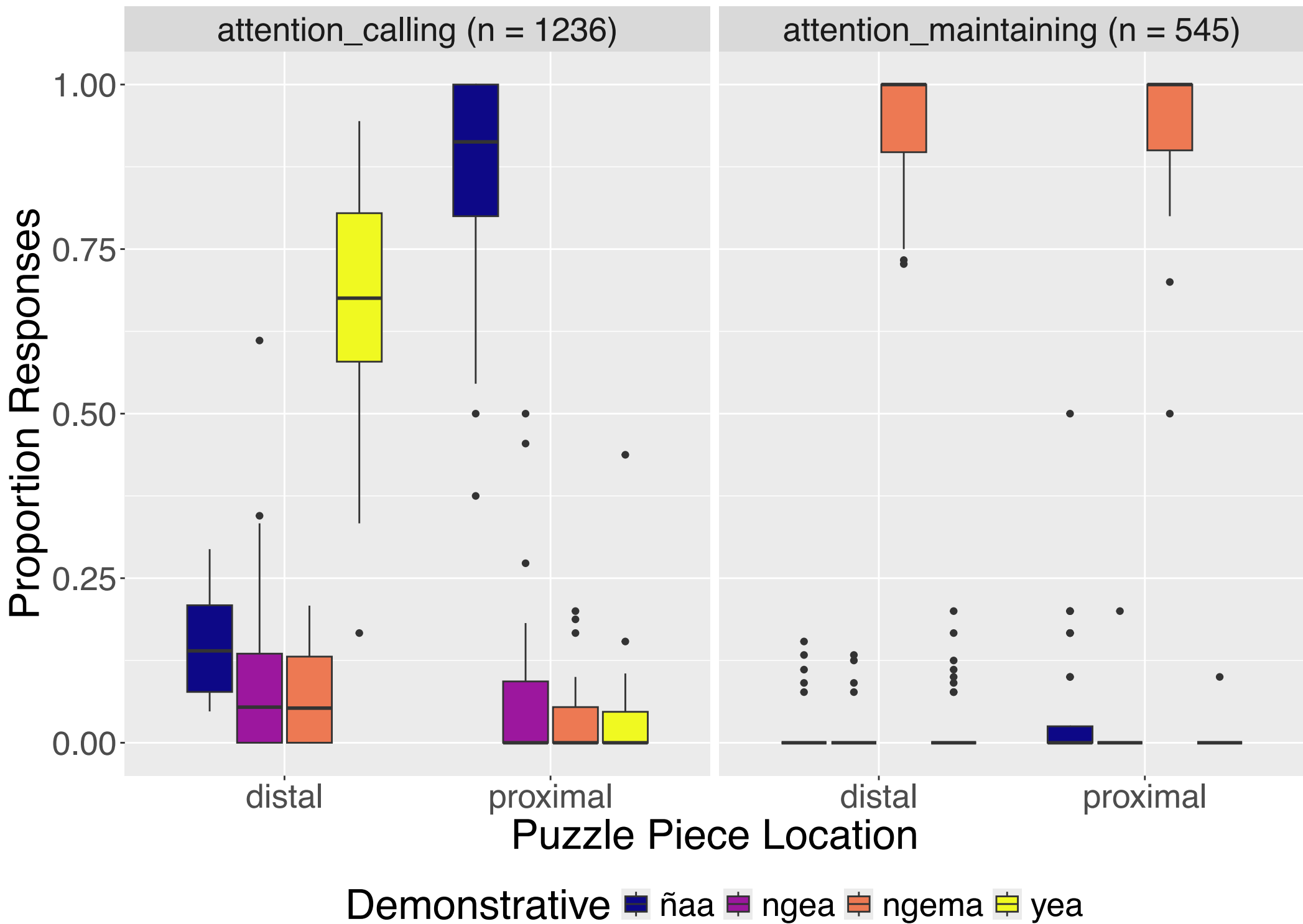
