



University of Tehran press

Analysis of the elements of non-standard communication in the translated stories related to the children age group based on cognitive pragmatics



Ramin Yarmohamadi Khameneh\*

Department of linguistics, Central Tehran Branch, Islamic Azad University, Tehran, Iran

Email: yarmohamdi.ramin@yahoo.com

ORCID 0000-0003-2672-0500



Maryam Iraj \*\*✉

Department of linguistics, Central Tehran Branch, Islamic Azad University, Tehran, Iran

Email: miraji180@gmail.com

ORCID 0000-0001-7026-7606



Jinuss Shirvan \*\*\*

Department of linguistics, Central Tehran Branch, Islamic Azad University, Tehran, Iran

Email: jin.shirvan@iauctb.ac.ir

ORCID 0000-0003-2914-7885

ABSTRACT

Stories play an important role in forming behaviors and developing talents of children. However, relatively few linguistic studies have been conducted on the stories related to the children age group. The present study has addressed the newly translated amazing stories of this age group based on cognitive pragmatics. The statistical population of this study included three translated books, which have been fully reviewed to achieve accurate and reliable results. Therefore, for the analysis of these books, sentences were not sampled and the statistical sample is the same as the statistical population. The results of qualitative analysis showed that in the communication process, it is not always possible to expect that the standard five-stage sequence including expression, understanding the speaker's meaning, effect, reaction and response generation is formed, but in most cases, communication is formed in a non-standard format and the child in this non-standard process gets acquainted with different communication elements, especially in the abstract dimension. Cognitive elements such as anger, happiness, resort to force, fear, mischievousness, etc. are conveyed to the child in the form of non-standard communications non-expressively. Therefore, translators, writers and readers of these stories should consider the elements that are conveyed to children non-expressively. The study results showed that many cognitive elements such as fear, anger and happiness are conveyed to children non-expressively.

DOI: 10.22059/JFLR.2022.346719.978

ARTICLE INFO

Article history:

Received: 15 August 2022

Accepted: 20 October 2022

Available online: winter 2022

Keywords:

Children age group, cognitive pragmatics, children's literature, translation of amazing stories, non-expressive interaction.



Yarmohamadi Khameneh, R., Iraj, M., & Shirvan, J. (2023). Analysis of non-standard communication of translated Children's Stories from the Perspective of Cognitive Pragmatics. *Journal of Foreign Language Research*, 12 (4), 458-472.

\* Lecturer at Islamic Azad University, 10 years of teaching experience in the field of foreign languages, his favorite research field is translated texts and linguistics.

\*\* 12th grade assistant professor of Linguistics at Islamic Azad University, research field on linguistics of literature and literary stories

\*\*\* Assistant Professor of Linguistics at Islamic Azad University, her favorite research field is the linguistic study of Iranian dialects

## 1. Introduction

Stories are considered as tools for the development of children's talent, the flourishing of creativity (Mirkermanshahi, 2004) and language skills (Isbell et al., 2004). The child not only enjoys searching for and understanding the meaning in stories (Amiri Khorasani & Sadrizade, 2018), but also uses them to express himself and learn about the world around him (Sawyer & Willis 2011). Every story is full of meaning that the writer intends to convey to his audience. Therefore, it is necessary to know the way to interact with this group of audience so that these meanings are not conveyed to them with incorrect interpretations. The objective of children's literary texts is to establish a relationship with the child. The fact that a work interacts with the child and the child with his objective reaction shows that this work belongs to him, undoubtedly indicates that it has responded to his needs. To summarize, children's literature is something that is present in the child and is intertwined with his being (Khosrow-Nejad, 2006).

One of the most important research fields is related to the process by which children understand complex linguistic information in a story. This field attempts to answer the questions of psychologists, teachers and parents about the teachings conveyed from story books to children. Linguistic studies have shown that the study of stories is important because of having information about moral rules, values and social customs. Hence, various quantitative and qualitative analyzes of the content and structure of different stories have been done. The results showed a lot of diversity and difference in the meaning and in contrast more similarity in the structure of the stories (Stein, 1987). Each of linguistic approaches have inspired a new way of looking at the processes of making meaning and interpreting literary texts. According to Estakol (2008), reading any literary text is a dynamic experience; which

tells each part of speech is retelled by whom and at what level of narrative (author, narrator, and character) and on the other hand, from whose point of view each part of speech is observed; in other words, who is the speaker and the recipient of each part of speech. This shows that the reader of the literary text immerses himself in the text by projecting his mind and sees the issues from the point of view of the narrator or the characters of the text (Shirazi Adl & Sasani, 2013). In this regard and given the importance of linguistic studies, one of the most important perspectives that deal with the interpretation of meaning in the text is cognitive pragmatics.

First, this point of view can be considered as a field that deals with the communication between applied sciences and cognitive sciences. Given that pragmatics deals with meaning in context, cognitive pragmatics therefore focuses on the cognitive aspects of interpreting meaning in context, which is related to language production and comprehension, and has a direct relationship with one of the important questions that pragmatics attempts to answer, What abilities and cognitive processes are needed to reach what is said and should be said to convey what is intended and reach to what is intended based on what is said? (Schmid, 2011). This understanding of cognitive pragmatics is largely consistent with what Bara (2011) said. Accordingly, this field is the study of the mental states of people who are engaged in communication. The occurrence of cognitive scientific processes in the mind of each person makes them unique to a significant extent, on the other hand, pragmatic processes are dependent on the text and its objective is generally to identify cognitive-pragmatic principles and processes to form the basis of the interpretation of meaning in the context (Horn & Ward, 2004).

