

A mentalistic semantics explains  
*each* and *every* quantifier use

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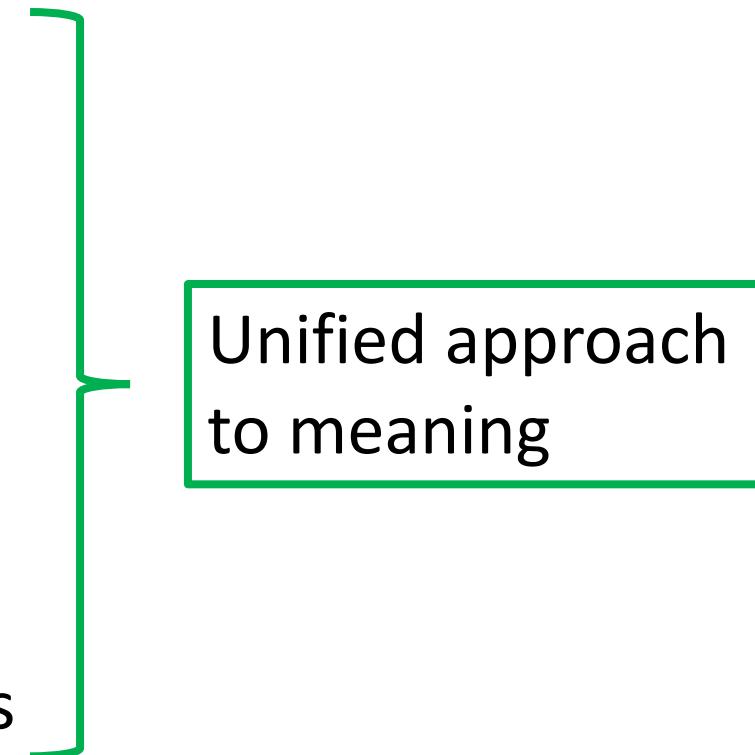
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Theories of linguistic meaning aim to account for how meanings...

- are formally represented
  - can combine into larger units
  - get pragmatically used/interpreted
  - connect to non-ling cognitive systems
- 
- Prioritized by formal approaches
- Prioritized by cognitive approaches

Theories of linguistic meaning aim to account for how meanings...

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# Roadmap

## Linguistic & Psycholinguistic data

- ➔ Suggests *each* is somehow more individualistic than *every*

## Psycho-semantic proposal

- ➔ *Each* interfaces with *object-files*; *Every* interfaces with *ensembles*

## Novel predictions about pragmatic use

- ➔ Quantifying over *small & local* vs. *large & global* domains

# *Each* is more individualistic than *every*

- (1) a. Take **every** one of them  
b. Take **each** one of them...  
and examine it in turn



- (3) Which book did you loan to **each** student?

*Frankenstein*  
to Frank



*Persuasion*  
to Paula



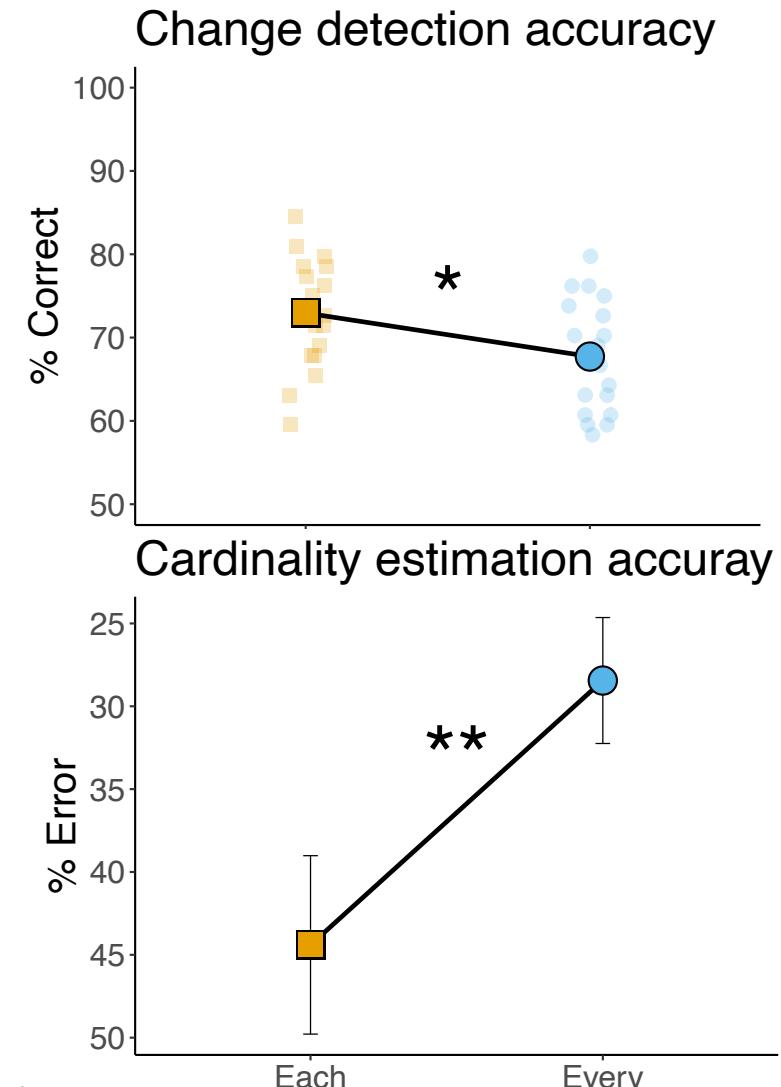
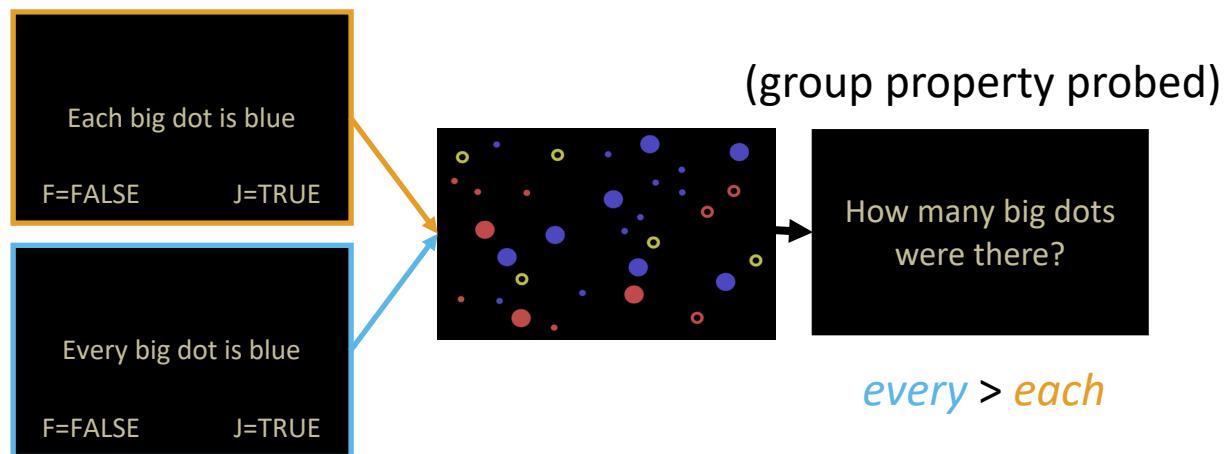
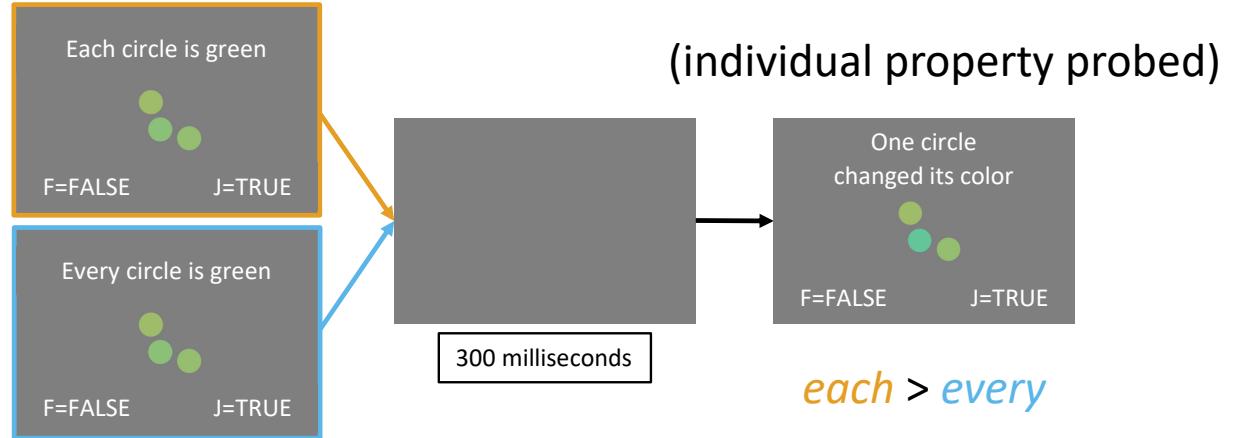
*Dune*  
to Dani



