

# Scope in an incremental context

## Lecture 5: representation and computation

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**WARNING:** Every linguist  
speculated about a phenomenon.

# Part 1: the time course of processing

# Linking theories

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  - Access to world knowledge/memory (the “Pragmatics Fairy”).

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  - Operations on formal syntactic/semantic representations (the “Scope Fairy”).
  - Access to world knowledge/memory (the “Pragmatics Fairy”).
  - Language model expectation (less frequent = more effort; a . . . Statistics Fairy?).

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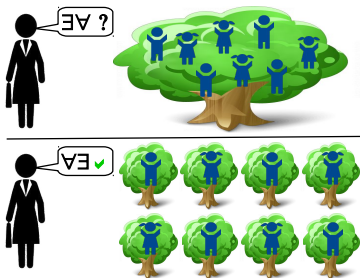
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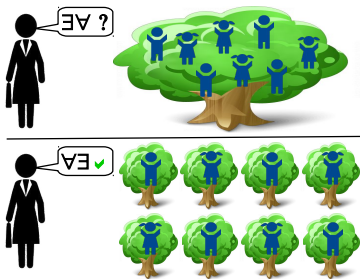
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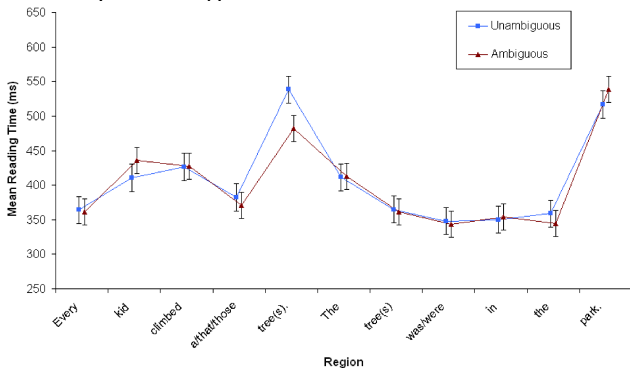
Perhaps we can use the creation of **expectations** about set cardinality to investigate what is “really going on”.

# Two-quantifier experiments

Dwivedi [2013]: concludes that simple heuristics and world-knowledge dominates, algorithmic processing available as last resort.

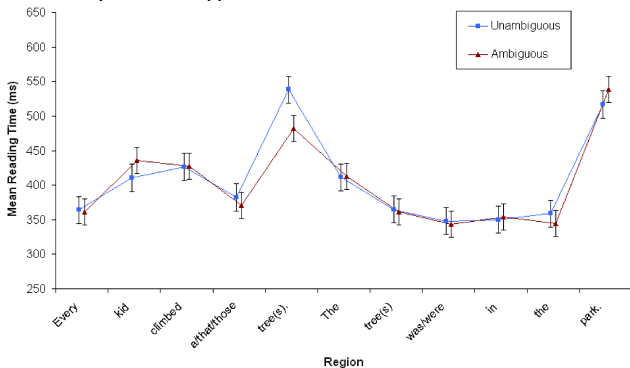
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The *unambiguous* sentence takes *longer* to read, no other differences.

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- The Pragmatics Fairy? – What is different about the situation described by the definite article that would make it harder to process?
- The Statistics Fairy? – Is it really less frequent for a definite determiner to be the narrow scope under a universal?

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- Scope order **underspecification** filled in by world knowledge.
- **Problem:** cannot detect effect underspecification status with only two quantifiers.
  - At continuation sentence, you can't entirely distinguish reanalysis from violation of world knowledge expectation

# Scope ambiguity in processing

Consider the following sentence and continuations [Dotlačil and Brasoveanu 2015]:

- (1) A caregiver comforted a child every night.
  - a. The caregiver wanted the child to get some rest.
  - b. The caregivers wanted the child to get some rest.
  - c. The caregiver wanted the children to get some rest.
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There are **four** plausible readings of the first sentence, based on the scope of “every night”.

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**With three quantifiers:** can investigate whether there is a **preferred specified** order in incremental context.