Children's literary texts have been examined from different perspectives, including epic,

educational and moral literature, the themes and concepts of children's literature such as violence and tolerance, epic, English language and literature curriculum, philosophical concepts, fantasy elements and plenty of psychological and sociological perspectives evident in the lack of linguistic studies and theories of this science in the review of children's literary texts. It is necessary to consider these texts because the intellectual basis of a person is established at a young age. In this way, studies on children in different age groups are very important and the analysis of related linguistic processes will be the basis for presenting more relevant and effective works. Given this importance, review of children's stories, especially those of the young age group, has been neglected in the literature related to this age group. Given the importance of stories and the lack of linguistic studies in this field, the present study attempted to address the linguistics of the translated stories of the children age group based on cognitive pragmatics and answer these questions: 1) Based on cognitive pragmatics, the stories of the children age group are mainly based on what type of linguistic communication process? 2) What kind of non-standard communication is more visible in the stories of the young age group? 3) What cognitive elements in the stories of the young age group are conveyed to them based on the interpretation of the meaning in the context?

## 2. Literature review

### Cognitive pragmatics

Communication is a type of social activity resulting from the mutual effort of at least two audiences who cooperate with each other in order to give meaning to their communication. Cognitive pragmatics examines the cognitive states of people when

interacting. In fact, instead of the formal structure of the message, the main focus is on the cognitive performance of people (Molek-Kozakowska, 2014; Tomasello, 2009). Unlike other species, the communication between humans is based on two powerful minds that if one or both of them lose their efficiency, there is no concept of communication left. Accordingly, the communication between human is different from other species, despite the existence of insignificant similarities (Kecskes, 2000). Examining communication by considering cognitive elements makes the situation very complicated. For example, linguistically, the meaning of indirect quotations cannot be obtained directly. These stages are so complex that they can make even the most ordinary conversations difficult. The turning point in cognitive pragmatics is that not only communication power, but also communication performance should be considered. Thus, there are five interdependent logical stages in communication (Figure 1):

- Stage 1: expression act; when the mental state of audience A is formed through the beginning of a conceptual reaction to audience B.

- Stage 2: speaker's meaning; when B receives the meaning of A.

- Stage 3: effect, which includes the following two cases:

- I.a) Attribute; when he attributes his thoughts and goals to A in his mental state.

- II.b) Adjustment; when, as a result of A's speech, B's mental state changes regarding the topic of the conversation.

- Stage 4: reaction; when B seeks to achieve a goal with his response.

- Stage 5: response; in which B gives a clear and expressive answer (Bara, 2011).

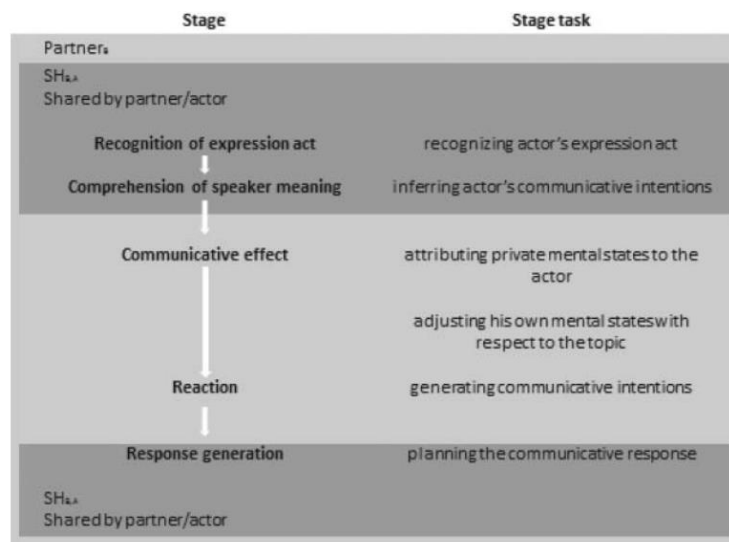


Figure 1. The five stages of comprehension and generation of a communication act (Bara, 2011)

#### Non-standard communication

The above stages in the previous section explain the process of responding in what is known as standard communication. But in many cases, we see different elements from the standard communication process, which are classified as follows.

1. Non-expressive interaction: using content without expressing the mental state related as there is evidence about its significant effect as the basis of language development and cognitive factors such as expressive skills and its relationship with oral communication (Mundy et al., 1988; Febriantini et al., 2021).

2. Exploitation; Using speech with an implicit meaning different from its apparent meaning to have a different effect on the audience, for example, humor, sarcasm, and irony as a common and attractive form of human communication, which is sometimes considered merely as a linguistic tool, and is of interest to communication psychologists in terms of structure and function. Structurally, it is based on the synergism of different expressive and non-expressive codes (Anolli et al., 2000; Darmawan & Piliang, 2015).

3. Deception: an attempt to convey a state of mind that does not exist in reality.

Deception as an communication act is trying to create a belief whose source is considered false either by creating a false belief or by changing the existing belief to a false state. In this case, the audience is deceived by controlling information or conveying messages expressively and non-expressively (Buller et al., 1994; Lewis & George 2008).

4. Failure: an unsuccessful attempt to achieve the desired effect on the audience, which may occur with incomplete speech, less or more than what should be said, or misunderstanding. This non-standard communication element, compared to the previous three elements is discovered much later in communication theories (Vlăduțescu, 2014).

Each of the four cases has its own place in the framework of the message conveying process. Non-expressive interaction, exploitation (speech with a different implied meaning such as sarcasm) and deception occur at the first three stages. At stage 1, speech understanding, the only non-standard course that the speaker may follow and the listener should identify is non-expressive interaction. At stage 2, understanding speaker's meaning, all non-standard interpretations are examples of exploitation. Stage 3, which we call the communication effect, is the stage where deception occurs. Deception is related to the relationship between the message that the speaker

conveys and his state of mind. Finally, failure can occur at any stage. To clarify this, an explanation is provided below.

