

Plurals under quantification: new experimental perspectives

NihiL seminar, ILLC.

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Outline

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

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- 8 Conclusion

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A logical gap

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Bare plurals in English most often give rise to a **multiplicity inference**:

- (1) The box contains books.

In some environments (e.g. negative sentence), the meaning of bare plurals is **not** the negation of their meaning in simple affirmative sentences:

- (2) The box doesn't contain books.

Logical gap: situations where the box contains **exactly one book**.
Is **exactly one book** included in the denotation of “books”?

How do we account for the logical gap?

Accounting for the logical gap: (main) existing theories

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Two families of theoretical approaches:

■ Bivalent approaches.

Bare plurals have an *at least one* denotation

→ pragmatically strengthened to *at least two*.

- Higher-Order implicature ([Spector 2007](#))
- Zweig(+Ivlieva)'s approach ([Zweig 2009](#), [Ivlieva 2020](#))

■ Trivalent approaches.

Bare plurals have truth conditions (*at least two*), falsity conditions (*zero*) and are undefined for *exactly one*.

- Presuppositional Exhaustification approach ([Ahn et al. 2020](#))
- Homogeneity-based approach ([Križ 2017](#))

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Overview of bivalent approaches.

- Bare plurals have **weak semantics**.
Literal meaning: *at least one*
- Multiplicity inference arises via **scalar implicature**: ⟨PL, SG⟩.
- Two main variants considered:
 - Higher-Order Implicatures (HOI, [Spector 2007](#))
 - Dependent plural-based implicatures ([Zweig 2008](#); [Zweig 2009](#); [Ivlieva 2020](#))
- Predict **optional strengthening**, sensitive to alternatives.

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Overview of trivalent approaches.

- Based on the trivalent semantics of the Strong Kleene framework.
- Two main variants considered:
 - based on homogeneity ([Križ 2017](#))
 - based on Presuppositional Exhaustification ([Ahn et al. 2020; Bassi et al. 2021](#))
- For our data, both make the **same empirical predictions**.

Bare plurals under universal quantification

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What readings do these theories predict?

"Each box contains books."

- 1 **Literal** reading: each box contains at least one book.
- 2 **Weak** reading: each box contains at least one book and it is not the case that each box contains exactly one book.
- 3 **Strong** reading: each box contains at least two books.

Logical strengths: strong > weak > literal

Consequence: we **cannot** test **any combination** of readings.

Higher-order implicature	{literal, weak, strong}
Zweig(+Ivlieva)'s approach	{literal, strong}
Presuppositional Exhaustification	{literal, strong}
Homogeneity-based approach	{literal, strong}

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Logical strengths: strong > weak > 
literal
uniformly-singular



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Logical strengths: strong > weak > literal
mixed

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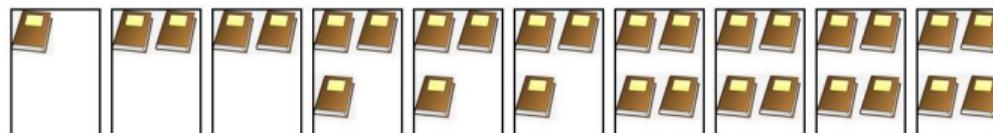
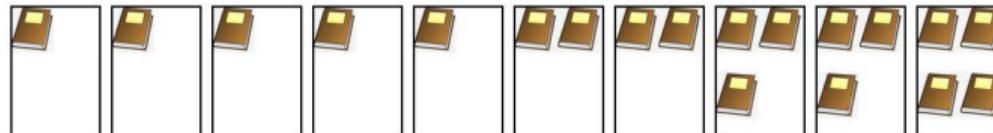
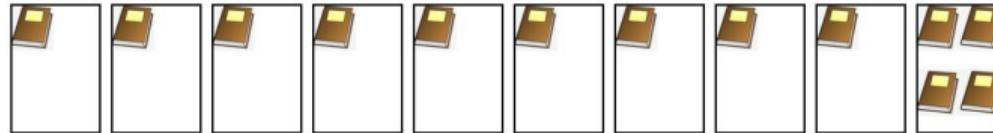


Figure: Examples of mixed scenarios for “each box contains books”.

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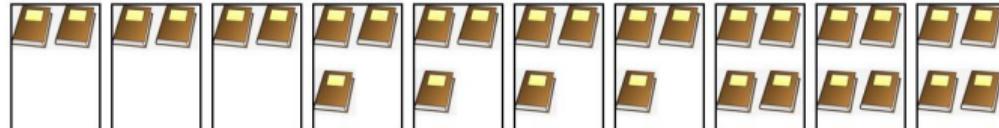
Comprehension study in Mandarin: *xie*

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Logical strengths: $\underbrace{\text{strong} > \text{weak} > \text{literal}}_{\text{uniformly-plural}}$



Goals

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Theoretical question 1

What are the available readings?

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Theoretical question 1

What are the available readings?

Theoretical question 2

How universal are the mechanisms of plural interpretation?

More specifically, as a case study, what are the available readings in Mandarin, a language with optional number marking?

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Previous experimental work

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Two experimental studies looked at plurals under universal quantification:

- Stateva et al. 2016
- Jiang and Sudo 2023

Collected **graded semantic judgments**:

- Likert scales
- scenarios: uniformly-singular, mixed, uniformly-plural

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Two experimental studies looked at plurals under universal quantification:

- Stateva et al. 2016 ← also investigated readings
- Jiang and Sudo 2023

Collected **graded semantic judgments**:

- Likert scales
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How to detect readings

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Recall the three readings: literal, weak, strong.