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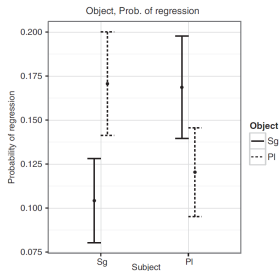
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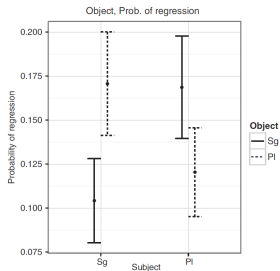
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Evidence for **algorithmic processing** (as opposed to purely pragmatic considerations).

# Part 2: sources of effort

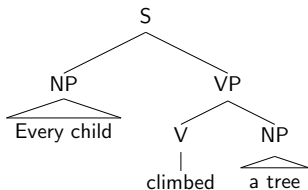
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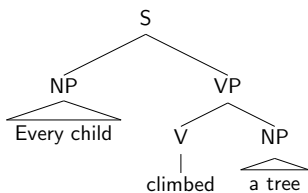
Linear reading:



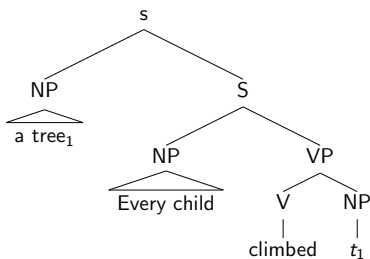
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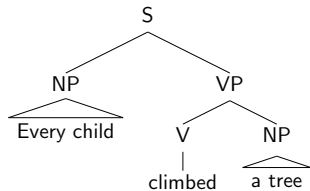
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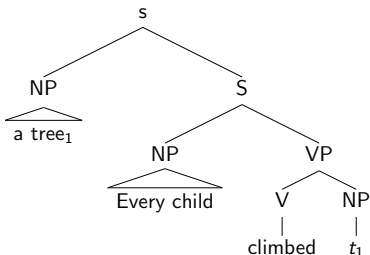
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Linear reading:



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Captures intuition that inverse reading should be harder – extra step.

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When evidence for precedence shows up,  $x_1 > x_2$  or  $x_1 < x_2$ .

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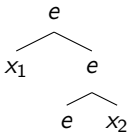
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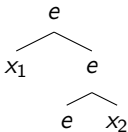


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b. Scope precedence:



- Small number of constraints allow raising of  $x_2$  without requiring involvement of full syntax.

**The event can be deployed as a  
sort of “ceiling”.**

**But what can we do with VSTs?**

# Structural ambiguity again

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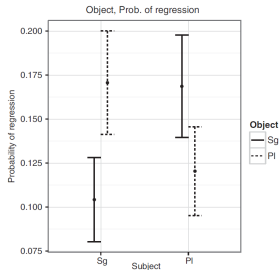
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“A caregiver comforted a child every night.”:

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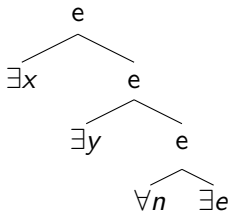
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The linear order:

- (8) a. The caregiver wanted the child to get some rest. ( $\exists x \exists y > \forall n$ )  
b.

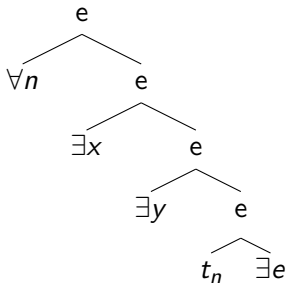


# VST-move

“A caregiver comforted a child every night.”:

One step:

- (9) a. The caregivers wanted the children to get some rest. ( $\forall n > \exists x \exists y$ )  
b.



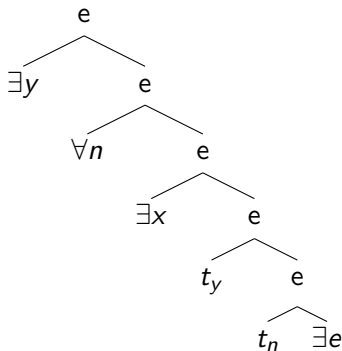
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“A caregiver comforted a child every night.”:

Two steps for number-mismatched reading:

(10) a. The caregivers wanted the child to get some rest. ( $\forall n > \exists x$ )

b.