III. Suppose "B" tells "A" that his wife intended to beat the woman he wanted to marry; and "A" answers like this; your wife is definitely someone who doesn't take things too serious. What makes this exploitation ironic is the fact that both people, B and A, share a point of view that contradicts what is actually being said. This avoids the application of the default message conveying rule. The above example is one of the methods of sharing. The point is that the exploitation does not change the standard chain in the rules that are used, but is only the way that the rules are used. In other words, rules are usually used in a way opposite to the original meaning to convey the message. According to Grice (1989), this means the existence of the principle of exploitation: speech  $p$  and meaning other than that or non- $p$ . Of course, he formulated the traditional analysis of exploitation in this way: a metaphor based on irony, simply, speech whose intention is the opposite of its appearance. Morgan (1990) stated that no one has explained why the meaning of speech  $p$  should be interpreted as itself and not as a false one. Morgan considered irony to be an overt illusion: the speaker says something that he pretends to believe, while using non-expressive and meta-linguistic interaction to make it unreal. He defines exploitation as misleading ambiguity. Cognitive pragmatics is mainly based on shared knowledge to explain how speakers and listeners come to know that quoted speech is not real.

For the exploitation, it should be said that "A" produces the speech of  $p$ , which is contrary to his mental state. He believes that he has shared his knowledge with the listener. Finally, his intention is contrary to  $p$  with background knowledge  $r$ . The speaker's speech is either shared among people who

have the knowledge of  $r$  and therefore understand the intention of the exploitation, or it is shared with people who do not have such knowledge, in which case they will not be able to understand his real meaning. Equation (1) shows this.

$$(1) \text{ BEL}_A p \neq r$$

$$\text{BEL}_A \text{ SH}_{BA} r$$

$$\text{EXPRESS}_A p$$

$$\text{CINT}_A \text{ SH}_{BA} p \neq r$$

In Equation (1), since "A" is convinced that  $p$  is contrary to  $r$  and assumes that the knowledge or belief of  $r$  is shared with "B", he says  $p$  as exploitation against the background of  $r$ . All types of exploitation, including irony, fall within the scope of this general framework. All that is required is to invoke simple and complex concepts. Simple exploitation is when the listener understands the speaker's meaning quickly and goes directly from the speech to the main objective. Complex exploitation is when the listener should make different inferences or impressions to understand the speaker's meaning (Bara, 2001).

In cognitive pragmatics, deception is a conscious violation of the assumptions of the communication process. Although "A" knows that he should act in a certain way to comply with the rules, he acts according to an action that makes "B" believe that the message is conveyed normally in compliance with the rules. In cognitive cases, this can be shown by Equation (2). Deception takes place at  $t_1$ : the beliefs and state of mind before the speech at  $t_0$  and the subsequent results of the speech at time  $t_2, t_3, \dots, t_n$  are shown.

$$(2) \begin{matrix} t_0 & \text{BEL}_{A \text{ non-} p} \\ t_1 & \text{CINT}_A \text{ SH}_{BA} p \\ t_2 & \text{EXPRESS}_A p \\ t_3 & \text{BEL}_A \text{ SH}_{BA} p \end{matrix}$$

"A" expresses speech  $p$ , although he does not believe it himself, his communication intention is that "B" shares it. If the deception

works, "A" assumes that "B" has shared speech p. On the other hand, "A" hopes that "B" believes speech p and is convinced that "A" also believes speech p. "A" commits himself to the rest of the communication in a manner consistent with the shared belief ("B" shares it while "A" does not). Cognitively, the deception is that personal belief (non-p) and for example shared belief p are active in the consideration space of "A". Such non-standard communication conditions deals with the relationship between the mental state of "A" based on which he conveys the message and the actual mental states he has. Not all types of deception have the same sophisticated structure. In simple deception, the listener can immediately identify what the speaker is trying to hide. Simple deception can be introduced under the title of lie or untruth. The sophisticated deception involves producing message q that requires belief p. In this case, the listener is led in a direction different from what he should reach, the direction he would reach if he had access to the personal belief "A" (non-p). More sophisticated deception requires more planning. The most sophisticated deception sometimes requires a lie or an untrue statement. To be successful, the listener should not realize the deception, otherwise, he will state the truth or pretend not to notice the deception to counter it (Bara, 2001).

In cognitive pragmatics, the failure to convey the message can be seen as an unsuccessful attempt to affect the listener by the message. From the speaker's point of view, this failure may occur at any of the first three levels: speech act, the speaker's meaning, and message effect. Failure at any stage of the message convey chain will cause the speaker to fail to achieve his goal. However, there are three types of communication failure: lack of understanding, misunderstanding or misperception, and refusal. For the lack of understanding, the listener cannot understand the speaker's speech or meaning. The

perception chain fails at the level of conversation and message convey. In such a case, the usual flow of the sequence of stages is failed and activated at the response stage. At the response stage, the speaker decides to respond to the failure clearly, for example by asking or controlling the situation. Whichever of these two cases the listener chooses, he realizes his failure and choice is completely conscious. The lack of understanding is obvious to the listener and he knows that he did not understand the speaker's meaning. For the misunderstanding, the listener cannot understand the speaker's meaning in the manner intended by the speaker. The chain of perception, inference and conclusion takes a different path than what the speaker intended. In the third type of failure, refusal, the listener understands what the speaker says but refuses to accompany him. In this case, the listener's mental states are either involved in the optional process (according to the speaker's mental states) or in the regulatory process (correcting the listener's mental states) and pursues something in a different direction than what the speaker intended. Refusal is an obvious example of failure for the listener, i.e. it depends on his conscious decision (Bara, 2001; Vlăduțescu, 2014).