- (2) In this talk,  
a. ✓ I combine **every** theory of quantification  
b. # I combine **each** theory of quantification

- (4) Which book did you loan to **every** student?  
A: *There's no one book I loaned to every student*

# *Each* is more individualistic than *every*



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# Psycho-semantic proposal

“**Each** frog is green”

$\forall x:\text{Frog}(x)[\text{Green}(x)]$

**Individuate** the frogs

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The **F**: $\text{Frog}(F)[\forall x:F(x)[\text{Green}(x)]]$

**Group** the frogs

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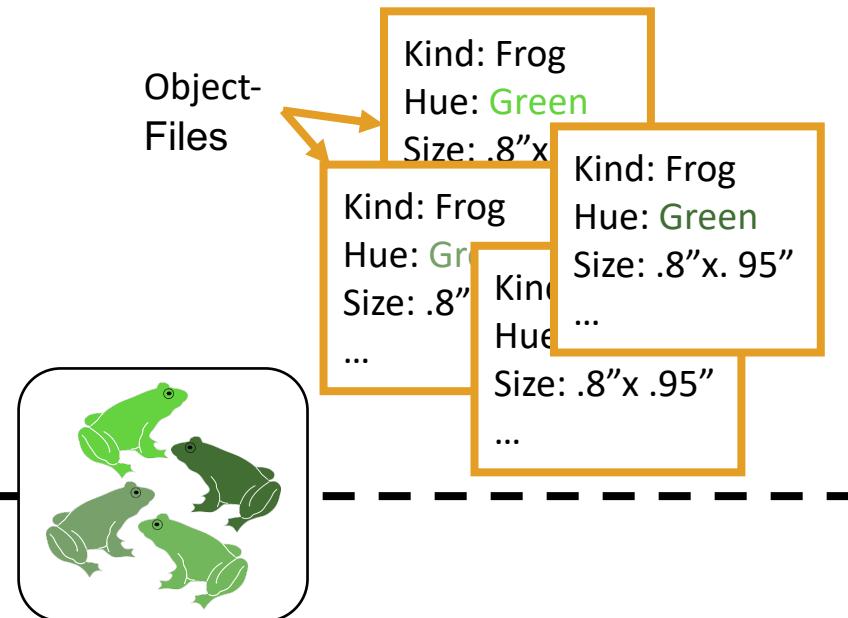
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Group the frogs

Object-  
Files

Kind: Frog

Hue: Green

Size: .8"x

Kind: Frog

Hue: Gr

Size: .8"

...

...

Kind: Frog

Hue: Green

Size: .8"x. 95"

Kind: ...

Hue: ...

Size: .8"x .95"

...

...

Kind: Frogs

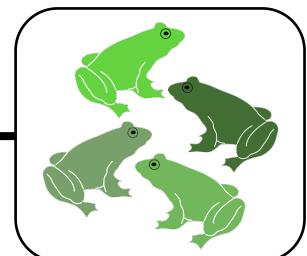
Average Hue: Green

Average Size: .8" x .95"

Cardinality: 4

...

