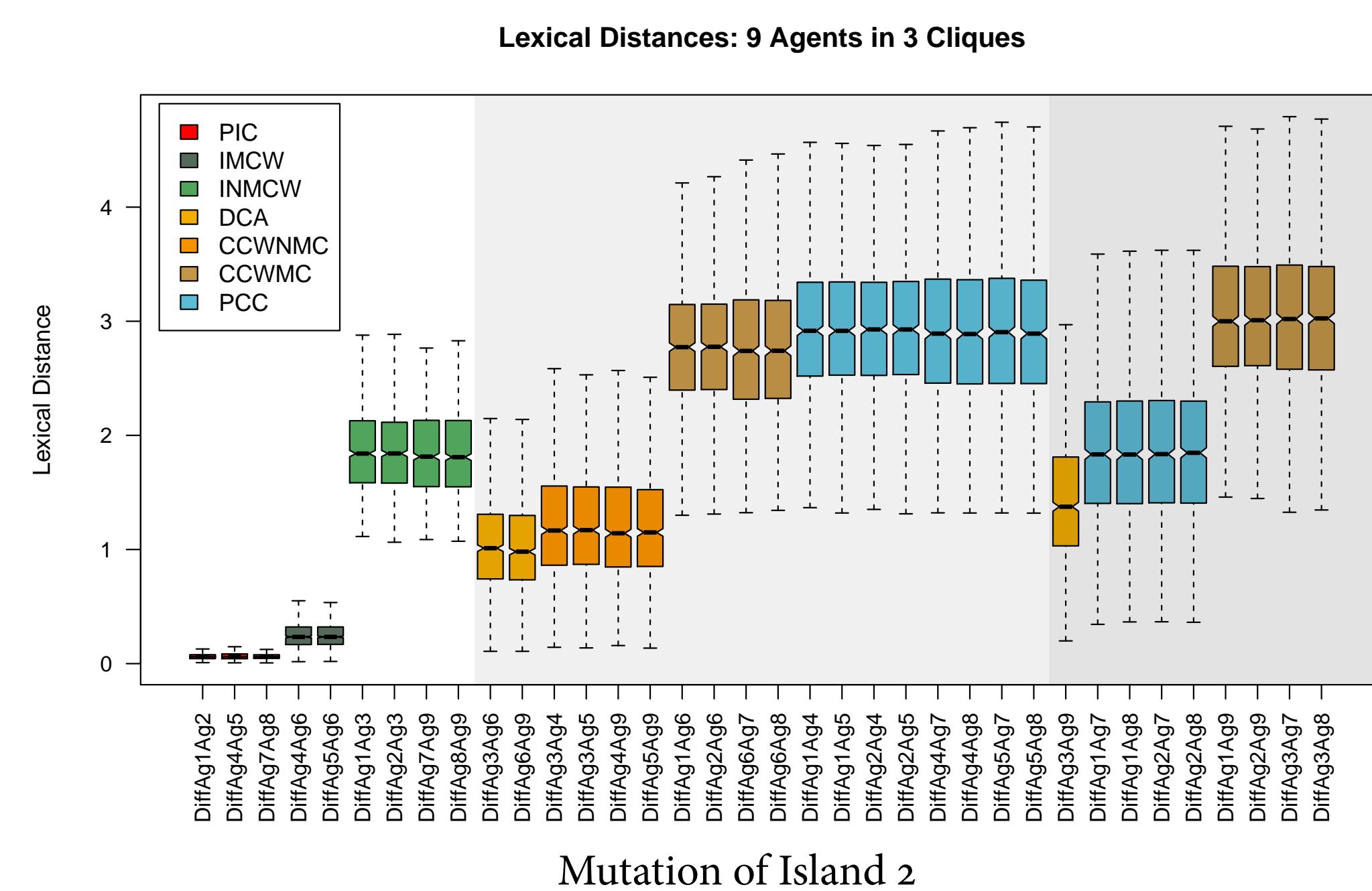