- **uniformly-singular scenarios:**
only literal reading true
- **mixed scenarios:**
literal + weak readings true
- **uniformly-plural scenarios:**
literal + weak + strong readings
true



Prediction about ratings: **uniformly-plural > mixed > uniformly-singular**.

All theories predict: **uniformly-plural > uniformly-singular**.

Underlying idea: *the more readings are satisfied, the higher the ratings.* (see e.g. [Chemla and Spector 2011](#))

A crucial confound: gradient effects

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uniformly-plural > mixed > uniformly-singular

⚠ Spurious inference:

intermediate ratings for mixed scenarios \Rightarrow evidence for a weak reading



Gradient effects: intuition

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“Each box contains books.”

Highest ratings: uniformly-plural scenarios.

Lowest ratings: uniformly-singular scenarios.

Mixed scenarios intuitively not all equally good:

- intermediate ratings can arise without a weak reading,
- ratings may increase with ‘similarity to uniformly-plural scenarios’.

Gradient effects: when different instantiations of the same reading might systematically receive different truth-value ratings.

Stateva et al. 2016: design

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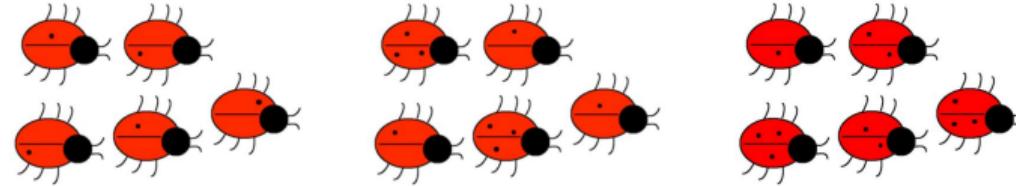
Comprehension study in Mandarin: *xie*

(In Italian) “**Every ladybug has dots.**” / “**Every ladybug has some dots.**”

Same experimental logic as ours.

Factor: number of single-dotted ladybugs out of 5.

5 , 1, 3 , 0
uniformly-singular mixed uniformly-plural



Stateva et al. 2016: original interpretation

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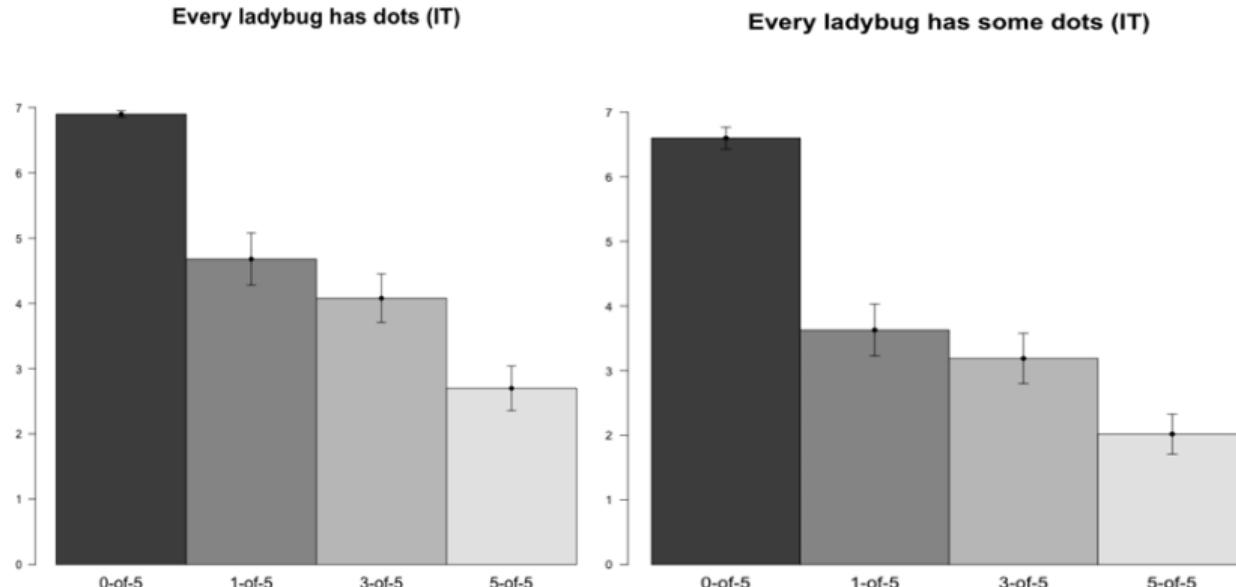
Comprehension study in English: Some NPs (binary)

Comprehension study in Mandarin: xie

Significant differences found:

- between uniformly-singular and mixed
- between mixed and uniformly-plural.

Original interpretation: evidence for both weak and strong readings.



Stateva et al. 2016: alternative interpretation

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Suppose only two readings exist: literal + strong.

Mixed scenarios:

- do not satisfy the strong reading
- but vary in similarity to uniformly-plural scenarios.

Intermediate ratings might not reflect a distinct weak reading, but only **gradient effects** from the literal to the strong reading.

Original interpretation misses a key comparison:

- difference between uniformly-singular and closest mixed
- vs. difference within mixed conditions.

Nothing can be concluded from 'one contrast is significant, the other not'.
([Gelman and Stern 2006](#), "The difference between 'significant' and 'not significant' is not itself statistically significant".)

Confound from previous studies

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Previous studies:

- did not explicitly control for gradience
- even though hints were already present

Two competing accounts:

- literal + strong readings → intermediate ratings due to gradience
- literal + weak + strong readings → possibly with additional gradience

→ Our experiments control for **gradient effects**, a confounding factor overlooked in previous work.