Ensemble

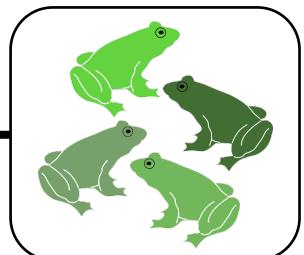


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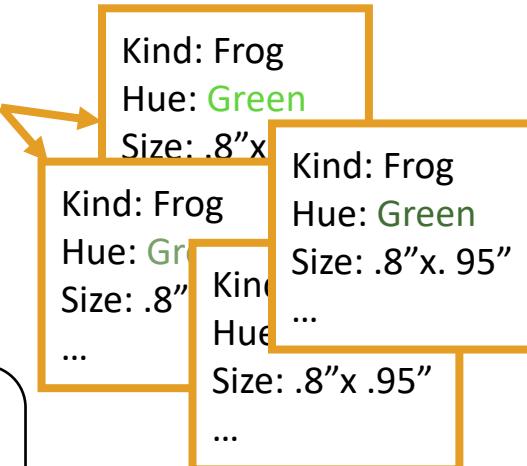
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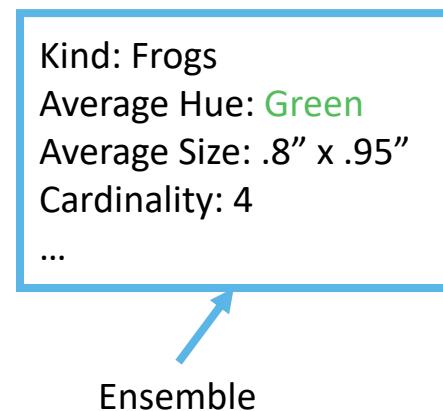
Object-Files



“**Every** frog is green”

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**Group** the frogs



## Object-files

➔ Individual properties encoded  
(e.g., Kahneman & Treisman 1984; Kahneman et al. 1992; Xu & Chen 2009; Carey 2009)

➔ Strict working memory limit  
(e.g., Vogel et al. 2001; Feigenson & Carey 2005; Wood & Spelke 2005; Alvarez & Franconeri 2007)

## Ensembles

➔ Summary statistics encoded  
(e.g., Ariely 2001; Chong & Treisman 2003; Haberman & Whitney 2011; Sweeny et al. 2015)

➔ No working memory limit  
(e.g., Halberda et al. 2006; Zosh et al. 2011; Alvarez & Oliva 2008; Im & Halberda 2013)

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- ✓ Suggests *each* is somehow more individualistic than *every*
- ✓ Psycho-semantic proposal
  - ✓ *Each* interfaces with *object-files*; *Every* interfaces with *ensembles*

## Novel predictions about pragmatic use

→ Quantifying over *small & local* vs. *large & global* domains

# Predictions

Those representations should lead to downstream pragmatic consequences:

All else equal, *every* should be preferred for

- larger domains of quantification
- generalizing beyond locally-established domain

## Object-files (*each*)

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(e.g., Kahneman & Treisman 1984; Kahneman et al. 1992; Xu & Chen 2009; Carey 2009)

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## Ensembles (*every*)

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# Prediction 1: *every* is better for larger domains

The bartender at the local tavern has made **three martinis**.

He said that {each/every} martini he made had an olive.

The bartender at the local tavern has made **three thousand martinis**.

He said that {each/**every**} martini he made had an olive.

12 items; within-subjects; n=100

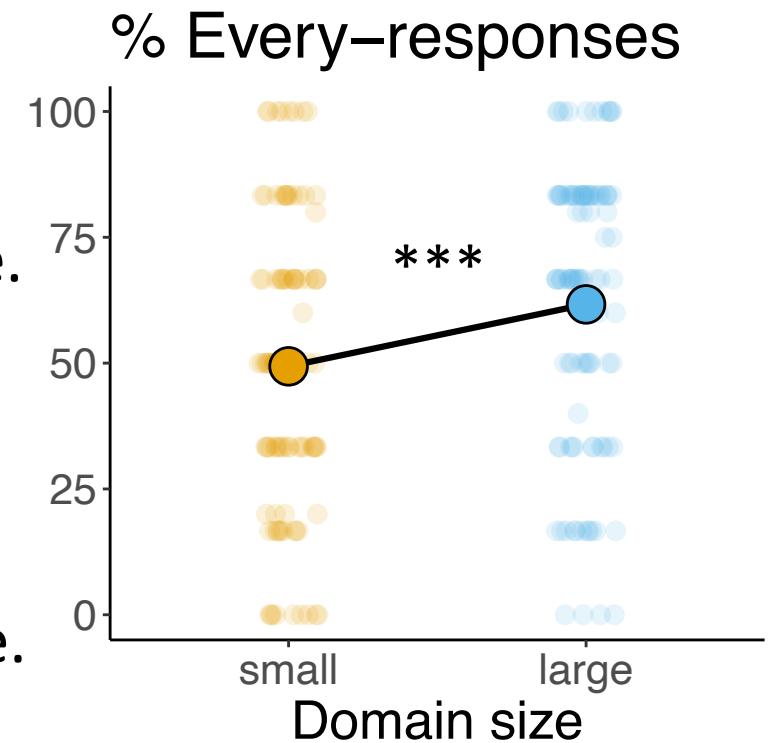
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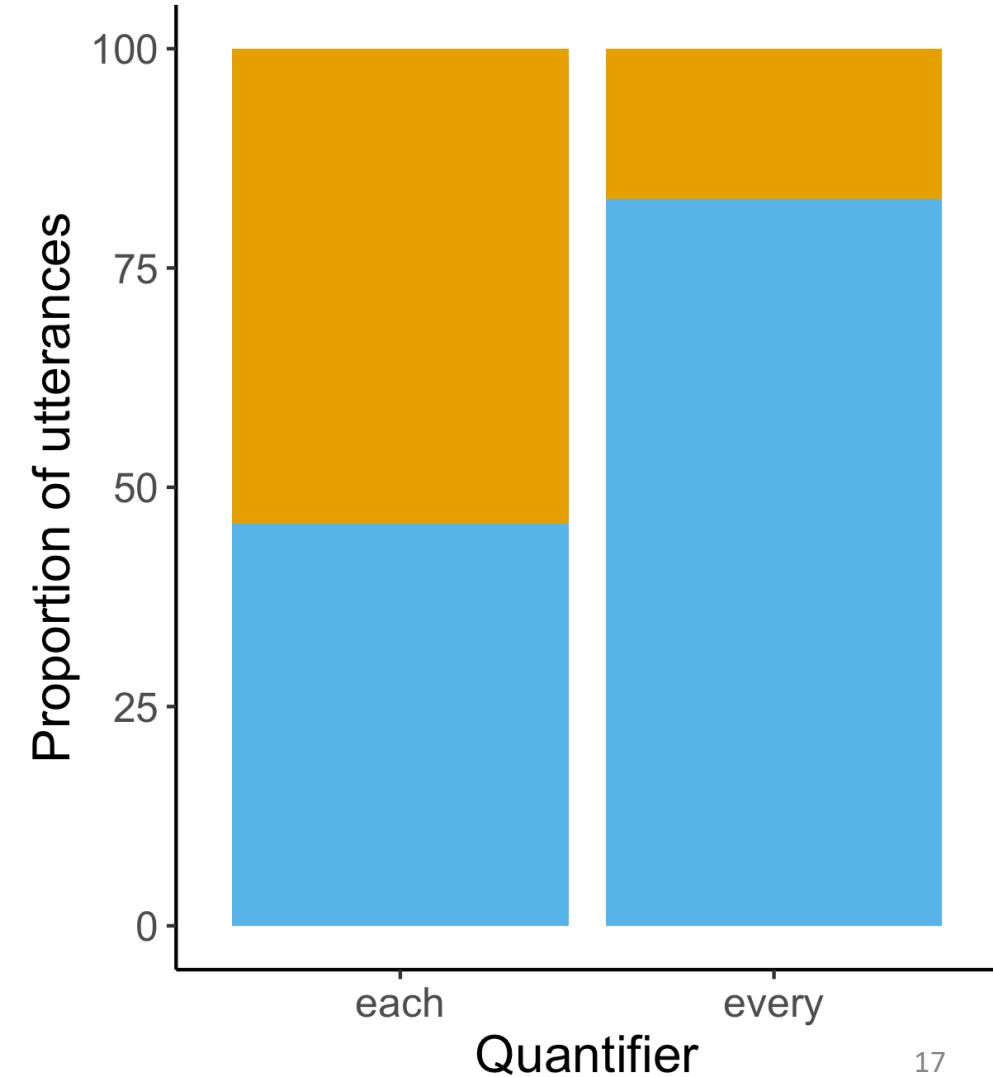
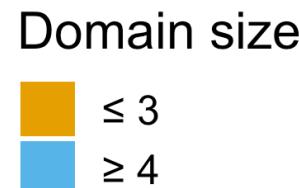
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Parent-Child interaction from the  
Language Development Project corpus



