

Quiz 3 Overview
(Quiz 3 on Tuesday, 4/22/2025)

Topics

- L1A of pragmatics
- Scalar implicatures
- Bilingual First language acquisition
- Bilingual lexicon: Mutual Exclusivity in Bilingual Children
- Bilingual syntax
- Bilingual pragmatics

Readings

- Clark & Amaral (2000)
- Barner et al. (2010)
- Guasti Ch 11
- Davidson & Tell (2005)
- Mishina-Mori (2020)
- Syrett et al. (2017)

Other materials

- Lectures (weeks 11-13)
- Assignment 6
- Student presentations

L1 Acquisition of (semantics)-pragmatics

1. Grice's cooperative principle and 4 maxims (Quality, **Quantity**, Relevance, Manner)
2. Explain scalar implicatures with a couple of concrete examples.
 - What is the logical (literal, semantic) meaning of "some"?
 - What is the pragmatic/implied meaning (implicature) of "some"?
 - Explain why and how we make scalar inferences (Hint: Grice's Quantity Maxim)
 - What are the two main pieces of evidence showing that the "not all" meaning of some is an inference, not a semantic meaning?
3. Children have difficulties in computing scalar implicatures for quantifiers like *some*, coordinators like *or*, and modal verbs like *might*. But the same children have no problem with numbers.
 - Explain Barner et al.'s (2010) proposal and how they provided evidence for their claim

Bi/multilingual First Language Acquisition

4. Evidence for bilingual children differentiating and developing two grammars which, of course, interact with each other (see Guasti Ch 11 and also lecture slides)
5. Consider the previous studies reviewed in Davidson & Tell (2005) and explain how language-specific features (e.g., plural marking, mass-count noun distinction) can influence how monolingual children with different L1s use learning principles such as the whole object assumption, the mutual exclusivity principle, the shape bias.
6. Davidson and Tell's (2005) study

- Motivation for testing English-Urdu bilingual children
- Main findings about the mutual exclusivity principle in monolingual vs. bilingual children.
- Implications for crosslinguistic influence, bilingualism effects in bilingual lexicon development.

(Note that there are studies that replicated Davidson & Tell's findings, but (!) there are also many studies that produced different results).

Crosslinguistic influence in bilingual syntax

Here are some generally accepted theoretical claims about the nature/mechanisms of crosslinguistic influence in bi/multilingual development:

- A. Crosslinguistic influence does not cause syntactic violations.
- B. Shared form/structure is transferred.
- C. Superficial overlapping structures do not trigger CLI if the underlying systems are different.

7. Based on the theoretical claims above in the box and what we have discussed in class, what predictions can you make about:

- a) English-Japanese bilingual children acquiring word order?
 - English has SVO and Japanese has SOV word order
- b) English-Spanish bilingual children acquiring P-stranding vs. Pied-pipping?
 - English allows both p-stranding and pied-piping
 - Spanish only allows pied-piping
- c) English-Spanish bilingual children acquiring overt and null subjects
 - English allows only overt subjects (I speak Spanish vs. * Ø speak Spanish)
 - Spanish allows both overt and null subjects (Yo hablo español 'I speak Spanish' vs. Ø hablo español 'speak Spanish') ?

Bilingual pragmatics

- 8. Syrett et al. (2017)
 - Differences between English and Spanish quantifiers
 - Motivation for testing English-Spanish bilingual children
 - Main findings and implications about crosslinguistic effects vs. bilingualism effects in pragmatic development in bilingual children