Sperber and Wilson (1995) have measured the effect of communication in terms of the effort made and compared it with the communication achieved. By providing evidence, they emphasized the idea that every message conveys important meanings and implications and failure can be understood from both what was attempted and what was achieved. However, relations theory never provides systematic hypotheses to explain the failures of communication and message convey. Bucciarelli et al. (2003) have presented a classification of different types of failure based on mental presentation and cognitive processes: failure in the act of speech, failure in understanding the speaker's

meaning, and failure in the effect of message convey. When the failure occurs in understanding the speech, the listener cannot understand the real value of the speech. When the failure occurs in understanding the speaker's meaning, the listener cannot understand the speaker's meaning of conveying the message and establishing communication, and finally when the failure affects the effect of conveying the message takes place, the listener cannot correct his mental states in a way desired by the speaker. Based on the type of failure, the speaker will select a different method to convey the message again. The proposed classification provides hypotheses about the relative difficulty in recognizing and correcting different types of failure. According to the above, three factors determine the complexity of mental presentation in understanding the phenomenon of pragmatics. These factors refer to the inconsistency of the presentation, the use of sharing and the capacity of taking and inferring (Bucciarelli et al., 2003).

### 3. Methodology

#### Approach and data analysis

This is a qualitative study based on Bara (2011) pragmatic approach to the study of group stories of the children age group. Cognitive pragmatics is the analysis of the mental functions involved in human communication, which is derived from the interpretation of meaning in the context to solve the challenge of the cognitive pragmatics for generalizing the results. To analyze the studied books, first the sentences of each book were extracted and categorized for review. Next, each sentence was analyzed based on Bara (2011) cognitive pragmatics by standard and non-standard dimensions. Thus, according to the above, the non-standard communication elements are also the sentences of each book from the dimension of non-expressive interaction, exploitation, deception and failure explained earlier were analyzed and evaluated. In this study, content analysis checklist was used to examine and analyze the content of introduced books and their sentences (Table 1). According to the nature of the present study, which is a qualitative study, the analyzes were done interpretatively, and tables and charts of frequency distribution in each age group and book were used to show the results.

Table 1. Checklist used in research

communication	Frequency	Categorization	
Non-standard	-	Non-expressive communication	First sentence Book
		Exploitation	Second sentence
		Deception	.
		Failure	.

#### Study samples

A three-level scale was used to select the books to be studied from the children's story books. First, the background of children's literature was reviewed. Children's literature in Iran can be reviewed during four historical periods; Ancient Iran: before Islam to the 7<sup>th</sup> century AD, the rise of Islam and constitutionalism: since 1880 to 1906, the

modern era of children's literature since constitutionalism to 1880 and the brilliant era of children's literature since the 1890s onwards. Since the objective is that the results of the present study can be used for the contemporary era, children's literature was considered in its brilliant era. Second, children's literature was reviewed so that among different types, one could select the

type that is suitable for the objectives of the present study. Children's literature is divided into five groups: picture books, poems, popular culture stories, amazing new and realistic stories. Because in the present study, the objective was to investigate the types of communication with an emphasis on expressive interaction, the group of picture books was left out. Poems were not recognized suitable due to the use of different literary techniques and figures of speech suitable for the present study, and popular culture was less suitable for the purposes of the present research compared to the two types of new and realistic amazing stories due

to the wide influence of social and cultural contexts. Therefore, finally, these two groups were the basis of selection for a specific group of children's literature. The statistical population of this study is the three books mentioned in Table 2. To select the books, a preliminary review has been done to select the books that can be reviewed from the perspective of cognitive pragmatics. To achieve accurate and reliable results, all the books have been reviewed. Therefore, no sampling was done in the study of children's story books and the statistical sample is the same as the statistical population.

Table 2. Studied books

Author/translator	Publisher	Name
1. Suzaneh Burns/Maryam Akhgari.	1. Children's Literature History Research Institute publication	1. Good morning little rabbit
2. Marion Beileh/Ali Hebasi	2. Children's Literature History Research Institute publication	2. Angry Little Lion
3. Marion Beileh/Ali Abbasi	3. Children's Literature History Research Institute publication	3. The naughty little tiger

#### 4. Results

Given that the process of non-standard communication includes four dimensions, the study results are explained separately for each one and finally summarized.

##### Non-expressive interaction

Non-expressive interaction is the use of material without the intention of expressing the related mental state. This means that the speaker conveys his meaning to the listener without saying a sentence explicitly. Reviewing this element in the story "Angry Little Lion" shows that the writer has used this element several times in the story (Figure 2). Where the lion → giraffe addresses the hippopotamus and monkeys and without mentioning his anger, he forces them to play using words full of violence. The elements of anger, forcing the other animals to do the desired thing, resorting to force are elements that are seen through Non-expressive interaction this story. All the sentences below at the first stage of the process of message