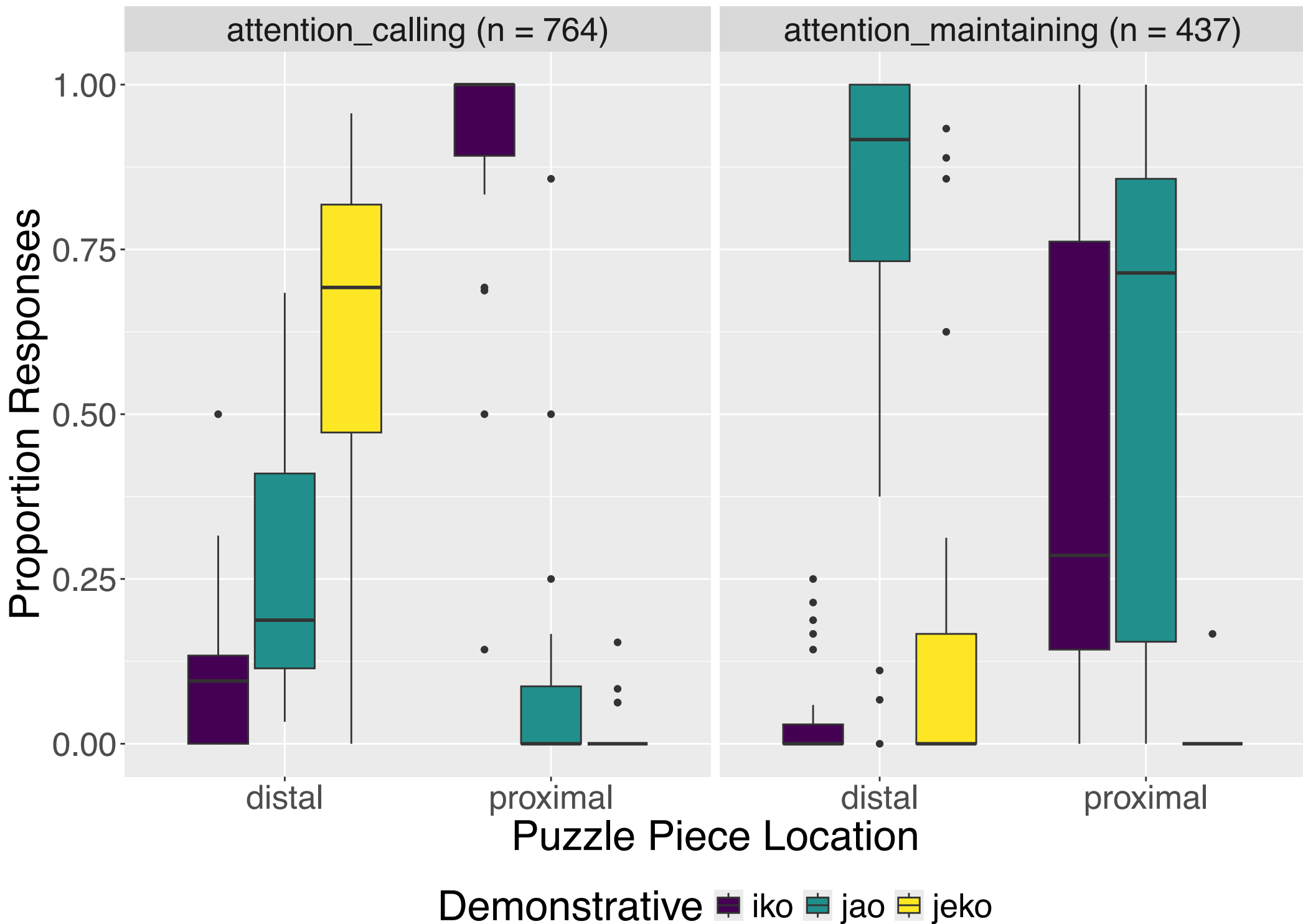