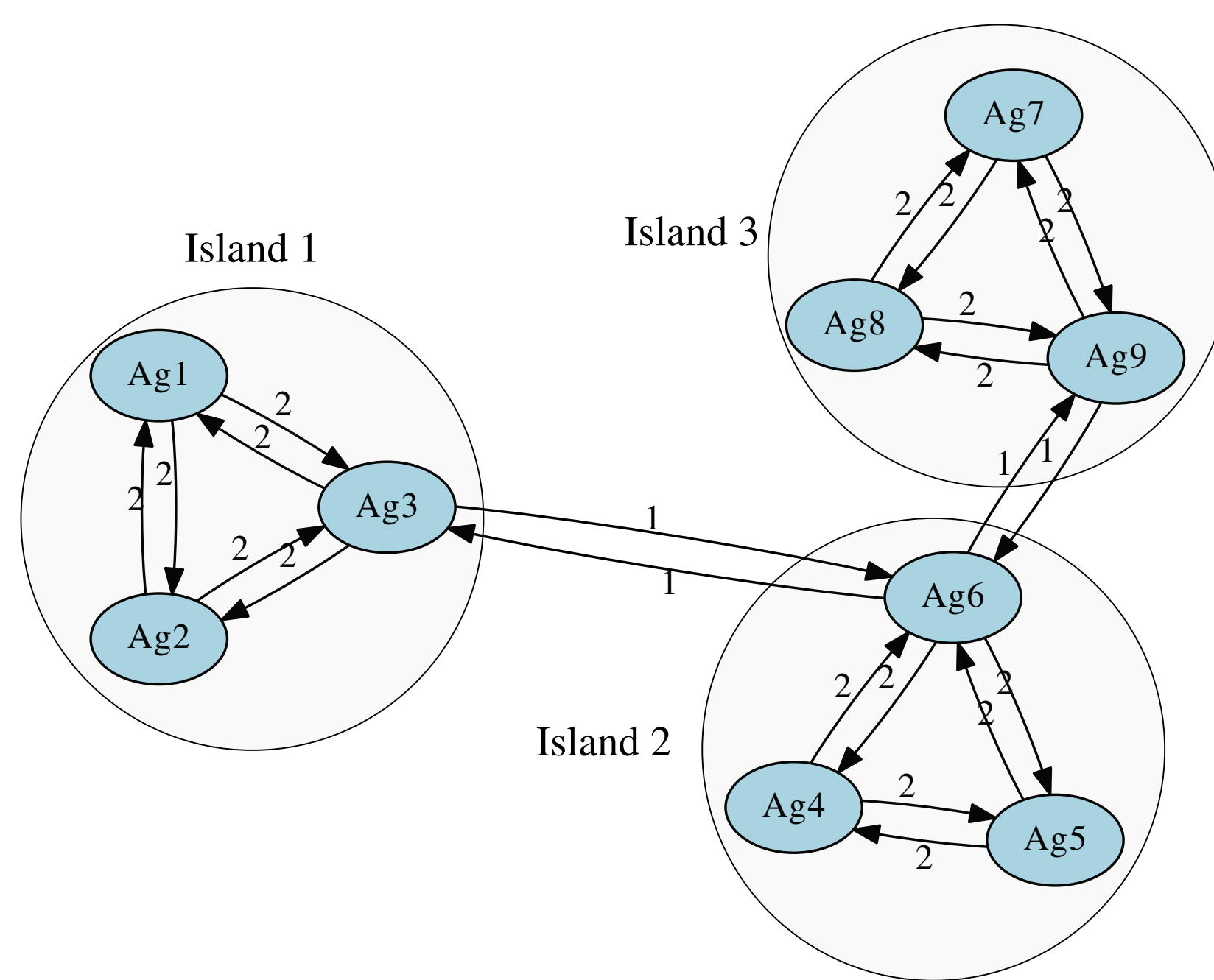
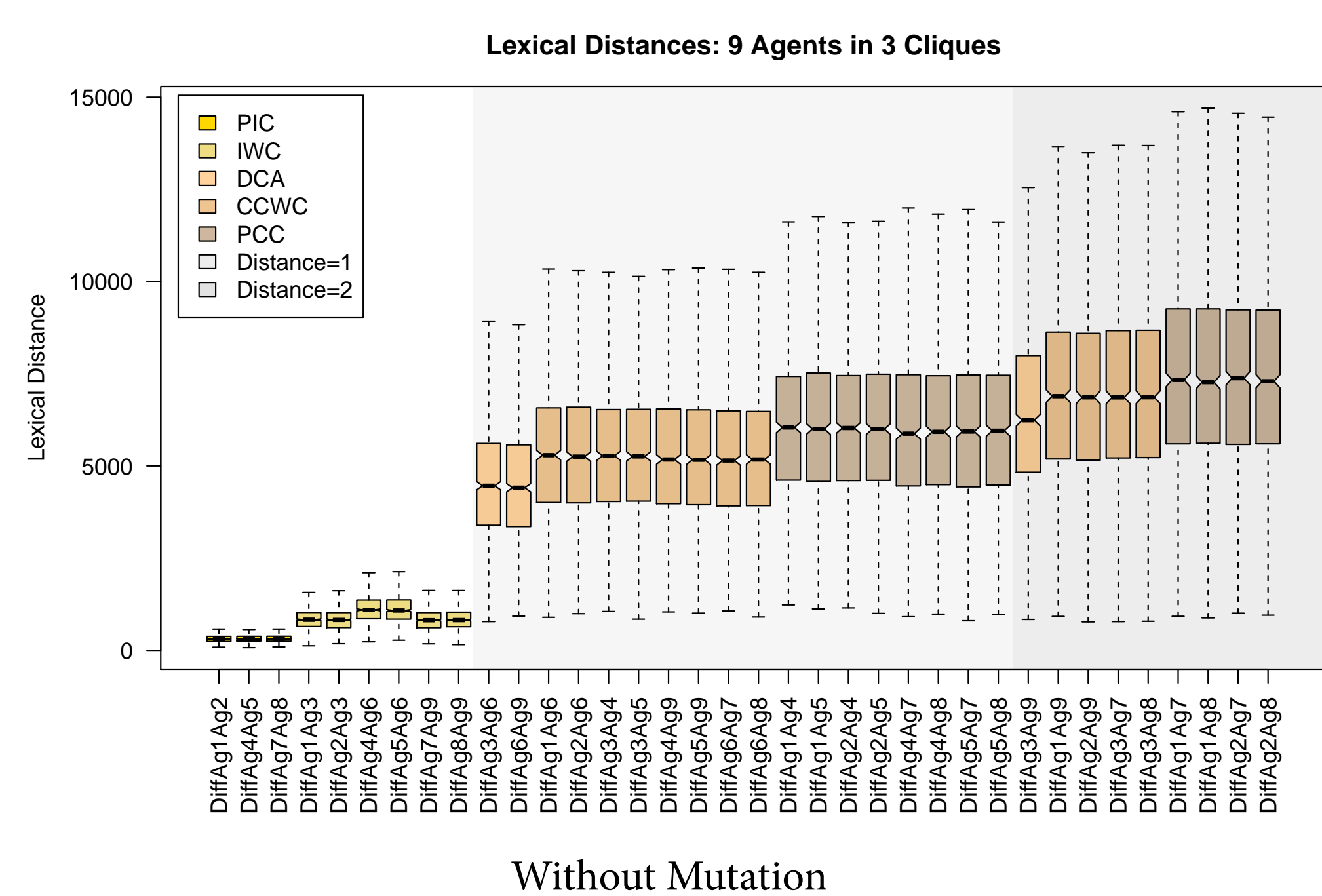
Epistemically Heterogeneous Social Networks