Methodological question

Experimentally, how can we disentangle readings from gradient effects?

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Bare plurals (continuous judgments): design

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We conducted several experiments of language comprehension, asking for judgments (on a continuous scale) of a sentence against a picture.

Structure of the sentences from all experiments:

Each box contains [plural expression].

A different plural expression in each experiment:

- bare plurals
- *several NPs*
- *some NPs*

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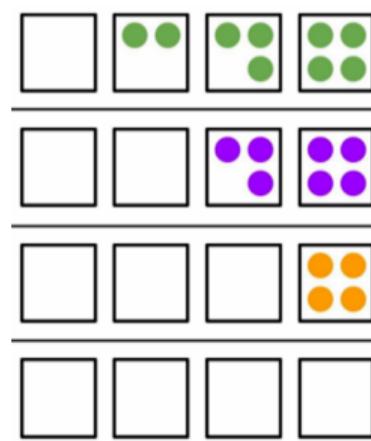
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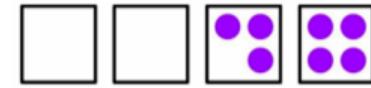
Comprehension study in English: *Some NPs* (binary)

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A box containing several shapes is called a **strong verifier**.



FALSE-3



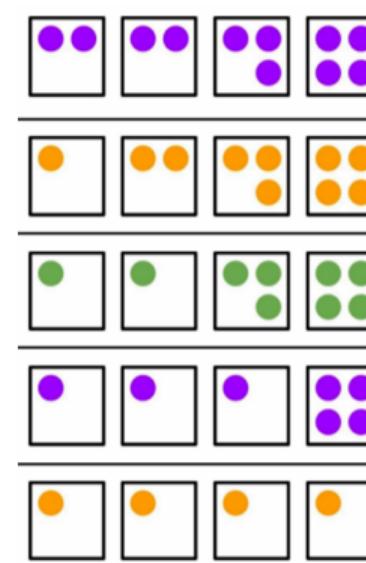
FALSE-2



FALSE-1



FALSE-0



STRONG-4

WEAK-3

WEAK-2

WEAK-1

LITERAL-0

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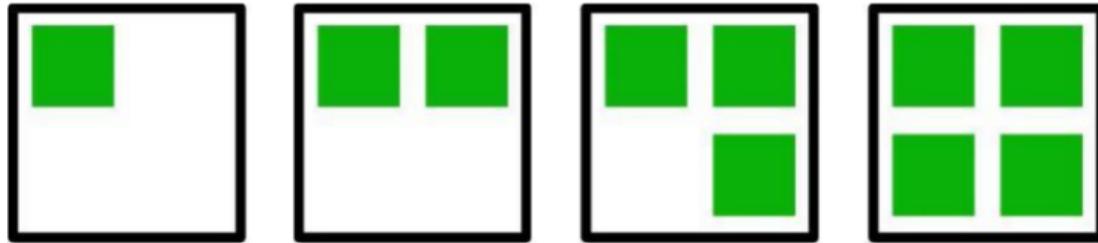
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Example of a trial:



Use the cursor to indicate how well you think the sentence below describes the image.

Each box contains some squares.

bad description

A horizontal slider bar with a blue circular cursor positioned in the middle.

good description

Bare plurals (continuous judgments): results

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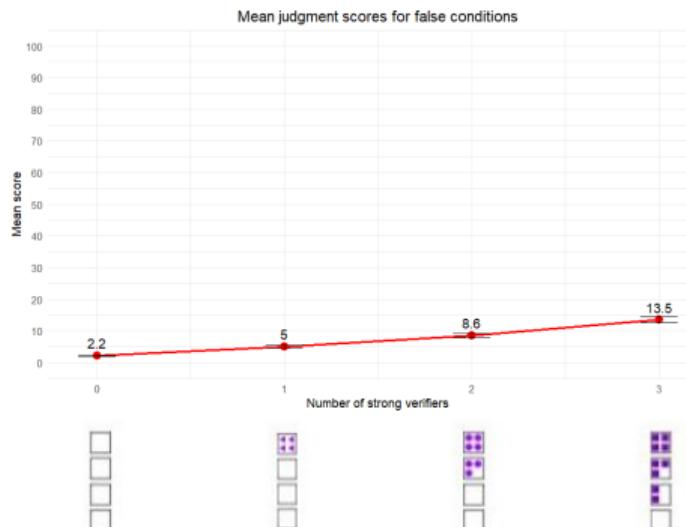
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200 participants (after exclusions) recruited through Prolific.
Each participant saw each condition 3 times.



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Visually:

- Qualitative shifts from **FALSE** to **LITERAL**, and from **WEAK** to **STRONG**.
- Quantitative shifts within **FALSE** and within **LITERAL+WEAK**.



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Four predictors:

- c_{vrf} (number of strong verifiers)
- c_{lit} (binary variable indicating whether the condition is literally true)
- c_{weak} (indicating whether the condition supports a weak reading)
- c_{str} (indicating whether the condition supports a strong reading)

On literally true conditions: we fit a linear mixed-effects model predicting responses as a function of c_{vrf} , with random intercepts and slopes by participant.

$$\text{response} \sim c_{\text{vrf}} + (1 + c_{\text{vrf}} \mid \text{participant})$$

Result (as expected): a positive slope in the linear model and a significant LRT p -value (comparison with a null model). $\chi^2(1) = 395.0$, $p < 10^{-15}$.

LRT on **WEAK** conditions alone: $\chi^2(1) = 18.8$, $p < 10^{-4}$.