Ticuna participants (n = 36)



Secoya participants (n = 23)



Joint attention matters more than space to demonstrative use in Ticuna and Secoya

References

1. Diessel, H. (2006). Demonstratives, joint attention, and the emergence of grammar. *Cognitive Linguistics*, 17(4). <https://doi.org/10.1515/COG.2006.015>
2. Rubio-Fernandez, P. (2022). Demonstrative systems: From linguistic typology to social cognition. *Cognitive Psychology*, 139, 101519. <https://doi.org/10.1016/j.cogpsych.2022.101519>
3. Woensdregt, M., Jara-Ettinger, J., & Rubio-Fernandez, P. (2022). Language universals rely on social cognition: Computational models of the use of this and that to redirect the receiver's attention. *Proceedings of the Annual Meeting of the Cognitive Science Society*, 44, 1382–1388.
4. Küntay, A. C., & Özyürek, A. (2006). Learning to use demonstratives in conversation: What do language specific strategies in Turkish reveal? *Journal of Child Language*, 33(2), 303–320. <https://doi.org/10.1017/S0305000906007380>
5. Shin, N., Hinojosa-Cantú, L., Shaffer, B., & Morford, J. P. (2020). Demonstratives as indicators of interactional focus: Spatial and social dimensions of Spanish *esta* and *esa*. *Cognitive Linguistics*, 31(3), 485–514. <https://doi.org/10.1515/cog-2018-0068>
6. Skilton, A. & Peeters, D. (2021). Cross-linguistic differences in demonstrative systems: Comparing spatial and non-spatial influences on demonstrative use in Ticuna and Dutch. *Journal of Pragmatics*, 180, 248–265. <https://doi.org/10.1016/j.pragma.2021.05.001>
7. Skilton, A. (2019). *Spatial and non-spatial deixis in Cushillococha Ticuna* [PhD]. University of California, Berkeley.
8. Skilton, A. (2021). Demonstratives and visibility: Data from Ticuna and implications for theories of deixis. *Language*, 97(4), 793–824. <https://doi.org/10.1353/lan.2021.0065>
9. Skilton, A. (2023). Learning speaker- and addressee-centered demonstratives in Ticuna. *Journal of Child Language*, 50(3), 632–661. <https://doi.org/10.1017/S0305000922000101>
10. Vallejos, R. (2021). Nominal classification without grammatical agreement: Evidence from Secoya. *International Journal of American Linguistics*, 87(3), 423–455. <https://doi.org/10.1086/714248>
11. Vallejos-Yopán, R. (2025). Demonstrative choice in Secoya and implications for Tukanoan linguistics. In press in *International Journal of American Linguistics*. 91(3), 393–428.
12. Birdsong, D., Gertken, L.M., & Amengual, M. 2012. Bilingual Language Profile: An easy-to-use instrument to assess bilingualism. Austin, TX: COERLL, University of Texas at Austin. <https://sites.la.utexas.edu/bilingual>.



Joint attention matters more than space for demonstrative use in Ticuna and Secoya



Amalia Skilton (University of Edinburgh), Rosa Vallejos-Yopán, Marin Alemán Ortiz, Logan Ballou, Nicholas Underwood, Naomi Shin (University of New Mexico)

Introduction

- Demonstratives – e.g., *this/that, este/ese/aquel* – are a central tool for managing attention in face-to-face interaction [1, 2]
- This suggests that **joint attention** – whether the speaker and addressee(s) are attending to the same referent – will condition which demonstratives people use
- Some, but not all, languages show joint attention effects [1-5]
- Therefore we:
 - Hypothesize that joint-attention effects are more prominent in languages with more demonstrative terms.
 - Test this hypothesis in two Amazonian languages:
 - Secoya: 3 demonstrative terms [10, 11]
 - Ticuna: 4 demonstrative terms [6-9]
- We focus on exophoric demonstratives (pick out referent in surroundings), not anaphoric (pick out referent from prior discourse).