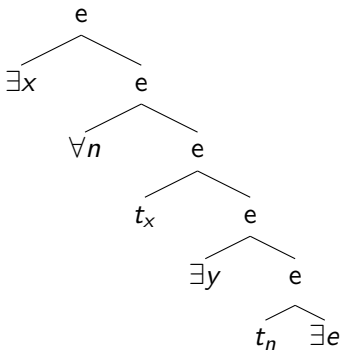
# VST-move

“A caregiver comforted a child every night.”:

Two steps for alternate number-mismatched reading:

(11) a. The caregiver wanted the children to get some rest. ( $\forall n > \exists y$ )

b.



# VST-move matches difficulty

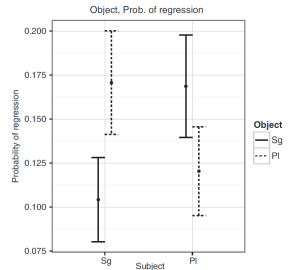
The number of VST-move steps matches the difficulty of each Dotlačil and Brasoveanu reading:

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# Pros and . . . cons?

## Advantages:

- Rightward/incrementally constructible, only does work when scope ambiguities call for it (rather than constraining the entire processing machinery).
- VST-move is highly constrained, possible psycholinguistic response to Fox and Lappin's critique [2010] of NP-completeness in fully underspecified scope processing mechanisms.

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## Critique:

- Why bother with the neo-Davidsonian event variable/misuse it as a structural element?
- Can represent the same thing in e.g. CCG?  
(But. . . underspecification. . . )

# Part 3: event variable speculations

# The event as structural ceiling

First role of the event variable: prevent infinite movement.

Radó and Bott [2012]: self-paced reading with picture task in German.

- (12) Genau ein Affe ist auf allen/jeder Karte(n) zu finden.  
Exactly one monkey is on all/each card(s) to find.

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- Visual task afterwards: set of cards with pictures of monkeys on it.  
⇒ Participant decides if the statement was true for the cards.
- Long story short: by comparison against control scope-unambiguous sentences, participants slow down during card task to remember the scope order.
- Suggests creation of minimal domain of scope interpretation.

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Radó and Bott [2012]:



(a)  $\exists! \forall$  card display



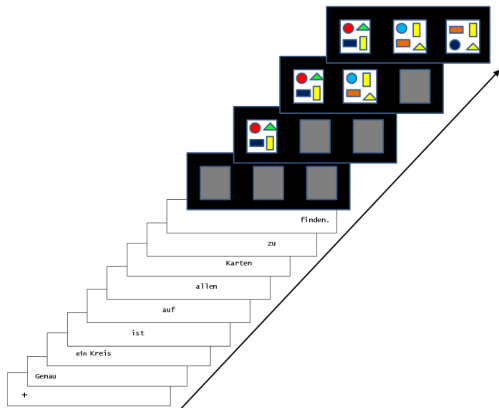
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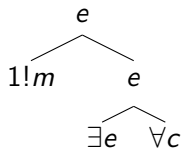


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- (13) Genau ein Affe<sub>m</sub> ist auf allen/jeder Karte(n)<sub>c</sub> zu finden.  
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As VST in linear order:

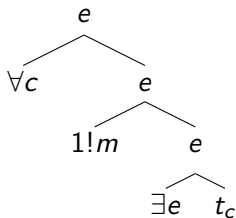
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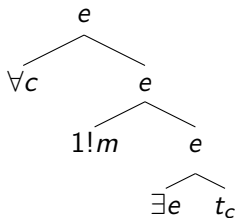
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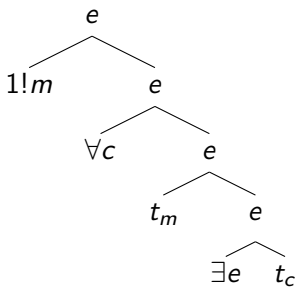


(The “trace” records that this is not the linear state, formally your mileage may vary.)

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However, but the visual task can force the linear reading, which is a step harder:

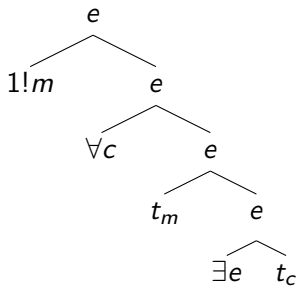
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(16)



This is strongly disfavoured by the parser, because it contains an image of the initial state, since the “traces” contain no semantic content.

