



PRONOUN INTERPRETATION

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FIRST WE GOT:

THE SYNTACTIC KNOWLEDGE

- Pronouns interpretation can depend on things like
 - agreement information (whether to use he, she or they)
 - Contextual knowledge that may alter the meaning of the sentence
 - Whether the pronoun is “overt” or pronounced.

THEN WE GOT:

THE ACQUISITION THEORY IMPLEMENTED IN THE MODEL

- Pearl and Forsythe propose that Spanish-learning children use the aforementioned syntactic knowledge to decide how to interpret a pronoun
- This leads to two kinds of children being modeled:
 - One that can use prior knowledge to consistently and accurately extract information
 - One that cannot do the above

BASICALLY

THE ACQUISITION THEORY IMPLEMENTED IN THE MODEL

- Pearl and Forsythe created a model which not only has a perfect model, but a model that includes cognitive limitations that a listener may face when interpreting pronouns

WE ALSO GOT

INFORMATION INTEGRATED

- The linguistic properties of agreement, lexical connectives, and overtness of a pronoun are integrated using the non-linguistic Bayesian inference.

AND ALSO

MODEL OUTPUT AND EVALUATION

- when the modeled children were evaluated they created predictions on how Spanish learning children interpret pronouns under different experimental settings.
- 3-5 year olds had the best modeled predictions for mis-interpreting pronouns

TO CONCLUDE

WHAT WE LEARNED

- The modeling highlights how cognitive limitations can impact how children misinterpret pronouns.



THANK YOU