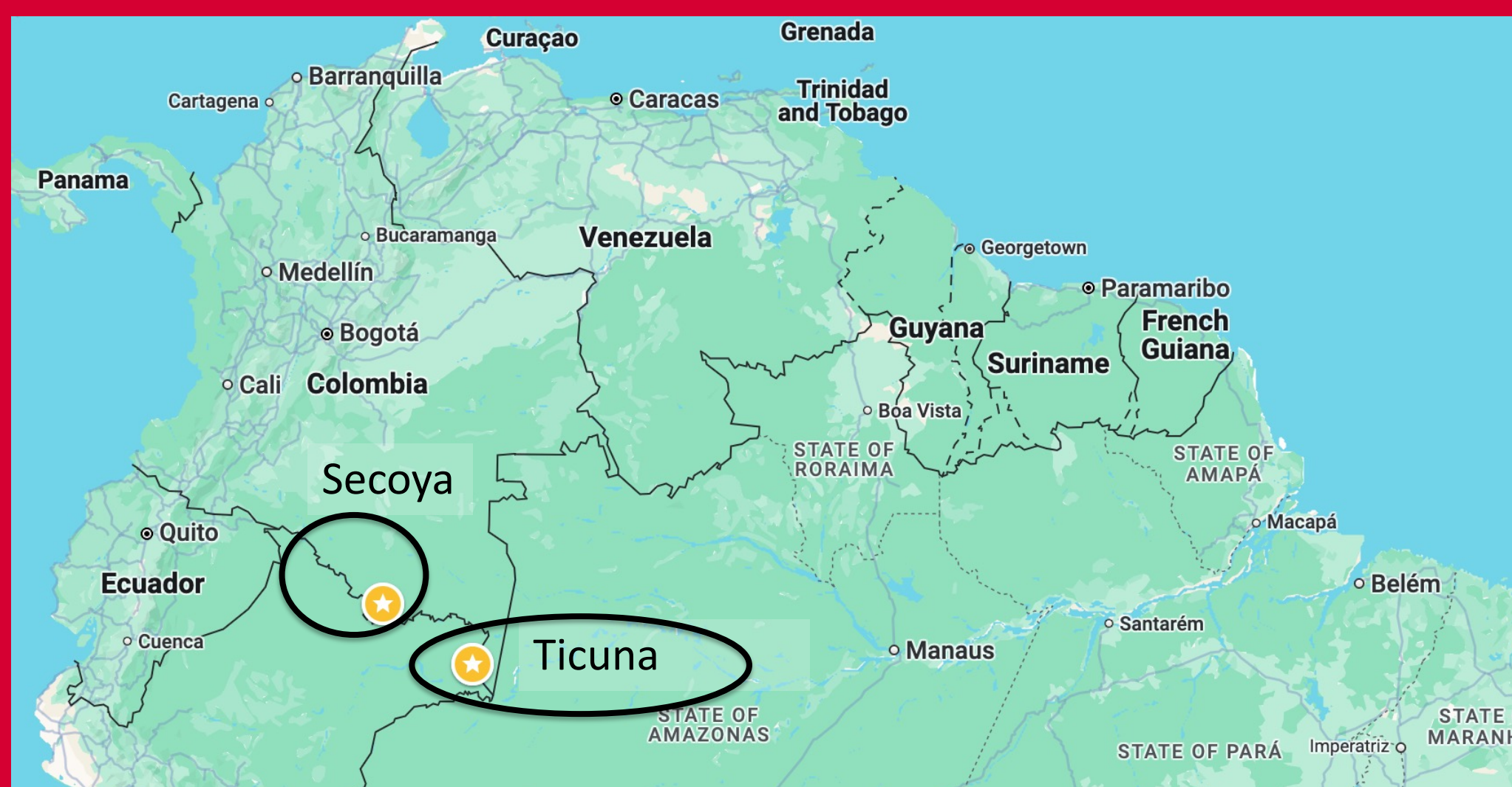


Figure 1: Location of Secoya and Ticuna territory. Stars mark field sites

Ticuna Language Background

- Ticuna (ISO: tca) is an isolate
- Spoken on lower Amazonas/upper Solimões in Peru, Brazil, Colombia
 - 45,000 – 70,000 speakers primarily in Brazil [7]
 - This data collected in Ticuna town of Cushillococha, Peru
 - 90-95% of Cushillococha residents speak Ticuna; other 5-10% are non-Indigenous
 - Most speakers are bilingual in Spanish – almost none in Portuguese