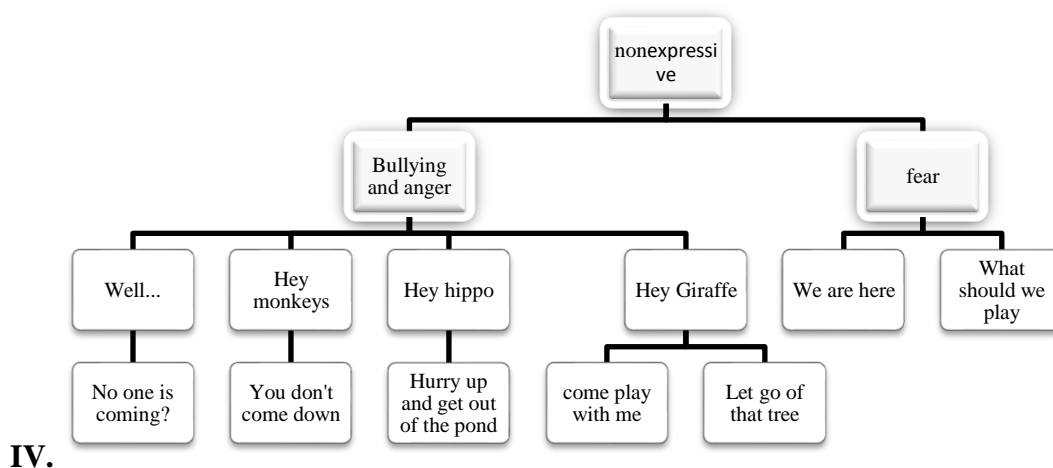
convey, i.e., understanding the act of expression, indicate a non-standard course that the speaker, i.e. the little lion, has taken using the element of non-expressive interaction, and expects that his audience, i.e. the giraffe, the hippopotamus, and Mimona, will recognize it.

- 1) Hey Giraffe! → the first stage
- 2) Let go of that tree
- 3) And come play with me
- 4) Hey hippo!
- 5) Hurry up and get out of the pond
- 6) Hey monkey!
- 7) You don't come down
- 8) Well...
- 9) No one is coming?

On the other hand, as shown in the following cases, listeners also rely on Non-expressive interaction to show their fear to respond to the speaker. In this way, the responses show that the audience of Little Lion correctly identified the second stage of the communication process, i.e. understanding



the speaker's meaning (Little Lion), and responded accordingly. In other words, they have understood the meanings hidden in the speech of the little lion conveyed non-expressively to his audience, and the process of understanding, inferring and responding was formed accordingly. This shows that the speech of the little lion was made in such a way that the listeners correctly identified the non-standard course and followed it. The Non-expressive interaction of the listeners in the story of the angry lion is as follows:



IV.

V.

Figure 2: Diagram of non-expressive interaction in the story of Angry Little Lion In the parts of the story "Naughty Little Tiger", speeches and responses are observed that are not necessarily based on the default rules of a standard communication and message convey. Hence, evidence of non-standard communication can be found in it (Figure 3). Like the previous story, this story also relies more on non-expressive interaction. The cognitive feeling, i.e. the happiness of the speaker, the little tiger, is conveyed to the listener non-expressively. At the first stage, i.e., the speech of the little tiger, the listener should take his intention, who shows his happiness at the arrival of his parents with his movements and gestures, i.e., jumping up and down. The Non-expressive interaction for cognitive feeling in this story is as follows.

1. Oh, this is Dad! And that's Mom

1. We are here → the response to the lion's question, which indicates fear and taking orders from him. The listeners respond positively to the lion's request with this response.

2. What should we play? → Commanding the lion, which indicates fear and shows that the listeners will obey whatever the lion asks and behave according to his wishes.

2. Leopards that jump very high!
3. They explain the story to me a lot
4. Mother and father follow me

According to the listener's responses, it is found that he has correctly understood the second stage, i.e. understanding the speaker's meaning, and his sense of happiness. However, in cases where the listener's reaction is not clearly defined; in the response that was produced by him, what a chance! It is not clear what exactly he meant, whether he was jealous of the little tiger who saw his parents, or he admired their arrival, and perhaps he produced such a response by mocking the little tiger. In such a case, failure in the process of message convey and communication can be observed, if the speaker understands the listener's meaning, the element of Non-expressive interaction can be detected at the same time, and a kind of exploitation, which we will discuss in the relevant section. Thus, the elements of Non-

expressive interaction on the part of the listener are as follows;

2. Ah...!

1. What a chance!

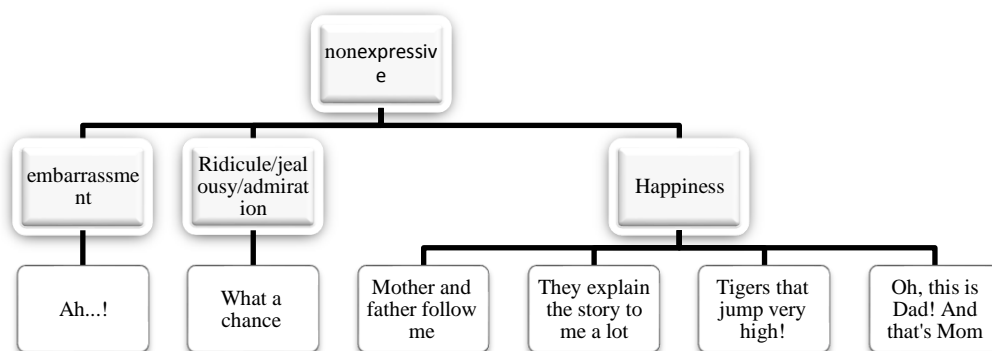


Figure 3:

Non-expressive interaction diagram in the story of naughty little tiger. In the story "Good Morning Little Rabbit", there are also speeches and responses that are in accordance with non-standard communication and its elements, which, like the other two stories, are more consistent with Non-expressive interaction (Figure 4). In the cases where the mother conveyed the sense of time/awakening time with her words and in the cases where the penguin, Mr. Bear and Mr. Dog conveyed a cognitive feeling with their responses indicating not to be disturbed or left to their own situation, the writer has included these two senses with non-expressive interaction in the sentences

and sounds that can be studied at all five stages of the communication process.

1. Where are you little rabbit?
2. Good morning Mr. Dog, I am looking for a little rabbit. Do you know where it is?
3. Good morning Mr. Bear, do you know where my little rabbit is?

At the response stage, the listeners' speech shows that they have understood the meaning of the speaker's speech and his communication intention, and have produced sounds and movements to respond:

1. The penguin says: "Hmm" and turns his face to the other side.
2. Mr. Bear moans and closes his eyes again.
3. The dog barks and lowers its ears.