→ **Gradience is indeed present within the same reading.**

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Full model:

$$\text{response} \sim c_{\text{vrf}} + c_{\text{lit}} + c_{\text{weak}} + c_{\text{str}} + (1 \mid \text{participant})$$

Which of these factors actually matter for explaining the data?

→ **Model comparisons** using the Bayesian information criterion (BIC), comparing all $2^4 = 16$ possible sub-models.

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Best-fitting model across all 9 conditions:

$$\text{response} \sim c_{\text{vrf}} + c_{\text{lit}} + c_{\text{str}} + (1 \mid \text{participant})$$

→ Seems to favor approaches that **do not predict a weak reading.**

Second best-fitting model ($\Delta BIC = 9$):

$$\text{response} \sim c_{\text{vrf}} + c_{\text{lit}} + c_{\text{weak}} + c_{\text{str}} + (1 \mid \text{participant})$$

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Comprehension study in Mandarin: *xie*

In both BIC and AIC rankings, this model

$$\text{response} \sim c_{\text{lit}} + c_{\text{weak}} + c_{\text{str}} + (1 \mid \text{participant})$$

is judged far better than this model

$$\text{response} \sim c_{\text{lit}} + c_{\text{str}} + (1 \mid \text{participant})$$

Compare these 2 models through LRT, the *p*-value is significant.

Bare plurals (continuous judgments): results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

Comprehension study in English: Several NPs

Comprehension study in English: cumulativity

Comprehension study in English: Some NPs (continuous)

Comprehension study in English: Some NPs (binary)

Comprehension study in Mandarin: *xie*

In both BIC and AIC rankings, this model

$$\text{response} \sim c_{\text{lit}} + c_{\text{weak}} + c_{\text{str}} + (1 \mid \text{participant})$$

is judged far better than this model

$$\text{response} \sim c_{\text{lit}} + c_{\text{str}} + (1 \mid \text{participant})$$

Compare these 2 models through LRT, the *p*-value is significant.

→ **Spurious inference: “the weak reading exists”.**

→ Precisely because we didn't control for gradience.

Bare plurals: interim summary of findings

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

Comprehension study in English: Several NPs

Comprehension study in English: cumulativity

Comprehension study in English: Some NPs (continuous)

Comprehension study in English: Some NPs (binary)

Comprehension study in Mandarin: *xie*

Systematic gradience within readings.

→ **Gradience must be an independent factor.**

From **LITERAL-0** to **WEAK-1**:

- only a quantitative increase
- driven by c_{vrf} .

From **WEAK-3** to **STRONG-4**:

- a qualitative increase
- driven by c_{str} .

Model comparisons: weak reading does not improve the model.

→ Favors theories that do not predict a weak reading.

Outline

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

- 1 Theories on the interpretation of plurals
- 2 Previous experimental studies and gradient effects
- 3 Comprehension study in English: bare plurals
- 4 Follow-ups: *several NPs*; cumulativity
 - Comprehension study in English: *Several NPs*
 - Comprehension study in English: cumulativity
- 5 Comprehension study in English: *Some NPs* (continuous)
- 6 Comprehension study in English: *Some NPs* (binary)
- 7 Comprehension study in Mandarin: *xie*
- 8 Conclusion

Follow-up experiments needed

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

Two observations from the bare plurals experiment:

- **Gradience might reflect proximity to a uniformly-plural scenario.**
Prediction: gradience should persist even with no ambiguity.
→ **1st follow-up, several NPs, an unambiguous plural.**

- **Unexpectedly high ratings for uniformly-singular scenarios.**
Possible explanation: marginal cumulative interpretation.
→ **2nd follow-up, cumulativity experiment with different plural expressions.**

Outline

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

- 1 Theories on the interpretation of plurals
- 2 Previous experimental studies and gradient effects
- 3 Comprehension study in English: bare plurals
- 4 Follow-ups: *several NPs*; cumulativity
 - Comprehension study in English: *Several NPs*
 - Comprehension study in English: cumulativity
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- 7 Comprehension study in Mandarin: *xie*
- 8 Conclusion

Several NPs (continuous judgments): design

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

“Each box contains [several NPs].”

Same basic design as bare plurals.

Only one predictor of interest: c_{vrf} (number of strong verifiers).

Gradient effects expected:

- within no-empty-box conditions
- within at-least-one-empty-box conditions

Several NPs (continuous judgments): results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

Comprehension study in English: Several NPs

Comprehension study in English: cumulativity

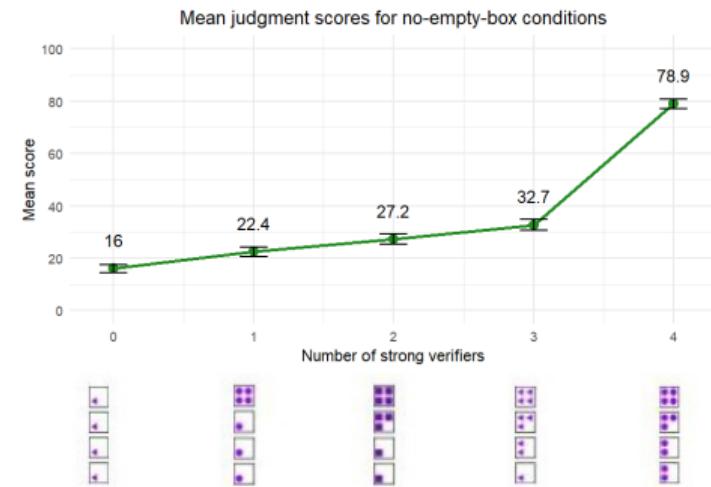
Comprehension study in English: Some NPs (continuous)

Comprehension study in English: Some NPs (binary)

Comprehension study in Mandarin: *xie*

Visually:

- Gradience persists even with a single reading.
- Mean ratings do not follow the visual ordering of conditions.