Demonstrative system of Ticuna [6-9] includes:

- Proximal *ña* [IPA na⁴a²]: referent near speaker
- Medial *ngea* [IPA ŋe³a²]: referent between speaker and addressee
- Proximal *yea* [IPA je³a²]: referent far from speaker
- Addressee-centered *ngema* [IPA ŋe³ma²]: near addressee
 - Also used for invisible referents

Secoya Language Background

- Secoya (ISO-639: sey) is a Western Tukanoan language
- Spoken in Ecuadorian and Peruvian Amazonia
 - About 700 speakers in Peru near northern part of Putumayo River
 - This data collected in San Antonio del Estrecho, Peru – town near Secoya villages
 - 100% of population speak Secoya, but Spanish bilingualism emerging

Demonstrative system of Secoya includes:

- Proximal *i-*: referent near the speaker
- Medial *hã*: referent is near the addressee
- Distal *he*: referent is far from both the speaker and the addressee
- Relative location of speaker and addressee influence demonstrative use [10, 11].

Participants

- All participants were bilingual in Ticuna/Secoya and Spanish
- 23 Secoya participants aged 18 to 57
- 36 complete Ticuna participants aged 18 to 81
- Completed Bilingual Language Profile (BLP) orally [12]
- All participants scored as Indigenous language dominant on BLP

Task

- Participant and experimenter assemble jigsaw-style puzzle
 - Sit at opposite ends of 1.5m mat
 - Barrier (black line in Figure 2) 50cm from participant
- Participant has image of complete puzzle
- Experimenter asks participant to identify each puzzle piece on mat, with questions such as “Which one has the dog’s tail?”
 - Experimenter’s questions belong to three trial types – Table 1
- After participant identifies piece, Experimenter places it on image of complete puzzle
- Participants trained to respond to all questions using demonstratives



Figure 2: Secoya participant (left) and experimenter (right) perform task

Trial Type	Example	Count
Finding	Exp: “Which one has the dog’s tail?” Part: “That one”	20
Confirming	Exp: “You mean this one?” Part: “Yes, that one”	13 (8 in Correcting sequences)
Correcting	Exp selects wrong piece, “This one?” Part corrects: “No, that one” Exp searches again Exp <i>Confirms</i>	8
Total		41