Prediction 1: *every* is better for larger domains

If someone said

*Each martini needs an olive*

how many martinis would you guess they have in mind?

# Prediction 1: *every* is better for larger domains

If someone said

*Each martini needs an olive*

*Every martini needs an olive*

“all martinis generally”  
“all martinis!”  
“every martini ever made”  
“every one that is made”  
“an unlimited amount”  
“as many as there are in the world”



how many martinis would you guess they have in mind?

% responses below 4:

*Each*: 67%

*Every*: 30%

$\chi^2=11.97$ ,  $p<.001$

1 item;  $n=198$

# Prediction 2: *every* is better for generalizing

*Each martini needs an olive ≈ some particular cocktails need garnishes*

*Every martini needs an olive ≈ part of a cocktail recipe*

## Ensembles

- ➔ No working memory limit (can support arbitrarily large domains)  
(e.g., Halberda et al. 2006; Zosh et al. 2011; Alvarez & Oliva 2008; Im & Halberda 2013)
- ➔ Represented in terms of summary statistics  
(e.g., Ariely 2001; Chong & Treisman 2003; Haberman & Whitney 2011; Sweeny et al. 2015)

## Prediction 2: *every* is better for generalizing

The bartender at the local tavern made a few martinis.

He said that {each/every} martini **that he made**  
has an olive.

He said that {each/**every**} martini **that's worth drinking**  
has an olive.

12 items; within-subjects; n=100

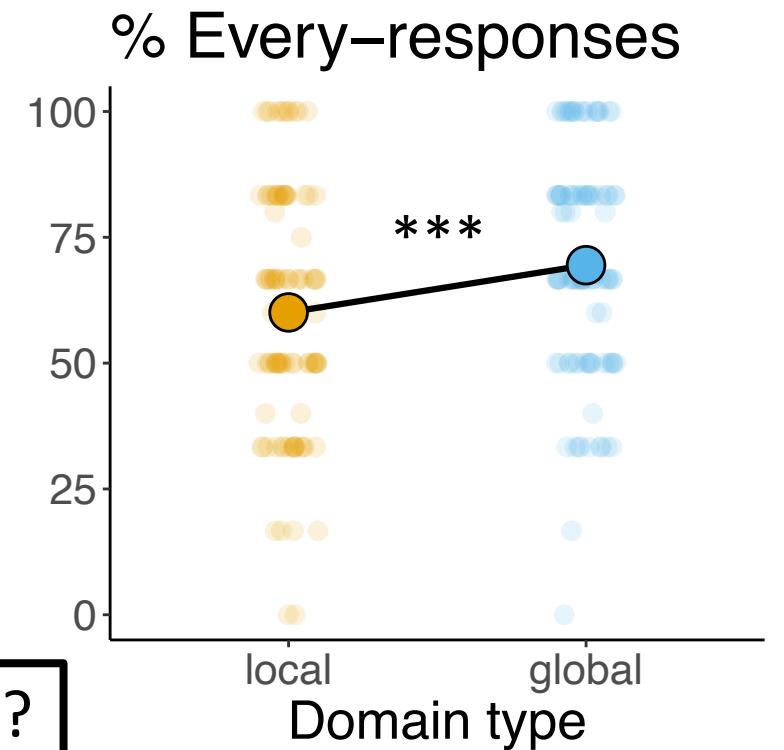
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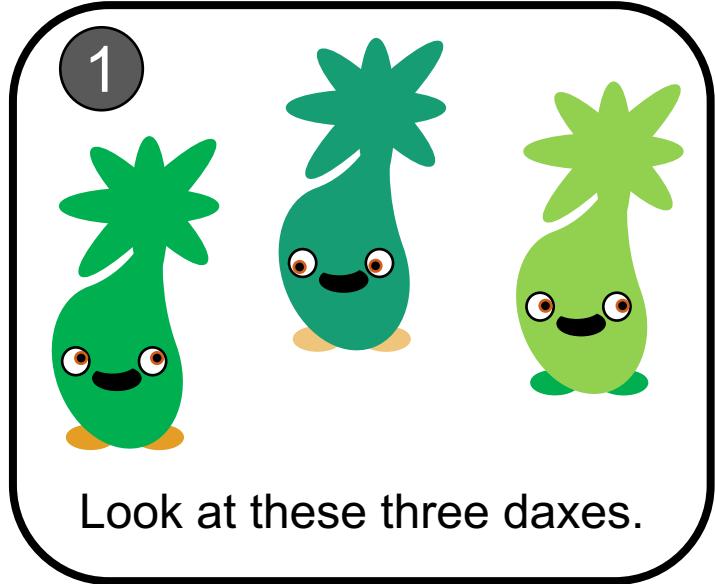
He said that {each/**every**} martini **that's worth drinking** has an olive.