Several NPs (continuous judgments): results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

Comprehension study in English: Several NPs

Comprehension study in English: cumulativity

Comprehension study in English: Some NPs (continuous)

Comprehension study in English: Some NPs (binary)

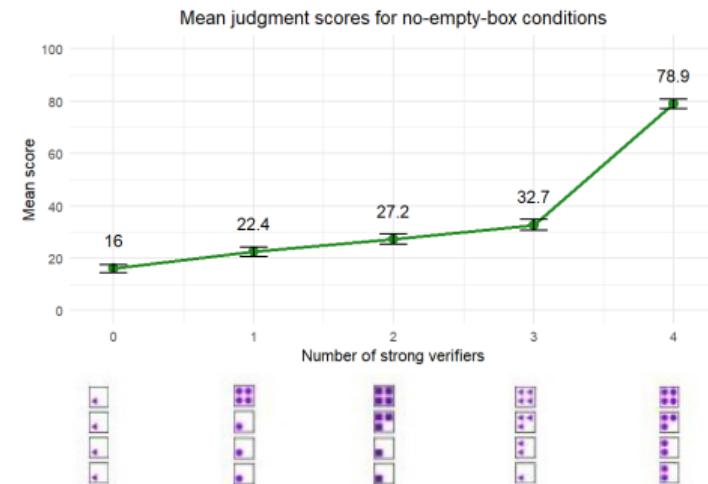
Comprehension study in Mandarin: xie

LRT on no-empty-box conditions: $\chi^2(1) = 232.31, p < 10^{-49}$.

LRT on at-least-one-empty-box conditions: $\chi^2(1) = 380.01 p < 10^{-81}$.

→ In both cases, c_{vrf} significantly improves model fit.

Supports gradience as an independent factor.



Outline

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

- 1 Theories on the interpretation of plurals
- 2 Previous experimental studies and gradient effects
- 3 Comprehension study in English: bare plurals
- 4 Follow-ups: *several NPs*; cumulativity
 - Comprehension study in English: *Several NPs*
 - Comprehension study in English: cumulativity
- 5 Comprehension study in English: *Some NPs* (continuous)
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- 7 Comprehension study in Mandarin: *xie*
- 8 Conclusion

Cumulativity experiment (continuous judgments): design

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

Marginal cumulative interpretation: sentence judged acceptable if there is a plurality in total.

Does the magnitude of this effect depend on the plural expression?

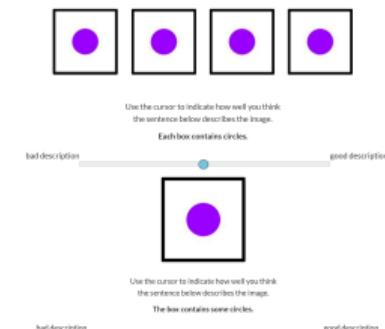
Factors:

■ Plural expression:

- bare plurals
- *some NPs*
- *several NPs*

■ Picture type:

- 1 box (sentences like “The box contains circles”);
- 4 boxes (sentences like “Each box contains circles”).



600 participants total, each completing exactly one trial.

Cumulativity (continuous judgments): results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

Across all sentence types: **higher ratings with 4 boxes than with 1 box.**

	Bare plural	Some NPs	Several NPs
1-box	32.8	18.9	3.4
4-boxes	75.8	46.8	14.5

Table: Mean ratings (scale 1-100) by sentence type and image type.

Size of the effect varies:

- largest for bare plurals
- intermediate for *some NPs*
- smallest for *several NPs*

Cumulativity (continuous judgments): results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

Open question: existing theories do not predict differences in cumulative availability, especially between bare plurals and *some NPs*.

But otherwise, regarding multiplicity inference, *some NPs* have predicted behavior identical to bare plurals, in all theories.

Motivation for experiment with *some NPs*:

Lower ‘baseline’ ratings in uniformly-singular scenarios.

→ More room for increase within literally true scenarios.

Design: identical to bare plurals experiments.

Outline

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

- 1 Theories on the interpretation of plurals
- 2 Previous experimental studies and gradient effects
- 3 Comprehension study in English: bare plurals
- 4 Follow-ups: *several NPs*; cumulativity
 - Comprehension study in English: *Several NPs*
 - Comprehension study in English: cumulativity
- 5 Comprehension study in English: *Some NPs* (continuous)
- 6 Comprehension study in English: *Some NPs* (binary)
- 7 Comprehension study in Mandarin: *xie*
- 8 Conclusion

Some NPs (continuous judgments): results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

Comprehension study in English: *Several NPs*

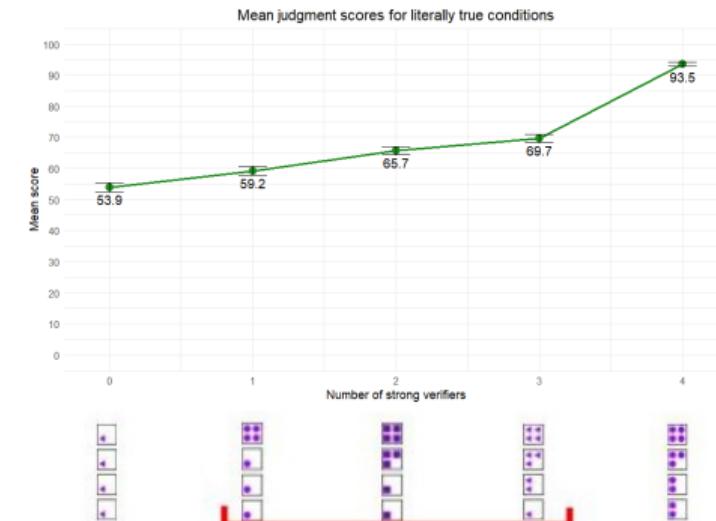
Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

200 participants (after exclusions) recruited through Prolific.
Each participant saw each condition 3 times.