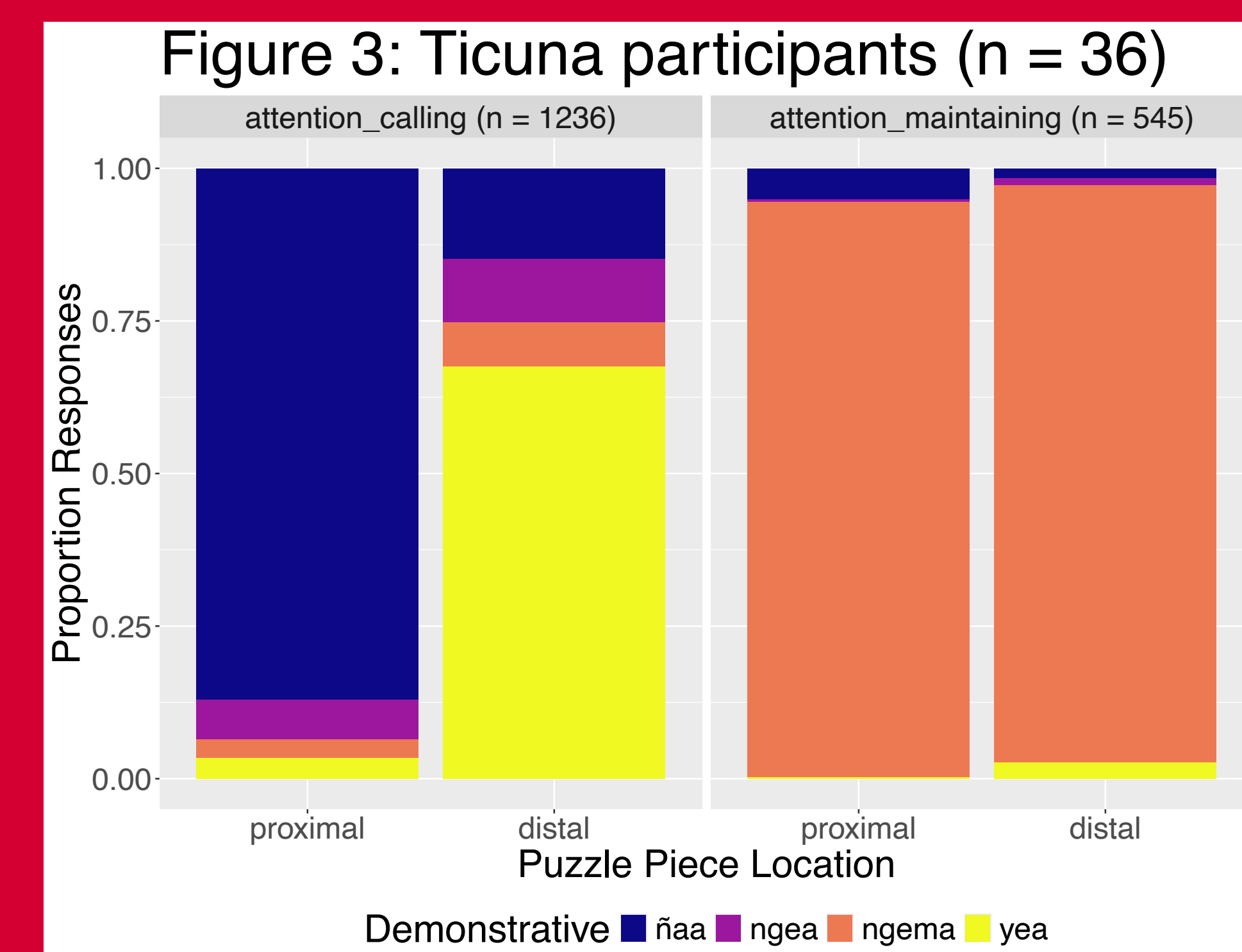
Table 1: Trial types in experimental script

Trial Types

- Finding and Correcting trials both function to *Call Attention*
 - From neutral state for Finding, from other referent for Correcting
- Confirming trials function to *Maintain Attention*
 - On a referent which both speaker & addressee are already attending to

Results

- Analyze only trials with demonstratives (not, e.g., “Yes”)
- Figures 3 and 4 display proportion use of each demonstrative, trial type and puzzle piece location, across all participants
 - See handout for boxplot representing variance
 - “Proximal” = Piece <50cm from speaker, “Distal” = Piece >50cm