# Part 4: beyond the clause

# Antecedent-contained deletion (ACD)

Consider:

(17) Bob demands that he ride every car that Bill did.



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- Lower scope: Bill rode every car that Bob demands to ride.
- Higher scope: Bill demanded to ride every car that Bob demands to ride. (*rejected by most adults*)

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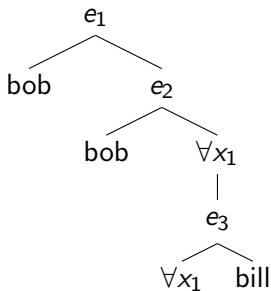
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⇒ “Tensed clause barrier” – higher scope cannot be obtained

# Antecedent-contained deletion (ACD)

(18) Bob demands<sub>1</sub> that he ride<sub>2</sub> every car that Bill did<sub>3</sub>.

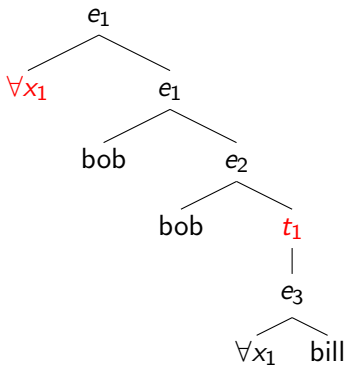
Lower scope reading (correct):



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(19) Bob demands<sub>1</sub> that he ride<sub>2</sub> every car that Bill did<sub>3</sub>.

Higher scope reading:

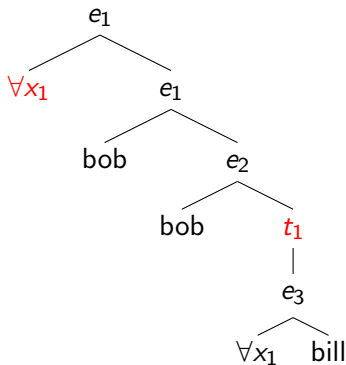


(left out  $\exists$ es for space)

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Higher scope reading:



(left out  $\exists e_s$  for space) Normally banned: drastic change to  $e_2$  if "every car" is part of "demand" event.

# Antecedent-contained deletion (ACD)

- Syrett and Lidz (2010): children (and many adults) do not respect tensed clause barrier.
- Why do the majority of adults find tensed clause blocks higher reading? Syrett and Lidz suggest processing constraints.

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**Experimental evidence:** Role of working memory in propositional content, Caplan and Waters (1999). Role of memory decay in sentence processing, Lewis et al. (2006).

# Each and every

# Events and quantifiers

“Each” and “every” are  $\forall$  but still not created the same.  
Beghelli and Stowell [1996].

- (20) a. It took all the boys to lift the piano.  
b. It took every boy to lift the piano.  
c.\*It took each boy to lift the piano.  
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It's as though “each” is quantifying events of eating/lifting, which are infelicitous here.

# “Each” and “together”

Patson and Warren (2010): self-paced reading/timed judgement study.

- (21) a. Each of the men carried a box/some boxes.  
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⇒ distinction is distribution over events.

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Dwivedi and Gibson [2017]:

- Attempt to replicate Patson and Warren, but with different stimuli and in an ERP setting.
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Stimuli

- (22) a. Every kid climbed a/the tree(s).  
b. The kid climbed a/the tree(s).



# Back to “every”

Dwivedi and Gibson’s result may simply be due to the distributivity of the event.

- Patson and Warren contrast (“together” vs. “each”) involve an ambiguous scope over the event variable in the “each” case.
- Dwivedi and Gibson’s result comes from computation strictly over entity variables, so replicates Dwivedi [2013].

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No matter what, some portion of the representation must remain *under-specified*:

- ① How can we most easily acquire the sources of world knowledge needed to represent processor decisions?
- ② Is there a role for *generalized event knowledge* and thematic role representation?
- ③ Theoretical syntax has spent a lot of effort in identifying constraints on “covert” phenomena – how many of these can be accounted for purely information-theoretically?

**Thanks and enjoy ESSLLI!**  
**<http://bit.ly/esslli19scope>**