Isn't this just domain size all over again?  
| Martinis worth drinking | >  
| Martinis the bartender made |

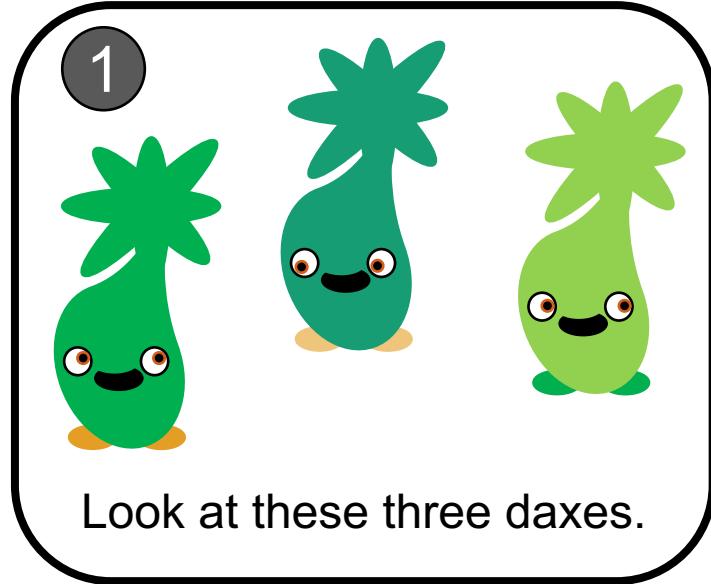


ms; within-subjects; n=100

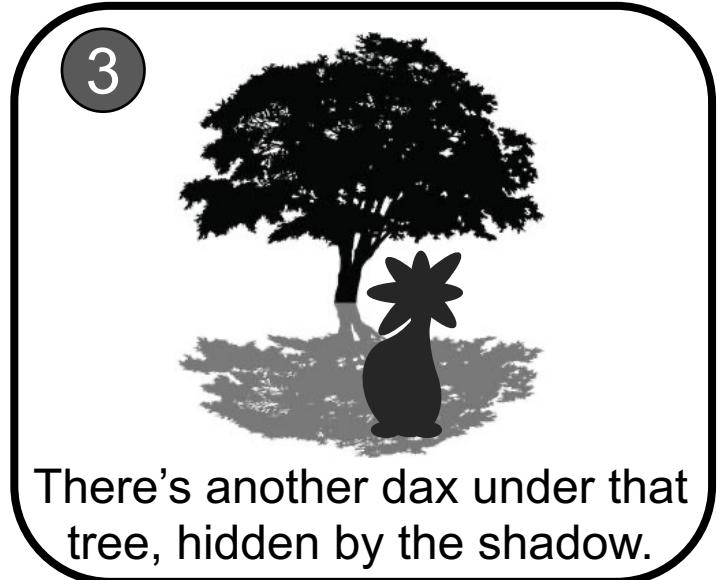
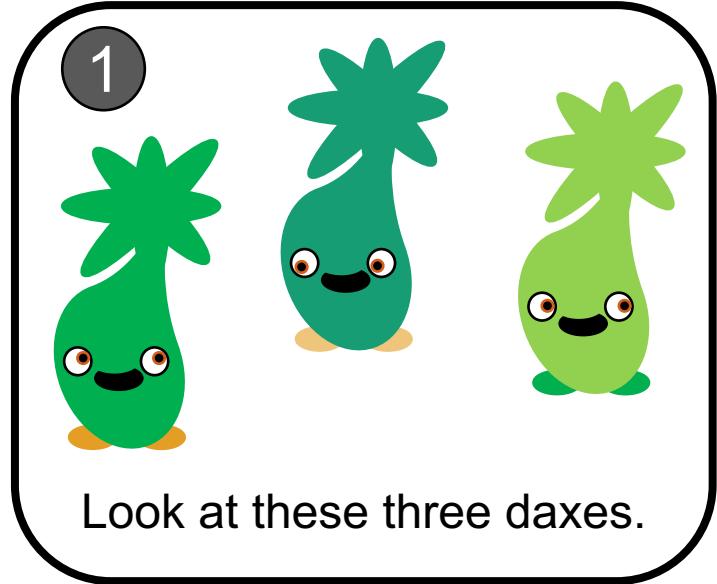
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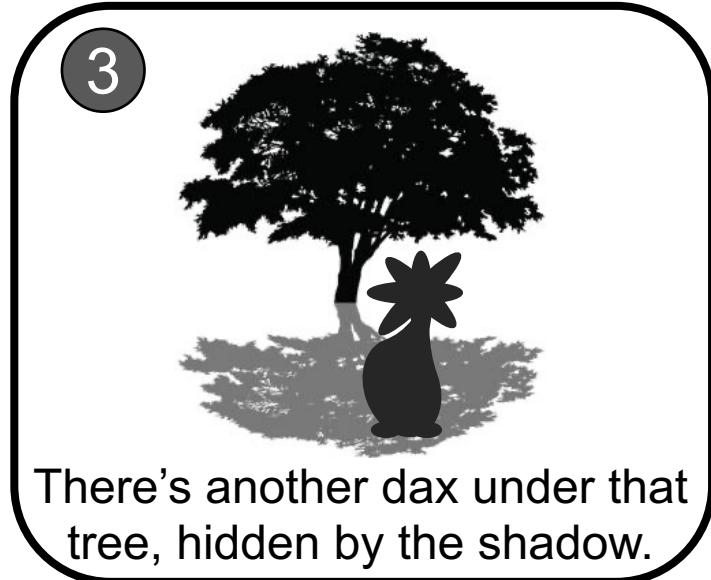