- Humans are an unusually social and cooperative species (for primates). As a consequence, all language learning (and most of language use) takes place in social networks.

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community [...] (Chomsky 1965, p. 3)

- This position necessarily ignores everything related to variation
- Variation is a key ingredient in language change
- Two kinds of heterogeneity will be investigated:
 - contact in social networks; and
 - partly differing epistemic contexts.

General Pattern: Absence of Mutation vs. Mutation (Regardless of Inference Method)



Pragmatics in Production

Mind-Reading Inferences

Agents discard for production parts of their own epistemic state the interlocutor lacks

Simulation Inferences

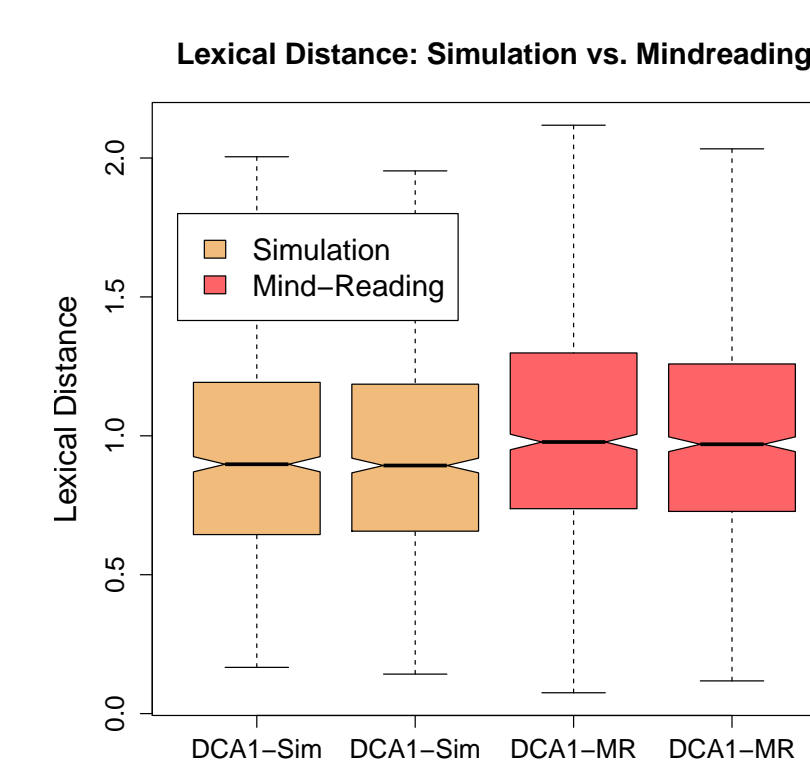
Agents always take into account their full epistemic state for production

Significant differences (p-values from Kruskal-Wallis test for network of 3 × 10 agents):

DCA1	CCWNMC1	CCWMC1	PCC1	DCA2	PCC2
1.54385e-09	1.689598e-49	0.008774732	8.998603e-12	0	4.782354e-09

Mind-Reading Increases Lexical Distance

- With Mind-Reading inference, the lexical distance between agents of different islands is bigger than with Simulation inference
- Because Mind-Readers discard non-shared epistemic states, they leave a smaller footprint of their epistemic differences
- All things being equal, the less agents take into account other's epistemic states, the more similar they become



Acknowledgments & Sample References

All simulations have been performed with **sicl** Common Lisp, using the **graph**-library by Eric Schulte (<https://github.com/eschulte/graph>). Networks have been drawn with **graphviz** (Gansner and North, 2000). Data analysis has been performed with **GNU R**.
 [1] Carruthers, P. and P. K. Smith, eds. (1996). *Theories of Theories of Mind*. Cambridge: Cambridge University Press. [2] Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press. [3] Gansner, E. R. and S. C. North (2000). "An Open Graph Visualization System and its Applications to Software Engineering". In: *Software — Practice and Experience* 30.11: pp. 1203–1233. [4] Mühlenbernd, R. and M. Franke (2012). "Signaling Conventions: Who Learns What Where and When in a Social Network". In: *The Evolution of Language: Proceedings of EvoLang9*. Ed. by T. C. Scott-Phillips et al. Singapore: World Scientific: pp. 242–249. [5] Paul, H. (1995). *Prinzipien der Sprachgeschichte*. 9th ed. Tübingen: Niemeyer. [6] Pustejovsky, J. (1995). *The Generative Lexicon*. Cambridge: MIT Press. [7] Schaden, G. (2014). "Markedness, Frequency and Lexical Change in Unstable Environments". In: *Proceedings of the Formal & Experimental Pragmatics Workshop*. Ed. by J. Degen, M. Franke, and N. Goodman. ESSLLI. Tübingen: pp. 43–50. [8] Skyrms, B. (2010). *Signals. Evolution, Learning, & Information*. Oxford: Oxford University Press. [9] Sperber, D. and D. Wilson (2002). "Pragmatics, Modularity and Mind-Reading". In: *Mind & Language* 17.1–2: pp. 3–23.