Some NPs (continuous judgments): results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

On literally true conditions:

$$\text{response} \sim c_{\text{vrf}} + (1 + c_{\text{vrf}} | \text{participant})$$

LRT: $\chi^2(1) = 1052.9, p < 10^{-15}$.

LRT on **WEAK** conditions alone: $\chi^2(1) = 65.19, p < 10^{-15}$.

→ **Gradience is again present within the same reading.**

Some NPs (continuous judgments): results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

Best-fitting model across all 9 conditions:

$$\text{response} \sim c_{\text{vrf}} + c_{\text{lit}} + c_{\text{str}} + (1 \mid \text{participant})$$

→ Again, seems to favor approaches that **do not predict a weak reading.**

Second best-fitting model ($\Delta BIC = 9$):

$$\text{response} \sim c_{\text{vrf}} + c_{\text{lit}} + c_{\text{weak}} + c_{\text{str}} + (1 \mid \text{participant})$$

Outline

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

- 1 Theories on the interpretation of plurals
- 2 Previous experimental studies and gradient effects
- 3 Comprehension study in English: bare plurals
- 4 Follow-ups: *several NPs*; cumulativity
 - Comprehension study in English: *Several NPs*
 - Comprehension study in English: cumulativity
- 5 Comprehension study in English: *Some NPs* (continuous)
- 6 Comprehension study in English: *Some NPs* (binary)
- 7 Comprehension study in Mandarin: *xie*
- 8 Conclusion

Some NPs (binary judgments): design

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

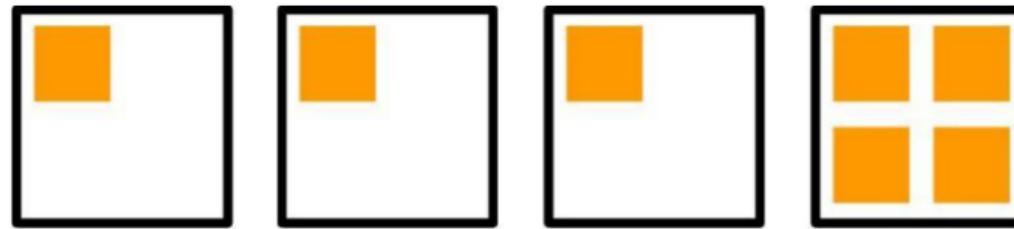
Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

Goal: are gradient effects still present with binary judgments?

Same sentences and pictures as in the version with continuous judgments.

Example of a trial:



Do you think the sentence below is true or false?

Each box contains some squares.

false

true

Some NPs (binary judgments): results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

Comprehension study in English: *Several NPs*

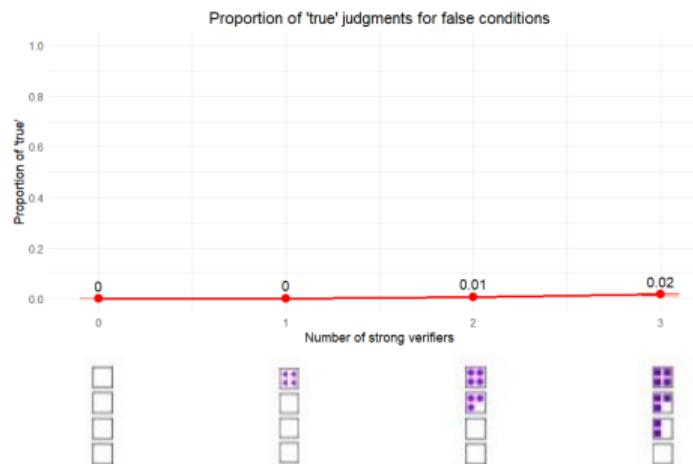
Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

200 participants (after exclusions) recruited through Prolific.
Each participant saw each condition 3 times.



Some NPs (binary judgments): results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

Comprehension study in English: Several NPs

Comprehension study in English: cumulativity

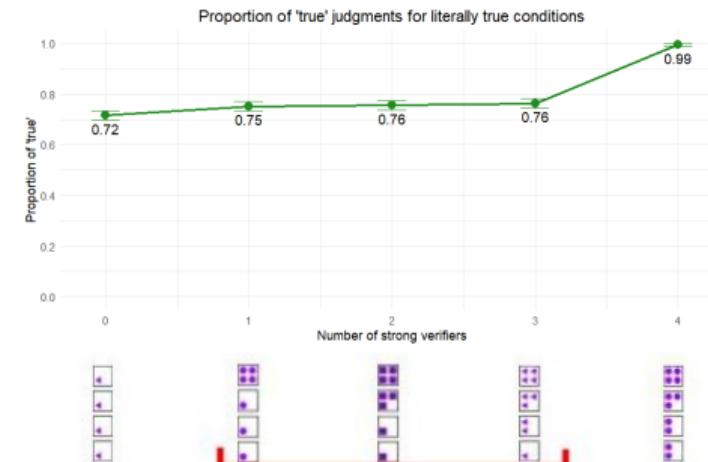
Comprehension study in English: Some NPs (continuous)

Comprehension study in English: Some NPs (binary)

Comprehension study in Mandarin: *xie*

Visually:

- Hardly any gradience within **FALSE** cases, or within **WEAK+LITERAL** cases.
- The only noticeable qualitative shifts:
from **FALSE** to **LITERAL** and from **WEAK** to **STRONG**.