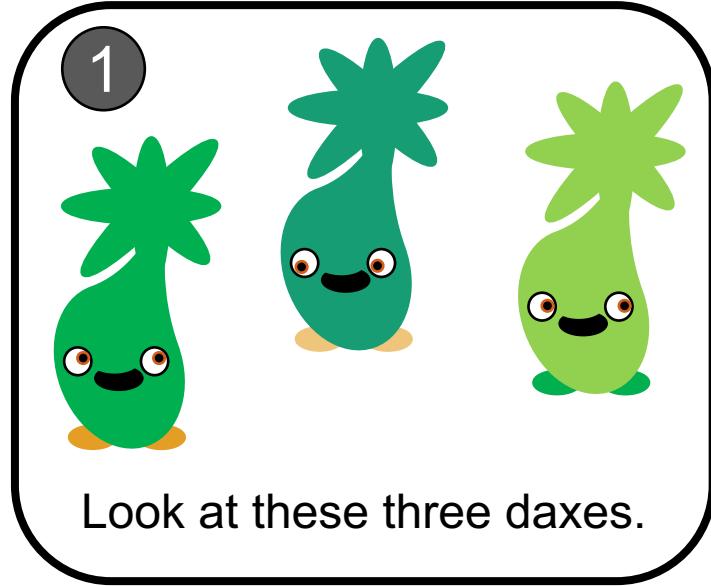
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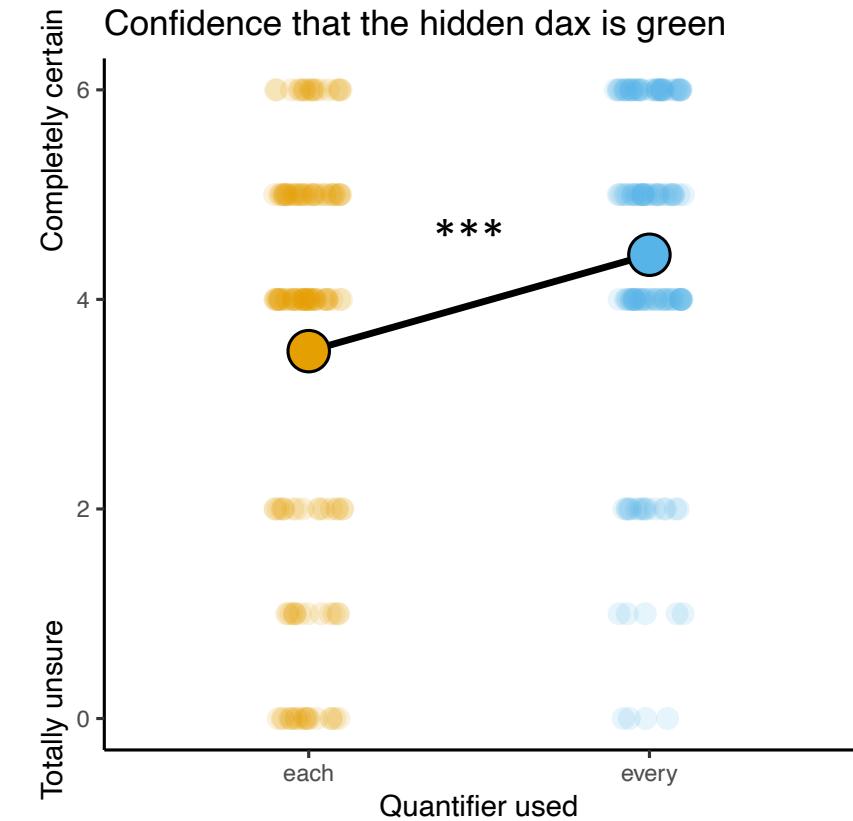
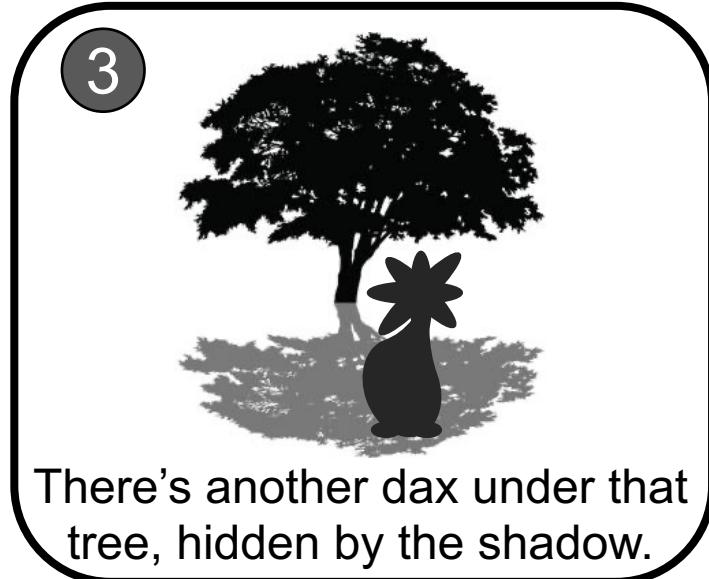
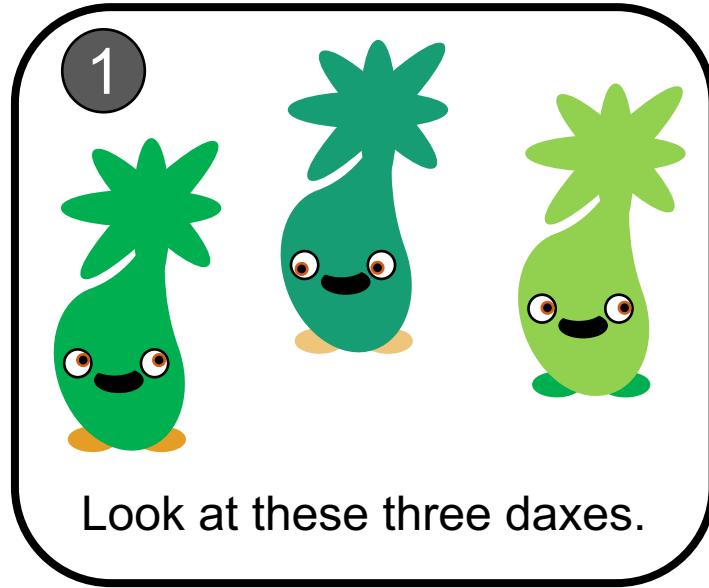
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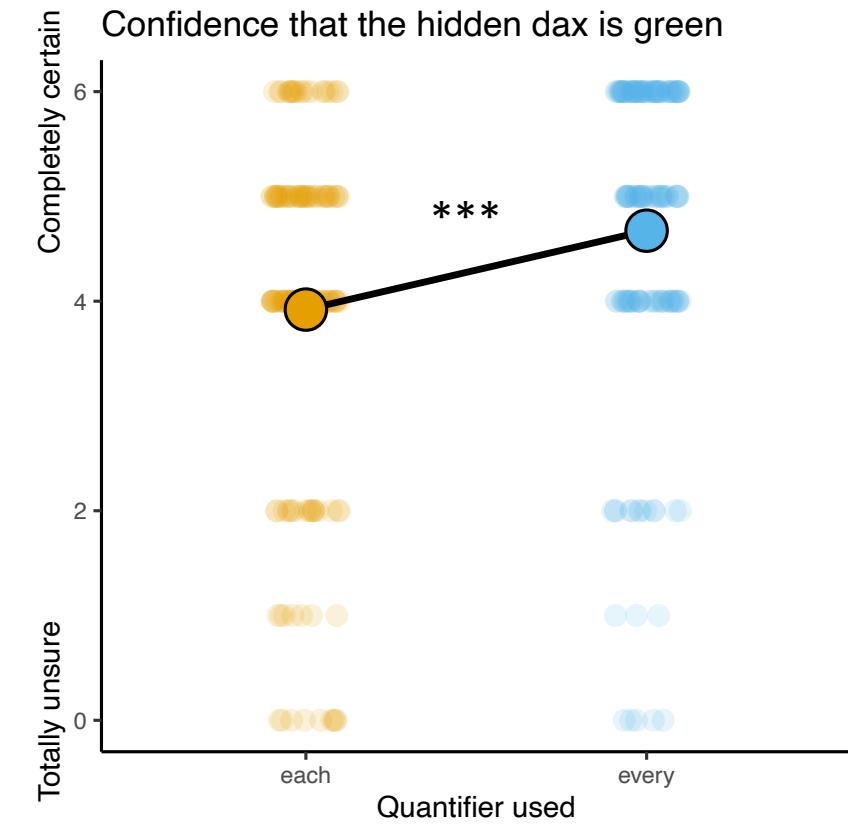
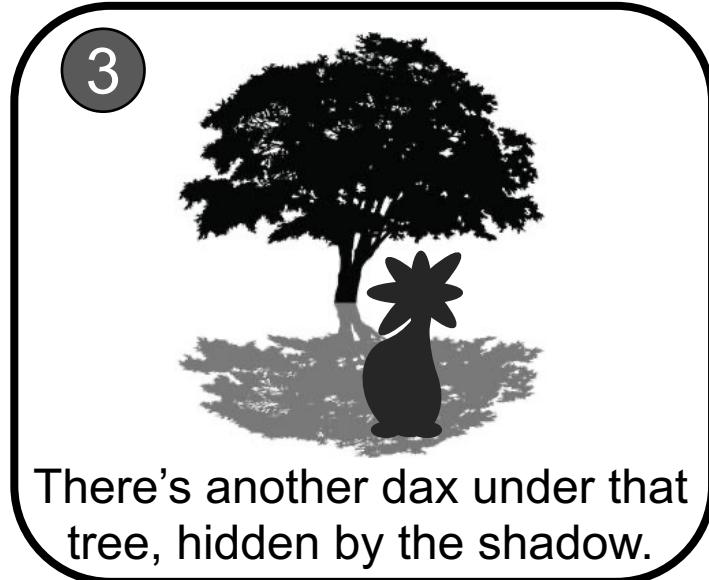
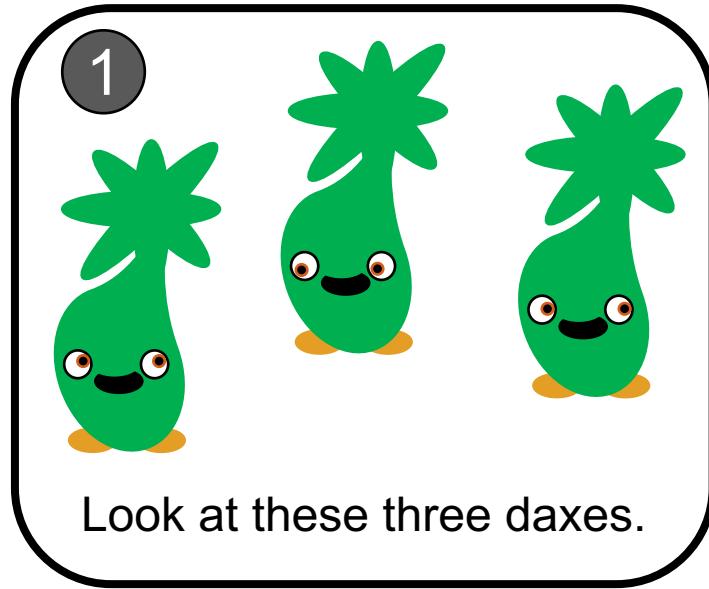