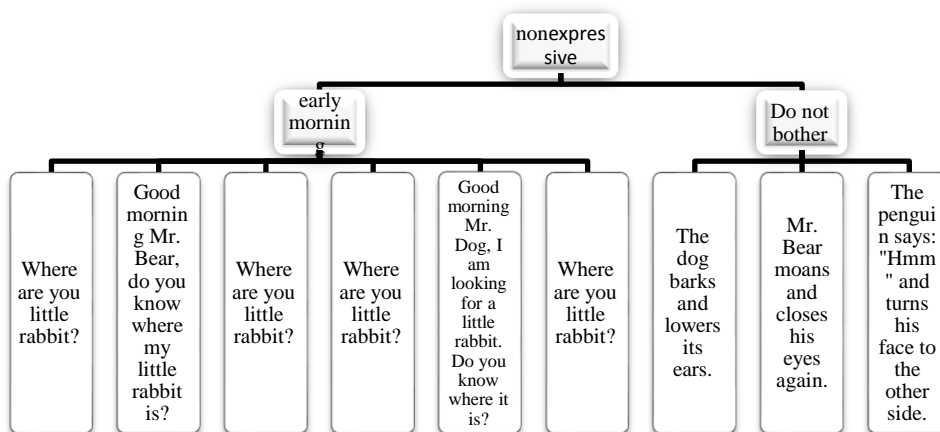


Figure 4:

Non-expressive interaction in the story of Good Morning Little Rabbit Exploitation, deception and failure Exploitation or special

use of a communication rule is usually used to achieve a expressive and different effect, for example, the use of humor in speech. In

content analysis of the stories "Little Lion" and "Good Morning Little Rabbit", no evidence of the use of this rule is observed. In these two stories, none of the sentences and messages conveyed between the characters of the stories were in conflict with the true meaning of the sentence. So that for the convey of the messages of this story, the standard chain of transmission of messages has not changed; especially at the second stage, i.e. understanding the speaker's meaning, where the possibility of exploitation is more likely than in other stages, the course of the relationship established between the characters of these two stories show no exploitation. But in the story of "Little Leopard", there are some speeches that had a meaning beyond the usual speech and were based on the commonalities of the two characters. In other words, the speech "what a chance" is a sarcastic speech in the sense that it has more than the apparent meaning, and its decoding requires a commonality between two audiences, which the audience outside will not understand correctly due to lack of knowledge of the meaning of the speech; Was it admiration, ridicule or envy? Understanding the meaning requires the knowledge of the commonality between the speaker and the listener. According to the literature review, the exploitation used is of a simple type and most likely, the listener will understand the speaker's meaning quickly and directly reach the main objective from the speech. The sophisticated exploitation is when the listener must make different inferences or perceptions to understand the speaker's meaning.

Deception, as explained in the literature review, is a conscious violation of shared behavioral play. Simply, although the speaker knows that he should act in a certain way to obey the rules, he performs an action that leads the listener to believe that the message is conveyed normally in accordance with the rules. The speaker expresses a speech, although he does not believe it himself. His communication intention is that the listener considers it common between them. Reviewing the content of the three studied stories shows that the speakers have used this communication element in these stories. The term failure is also used in its general sense to indicate cases where the message is not conveyed correctly. In cognitive pragmatics, both the speaker and the listener are aware of what is happening and accept it. Failure to convey the message can be seen as an unsuccessful attempt to affect the listener by the message. Similar to the element of deception, failure is not observed in any of the studied stories.

What can be understood from the analysis of the stories of the young age group based on cognitive pragmatics is that the writers mainly try to convey the feelings that children experience non-expressively. According to the non-standard communication elements, it is dominated by non-expressive interaction, which includes 95.65% of all the non-standard communication elements observed in the three studied stories with 22 repeats. This is despite the fact that the elements of deception and failure are not observed in any of the three studied stories, and exploitation was used only once (4.34%) (Figure. 5).

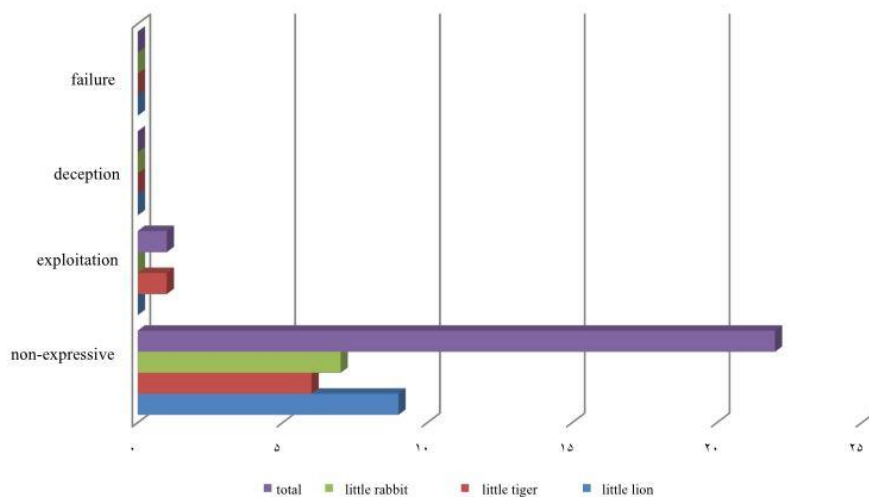


Figure 5: Frequency of non-standard communication elements in the studied stories

### 5. Discussion and conclusion

The results are consistent with the theory of speech act, which emphasizes the effect of speech on the listener even in a non-targeted way. A study by Stark et al. (1993) based on this theory on communication between children from the time of birth to nine months showed the systematic effect of the type of communication on children. Therefore, communication in the infant group is mostly non-expressive, which expresses the meaning through sounds and gestures. Children's initial behavior requires a social framework in language. By realizing what can be achieved from a combination of non-expressive and vocal interaction, children naturally learn better how to navigate expressive communications in the second year of life. The communication skills have become multi-faceted from the perspective of linguistics, cognitive and social sciences, the development of which depends on the development of all these fields, and instead of trying to expand the rules as a result of the development of initial communication, one should look for the development of these fields and the question raises that How do these three come together to form the child's communication? The development of

communication skills is the result of putting these fields together.