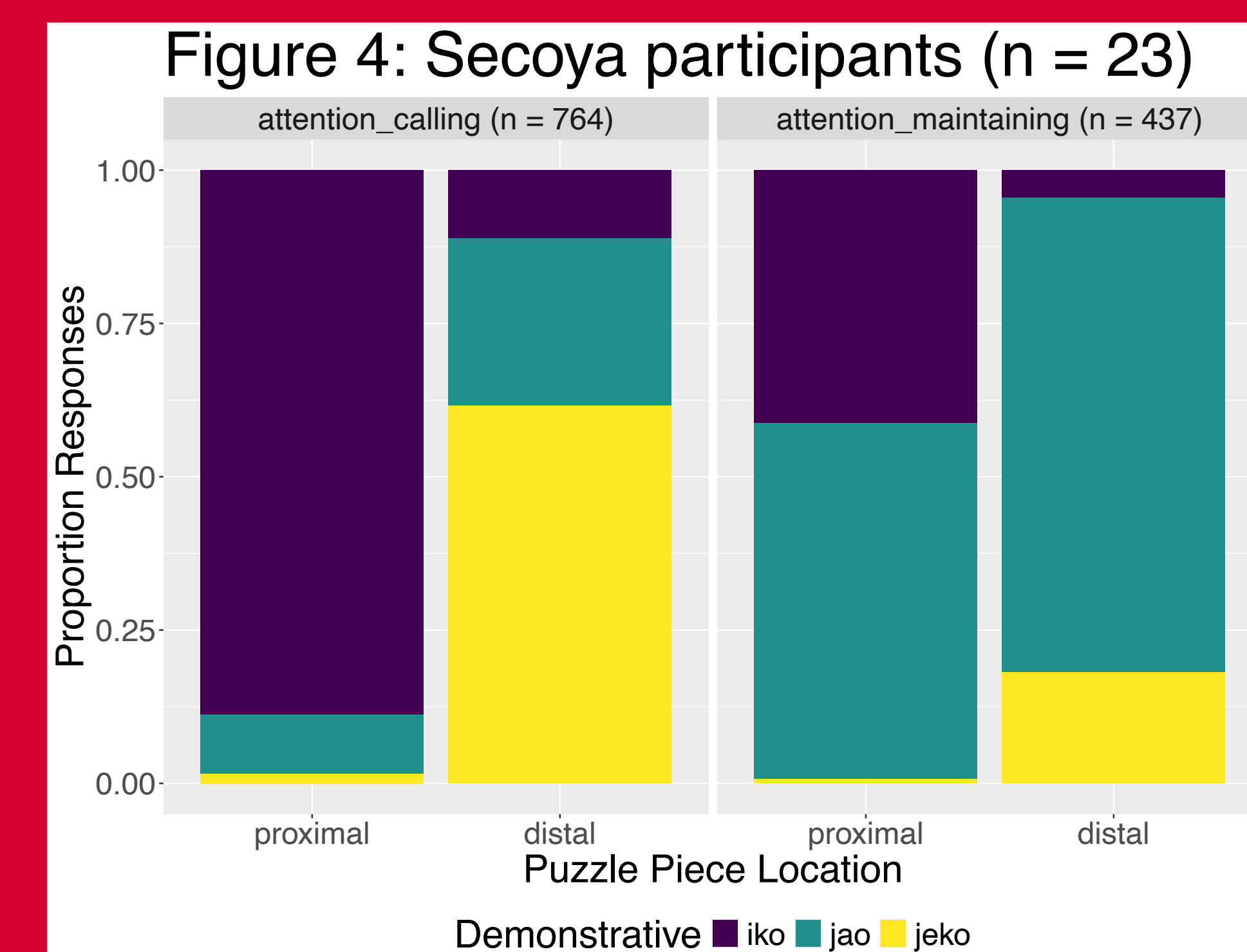


When *Calling Attention*, participants are sensitive to location

- Rely on proximal demonstrative for objects <50cm
- Vary between all demonstratives, but mostly distal, for objects >50cm

When *Maintaining Attention*, location matters much less

- Rely on “near addressee” term for both proximal and distal space
- In Ticuna >90% of responses are Addr-Centered -- even for pieces in reach of speaker



Discussion

- In both Ticuna and Secoya, the effect of **joint attention** outweighed the cross-linguistic tendency to use speaker-proximal demonstratives for referents in arm’s reach (<50cm)
 - Maintaining attention → Use primarily **addressee-proximal**
- Attention mattered for both Ticuna and Secoya speakers
 - But the effect was much stronger in Ticuna than in Secoya
- Following original hypothesis, we interpret this finding as evidence that joint attention effects are **more prominent** in languages with **more demonstratives**

Acknowledgments

- We thank all Ticuna and Secoya participants; Ricardo Chota and Edith Chota for their help running the experiments in Secoya; and Astrid Larson-Sherman and an anonymous Ticuna speaker for transcription.
- This research was supported by NSF BCS-2415153. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of NSF.