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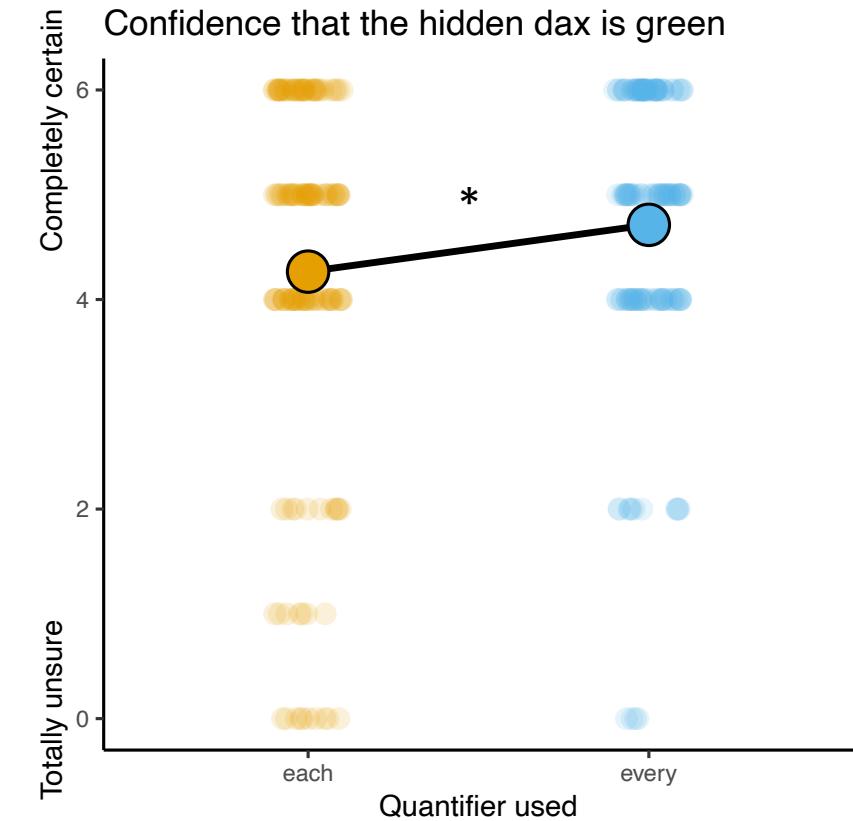
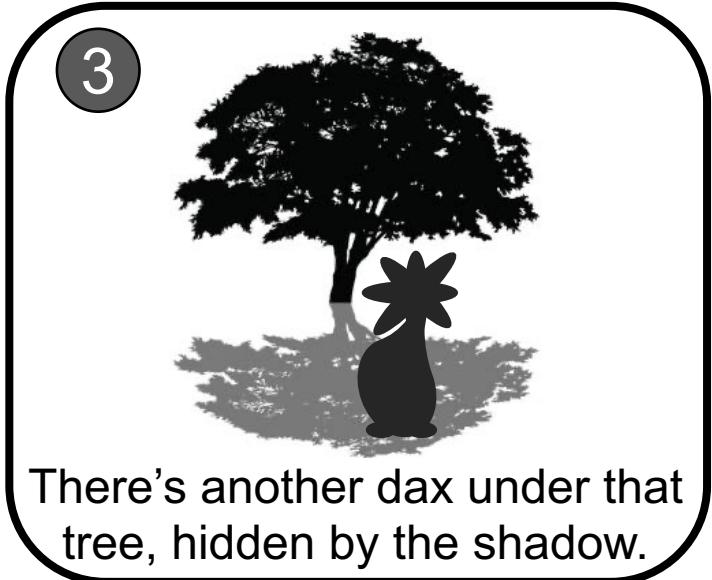
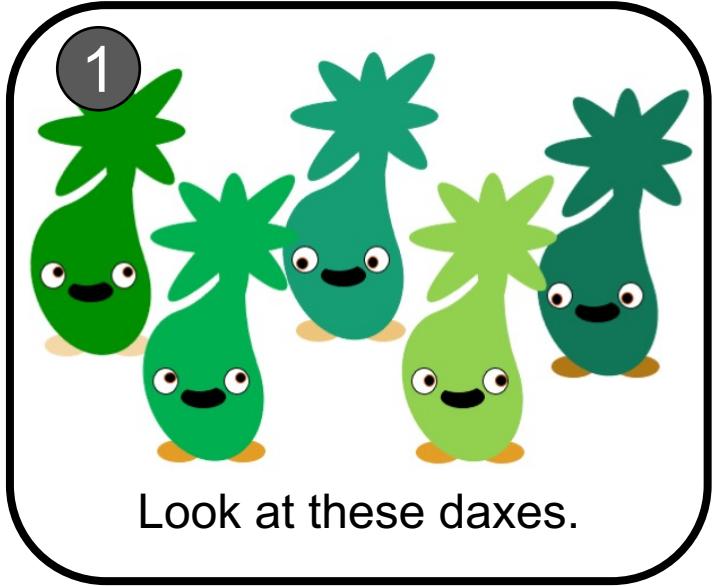
1 item; n=300