Analysis of the stories showed that measuring non-expressive interaction behaviors such as pointing, paying attention, or conveying feelings requires a fundamental method to know the results of language development. Conventional language evaluations have less focused on non-expressive interaction, and discussions in this area have not paid much attention to language development. While the principled and regular assessment of non-expressive interaction plays an important role, especially for young children who are at the beginning of language learning, because stories play a greater role in the development of children's language and communication skills than what they present in appearance (Courchesne et al., 2015; Blume et al., 2021). Non-expressive measures of interaction include a wide range of social and emotional teachings that cannot be separated from stories and the child will use them for social and personal behaviors and communications. This result is consistent with the study results of Landa (2007) on children's social and communication development intertwined with linguistic communication. In addition, listening to stories has helped the development of communication and social

skills (Zarei and Safari, 2019) of the child outside of direct contact with the non-social setting, which has led to the development of the child's ability to categorize topics and events in the physical world and finally to reason and infer. However, the evolutionary course of this growth and cognitive operations due to the emergence of different social skills needs further studies (Flavell, 1966).

The results of the present study showed what cognitive elements are conveyed in the translated stories and the translator, by being present in the communication pattern from the source language to the target language (Sassani & Inanlou, 2022), can interact more effectively with the target language audience with this knowledge (Mohammadi, 2022), especially special audience, i.e. children. As mentioned earlier, the communication in the framework of the studied approach is formed in two standard or non-standard types. The standard communication process proceeds with a five-stage sequence of formation of communication reactions that are formed according to the statements of responses and reactions. But as the analysis of the stories also showed, in the communication process, it is not always possible to expect that a five-stage sequence will be formed, but in most cases, communication is formed in a non-standard type, in which, children get to know different communication elements, especially in the abstract dimension. In addition, the non-standard communication process includes four main dimensions; non-expressive interaction: using content without the intention of expressing the mental state related to it, exploitation: the special use of a communication rule to achieve an expressive and different effect from what is usually related to that rule, for example, humor, deception: trying to convey a mental state, which has not been achieved in reality, and failure: an unsuccessful attempt to obtain a

desired expressive effect. The results of the present study showed that in the non-standard communication process, many abstract and emotional elements are conveyed to children in the non-expressive dimension. The present analysis showed that in the studied stories, cognitive elements such as anger, happiness, resort to force, fear, mischief, etc. are conveyed to children in the form of non-standard communication and non-expressively. By reading these stories, children will get to know different communication behaviors and under the effects of the stories, they will imitate them in the real world. Therefore, writers and translators of children's story books should consider the elements that are conveyed to children non-expressively through stories. Because training conveyed to children in this way through stories, will lead to the formation of behaviors that children will use in social communications in the real world.

### References

- Amiri Khorasani, A., & Sadrizade, N. (2018). The study of change of audience in children and young-adult resistance literature (based on Aiden Chambers' theory of Implied Reader). *Journal of Resistance Literature*, 10(18), 25-52.
- Anolli, L., Ciceri, R., & Infantino, M. G. (2000). Irony as a game of implicitness: Acoustic profiles of ironic communication. *Journal of Psycholinguistic Research*, 29(3), 275-311.
- Bara, B. G. (2011). *Cognitive pragmatics: The mental processes of communication*. MIT Press, United State.
- Blume, J., Wittke, K., Naigles, L., & Mastergeorge, A. M. (2021). Language Growth in Young Children with Autism: Communications Between Language Production and Social Communication. *Journal of Autism and Developmental Disorders*, 51(2), 644-665.