Some NPs (binary judgments): results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

Same four predictors:

- c_{vrf} (number of strong verifiers)
- c_{lit} (binary variable indicating whether the condition is literally true)
- c_{weak} (indicating whether the condition supports a weak reading)
- c_{str} (indicating whether the condition supports a strong reading)

Best-fitting model across all 9 conditions:

$$\text{response} \sim c_{\text{vrf}} + c_{\text{lit}} + c_{\text{str}} + (1 \mid \text{participant})$$

→ Seems to favor approaches that **do not predict a weak reading.**

BUT this could well be due to **limitations of the logistic model**: exaggerated effects of tiny (insignificant) gradience within **FALSE**.

Some NPs (binary judgments): results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

Follow-up analysis: (post-hoc) model comparison without c_{lit} on the subset of literally true conditions.

Best-fitting model across the subset of 5 conditions:

$$\text{response} \sim c_{\text{weak}} + c_{\text{str}} + (1 \mid \text{participant})$$

This is the **only time** in all our English experiments that c_{weak} was present in the **best-fitting model**.

Some NPs (binary judgments): results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

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Some NPs (binary judgments): results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

Comprehension study in English: Several NPs

Comprehension study in English: cumulativity

Comprehension study in English: Some NPs (continuous)

Comprehension study in English: Some NPs (binary)

Comprehension study in Mandarin: xie

Follow-up analysis: (post-hoc)

model comparison without c_{lit} on the subset of literally true conditions.

Best-fitting model across the subset of 5 conditions:

$$\text{response} \sim c_{\text{weak}} + c_{\text{str}} + (1 \mid \text{participant})$$

This is the **only time** in all our English experiments that c_{weak} was present in the best-fitting model.

... still not a strong argument in favor of the weak reading:

- visually not convincing
- analysis not preregistered on the subset of 5 conditions
- properties of the logistic model
- if a continuous response type ‘concealed’ the weak reading, it is conversely possible that a binary response type is ‘concealing’ cognitive gradience...

Outline

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

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Comprehension study in Mandarin: *xie*

- 1 Theories on the interpretation of plurals
- 2 Previous experimental studies and gradient effects
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- 8 Conclusion

A language with optional number marking

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

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Comprehension study in English: cumulativity

Comprehension study in English: Some NPs (continuous)

Comprehension study in English: Some NPs (binary)

Comprehension study in Mandarin: *xie*

A threefold number marking in Mandarin:

- 1 Bare noun: **number-neutral** (Zhang 2014; Cheng and Sybesma 1999...).
- 2 [one + CL] where CL is the '**singular**' classifier \approx a NP
In Mandarin: *yige* 一个、 *yiben* 一本……
Triggers a **uniqueness** inference.
- 3 [one + *xie*] where *xie* 些 is the '**plural**' classifier \approx (some) NPs
In Mandarin: *yixie* 一些.
Triggers a **multiplicity** inference.

It can be shown that all three forms have the **same truth conditions**.

Comprehension study in Mandarin

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

Comprehension study in English: Several NPs

Comprehension study in English: cumulativity

Comprehension study in English: Some NPs (continuous)

Comprehension study in English: Some NPs (binary)

Comprehension study in Mandarin: *xie*

Picture stimuli identical to those of the English comprehension experiment, with translated instructions and the following stimulus sentence:

(3) 每 个 盒子 里 都 有 — 些 [NP]
měi gè hé-zì lǐ dōu yǒu yī xiē [NP]
each CL box in DOU EXIST **one xie** [NP]

'Each box contains [one + *xie* + NP].'

xie experiment: results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

Comprehension study in English: Several NPs

Comprehension study in English: cumulativity

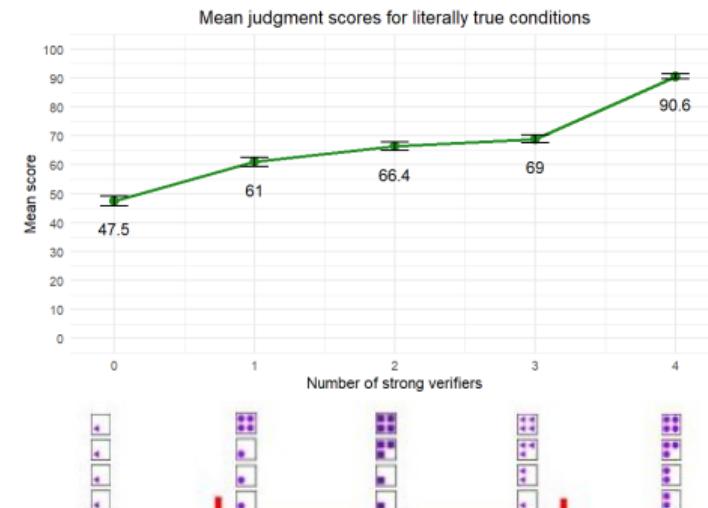
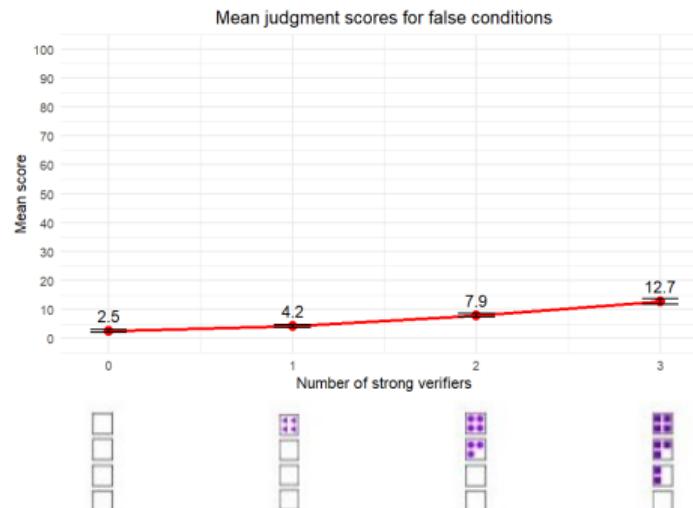
Comprehension study in English: Some NPs (continuous)