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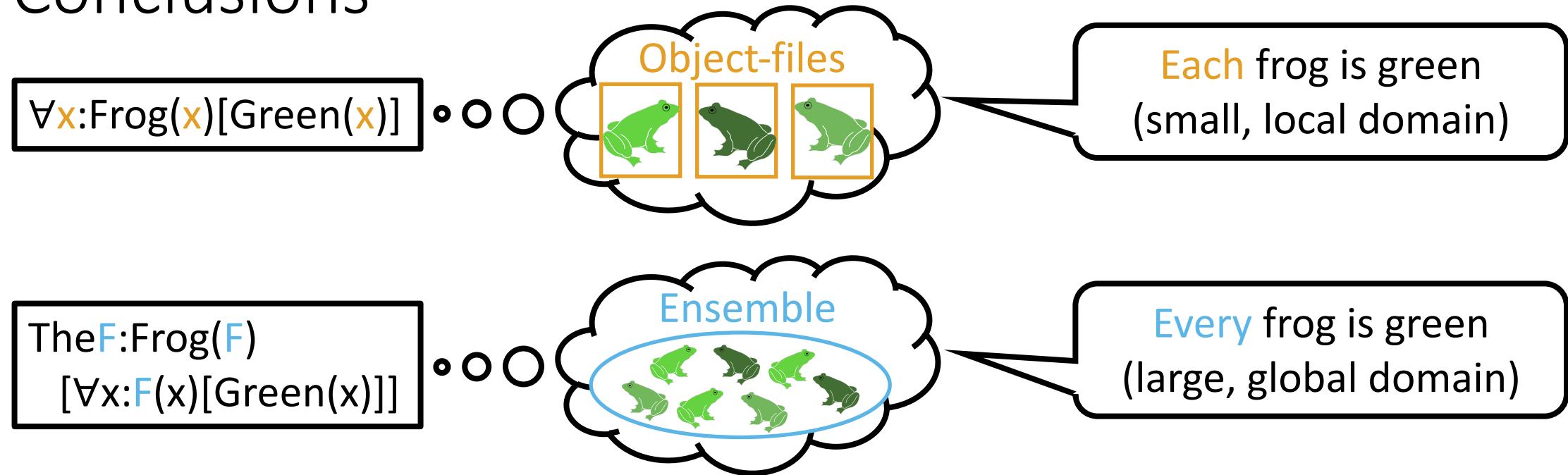


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- ✓ Psycho-semantic proposal
  - ✓ *Each* interfaces with *object-files*; *Every* interfaces with *ensembles*
- ✓ **Novel predictions about pragmatic use**
  - ✓ Quantifying over *small* vs. *large* domains
  - ✓ Quantifying over *local domains* vs. *generalizing*

# Conclusions



- Formal semantic differences
  - distinct non-linguistic cognitive systems
    - predictions about pragmatic preferences

# Thanks (to each & every one of you) for listening!

## Special thanks to these helpful discussants:

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Sarah Lee



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The Language Learning Lab



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Center for Outreach, Research, and Education