- Bucciarelli, M., Colle, L., & Bara, B. G. (2003). How children comprehend speech acts and communicative gestures. *Journal of pragmatics*, 35(2), 207-241.
- Buller, D. B., Burgoon, J. K., Daly, J. A., & Wiemann, J. M. (1994). Deception: Strategic and nonstrategic communication. *Strategic interpersonal communication*, 191-223.
- Courchesne, V., Meilleur, A. A. S., Poulin-Lord, M. P., Dawson, M., & Soulières, I. (2015). Autistic children at risk of being underestimated: school-based pilot study of a strength-informed assessment. *Molecular Autism*, 6(1), 1-10.
- Darmawan, F., & Piliang, Y. A. (2015). Assess Irony Communication of Susilo Bambang Yudhoyono through Political Cartoon. *Arts and Design Studies*, 28, 11-16.
- Febriantini, W. A., Fitriati, R., & Oktaviani, L. (2021). An analysis of verbal and non-verbal communication in autistic children. *Journal of Research on Language Education*, 2(1), 53-56.
- Flavell, J. H. (1966). Role-taking and communication skills in children. *Young Children*, 164-177.
- Grice, P. (1989). *Studies in the Way of Words*. Harvard University Press.
- Horn, L. R., & Ward, G. L. (2004). *The handbook of pragmatics*. Oxford: Blackwell.
- Isbell, R., Sobol, J., Lindauer, L., & Lowrance, A. (2004). The effects of storytelling and story reading on the oral language complexity and story comprehension of young children. *Early childhood education journal*, 32(3), 157-163.
- Kecskes, I. (2000). A cognitive-pragmatic approach to situation-bound utterances. *Journal of pragmatics*, 32(5), 605-625.
- Khosrow-Nejad, M. (2006). A consideration on the companionship of childrens literature and philosophy in the philosophy program for childrens. *Educational Innovations*, 6(2), 109-124.
- Landa, R. (2007). Early communication development and intervention for children with autism. *Mental retardation and developmental disabilities research reviews*, 13(1), 16-25.
- Lewis, C. C., & George, J. F. (2008). Cross-cultural deception in social networking sites and face-to-face communication. *Computers in Human Behavior*, 24(6), 2945-2964.
- Mirkermanshahi, M. (2004). The topic of translation in children's and teenagers' story books during the years 1371-1380. Master thesis, Islamic Azad University Science and Research Branch.
- Mohammadi, A. M. (2022). An Analysis of the Iranain Simultaneous Interpreter's Strategies Based on Translation Spotting: A Study of Inferetial and Temporal Discourse Markers. *Journal of Foreign Language Research*, 12(1), 132-152. doi: 10.22059/jflr.2021.329419.880
- Molek-Kozakowska, K. (2014). Coercive metaphors in news headlines: A cognitive-pragmatic approach. *Digital library of the faculty of arts, Masaryk University*, 40(1), 149: 173.
- Morgan, J. (1990). Comments on Jones and on Perrault. In Philip R. Cohen, Jerry Morgan, & Martha Pollack (eds.), *Intention in communication*, 189-193. Cambridge MA: MIT Press.
- Mundy, P., Sigman, M., Kasari, C., & Yirmiya, N. (1988). Non verbal communication skills in Down syndrome children. *Child development*, 235-249.
- Sassani, F., & Inanlou, M. (2022). The study of past values and timetables in the translation of Romain Gary's novel *The Birds Will Die in Peru*. *Journal of Foreign Language Research*, 12(1), 94-110. doi: 10.22059/jflr.2021.326876.864
- Sawyer, C. B., & Willis, J. M. (2011). Introducing digital storytelling to influence the behavior of children and adolescents. *Journal of Creativity in Mental Health*, 6(4), 274-283.

Schmid, H. (2011). *Cognitive pragmatics*. Vol. 4. Walter de Gruyter. Retrieved from; [https://www.anglistik.uni-muenchen.de/personen/professoren/schmid/schmid\\_publ/cognitive-pragmatics.pdf](https://www.anglistik.uni-muenchen.de/personen/professoren/schmid/schmid_publ/cognitive-pragmatics.pdf)

Shirazi Adl, M., & Sasani, F. (2013). Perspective from Cognitive Linguistics Point of View and Its Usage in Fiction Text Analysis. *Language Related Research*, 4(1), 65-87.

Sperber, D., & Wilson, D. (1995). Précis of relevance: Communication and cognition. *Behavioral and brain sciences*, 10(4), 697-710.

Stark, R. E., Bernstein, L. E., & Demorest, M. E. (1993). Vocal communication in the first 18 months of life. *journal of speech, language, and hearing research*, 36(3), 548-558.

Stein, N. L. (1978). How children understand stories: A developmental analysis. *Center for the Study of Reading Technical Report; no. 069*.

Tomasello, M. (2009). *Why we cooperate*. Cambridge MA: MIT Press.

Vlăduțescu, Ș. (2014). Communication failure as communication power. *International Letters of Social and Humanistic Sciences*, (07), 8-13.

Zarei, F., Safari, J. (2019). Analyzing the content and the story form "To whom I greet" with a sociological approach. *Research on Fictional Literature*, 8(1), 23-48. doi: 10.22126/rp.1970.1076

### Appendix 1

The text of the story Angry Little Lion

- Lion: Hey giraffe!
- Lion: Let go of that tree
- Lion: And come play with me!
- Lion: Hey hippo!
- Lion: Be quick; Get out of the pond!
- Lion: Hey monkey!
- Lion: You will not come down!
- Lion: Well...
- Lion: No one is coming?

- Lion: You make me very angry!
- Other animals: We are here, calm down!
- Other animals: what should we play?
- Lion: The expression of the competition of two badim!
- Lion: one, two, three, move

### Appendix 2

The text of the story Naughty Little Tiger

- My mother and father are following me!
  - What a chance!
  - They tell me a lot of stories!
  - What stories?
  - The story of leopards that jump very high!
  - Calm down! You fall now!
  - Boom!
  - How are you? did you hurt yourself
  - Yes, a little ...
  - Oh, it's dad! And that's mom!
  - Don't be shy! Come say hello, my dear!
  - Ah...
- Hello!

### Appendix 3

The text of the story Good Morning Little Rabbit

- Every morning when it clears; Mom comes into the little rabbit's room and says, "It's time to get up, little rabbit!"
- Every morning mom gently pushes the blanket aside and asks, "Where's the little bunny?"
- Mom says: "Good morning penguin; "Didn't you see my little rabbit?"
- The penguin says: "Hmm" and turns his face to the other side.
- Mom asks: "Where is the little rabbit?" And he pushes the blanket aside a little more.
- Mom says: "Good morning Mr. Dog; I'm looking for the little rabbit; Do you know where he is?"
- The dog barks and lowers its ears.
- Mom asks: "Where is the little rabbit?" And this time he pushes the blanket away a little more.

- Mom says: "Good morning Mr. Bear; Do you know where my little bunny is?"
- Mr. Bear moans and closes his eyes again.
- Mom asks: "Where is the little rabbit?" And this time he pushes all the blankets from the bed.
- Mom says: "Ah! Here is my little rabbit!"
- The little rabbit says: "Good morning mommy!"

*Social and Humanistic Sciences, (07), 8-13.*