Comprehension study in English: Some NPs (binary)

Comprehension study in Mandarin: xie

Visually:

- Qualitative shifts from **FALSE** to **LITERAL**, from **WEAK** to **STRONG**, but also (it seems!) from **LITERAL** to **WEAK**.
- Quantitative shifts within **FALSE** and within **LITERAL+WEAK**.



xie experiment: results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

Comprehension study in English: Several NPs

Comprehension study in English: cumulativity

Comprehension study in English: Some NPs (continuous)

Comprehension study in English: Some NPs (binary)

Comprehension study in Mandarin: xie

Same four predictors:

- c_{vrf} (number of strong verifiers)
- c_{lit} (binary variable indicating whether the condition is literally true)
- c_{weak} (indicating whether the condition supports a weak reading)
- c_{str} (indicating whether the condition supports a strong reading)

On literally true conditions, we fitted a linear mixed-effects model:

$$\text{response} \sim c_{\text{vrf}} + (1 + c_{\text{vrf}} \mid \text{participant})$$

Result (as expected): a positive slope in the linear model and a significant LRT p -value (comparison with a null model). $\chi^2(1) = 858.13, p < 10^{-15}$.

LRT on **WEAK** conditions alone, with the same conclusions:

$$\chi^2(1) = 38.34, p < 10^{-9}.$$

xie experiment: results

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

Best-fitting model across all 9 conditions:

$$\text{response} \sim c_{\text{vrf}} + c_{\text{lit}} + c_{\text{weak}} + c_{\text{str}} + (1 \mid \text{participant})$$

Second best-fitting model ($\Delta BIC = 62$):

$$\text{response} \sim c_{\text{vrf}} + c_{\text{lit}} + c_{\text{str}} + (1 \mid \text{participant})$$

→ Contrary to continuous *some NPs*,

c_{weak} is present in the best model.

→ Contrary to binary *some NPs*,

presence of c_{weak} is at least visually clear.

Possibly because baseline (= uniformly-singular) judgments are lower?

(+ Caveat: differences in participants socio-demographic background.)

Outline

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: *several NPs*; cumulativity

Comprehension study in English: *Several NPs*

Comprehension study in English: cumulativity

Comprehension study in English: *Some NPs* (continuous)

Comprehension study in English: *Some NPs* (binary)

Comprehension study in Mandarin: *xie*

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- 2 Previous experimental studies and gradient effects
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Answers to our questions

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

Comprehension study in English: bare plurals

Follow-ups: several NPs; cumulativity

Comprehension study in English: Several NPs

Comprehension study in English: cumulativity

Comprehension study in English: Some NPs (continuous)

Comprehension study in English: Some NPs (binary)

Comprehension study in Mandarin: xie

Theoretical question 1

What are the available readings?

- In every experiment, the **literal** and **strong** readings are present in the best model.
- At first glance, **with continuous judgments**, weak reading not supported in English comprehension (no improvement with c_{weak}).
- Best model: response $\sim c_{\text{vrf}} + c_{\text{lit}} + c_{\text{str}} + (1 \mid \text{participant})$
- Weak reading detected in binary *some NPs* task → methodological challenge.

Higher-order implicature {literal, weak, strong}

Zweig(+Ivlieva)'s approach {literal, strong}

Presuppositional Exhaustification {literal, strong}

Homogeneity-based approach {literal, strong}

Answers to our questions

Theories on the interpretation of plurals

Previous experimental studies and gradient effects

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Theoretical question 2

How universal are the mechanisms of plural interpretation?

More specifically, as a case study, what are the available readings in Mandarin, a language with optional number marking?

- Mandarin shows gradient effects *and* supports the weak reading (c_{weak} improves model fit).
- Further theoretical work needed on link between optional number marking systems and possible availability of weak reading.

Answers to our questions

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Methodological question

Experimentally, how can we disentangle readings from gradient effects?

- Gradient modeled via strong verifier count (c_{vrf}) + binary factors for readings (c_{lit} , c_{weak} , c_{str}).
- Alternative: weights on readings + for each reading, distance to closest situation that satisfies the reading (e.g., [Chemla and Spector 2014](#)).

Remaining puzzles

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- **Cumulative readings:** acceptability varies across plural expressions.
- **Binary vs. continuous responses:** modeling binary responses as a function of continuous responses.
- **Production vs. comprehension:** underexplored link.

Future directions

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- **Mandarin:** investigate plural interpretation when number marking is optional.
- Investigate **other lexical scales** with scalar implicatures (revisit [Chemla and Spector 2011](#)).
- Extend to **other quantifiers** and modals.
- Explore **context-sensitivity** by controlling for the QUD.
- Refine ambiguity resolution using **probabilistic models** (e.g. RSA).

Thank you!

References I

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