

# 5 urteko haurren semantika eta pragmatika mailako garapena

Isabel García del Real & M<sup>a</sup> Tania Barberán Recalde

UPNA/NUP

UPV/EHU

upna

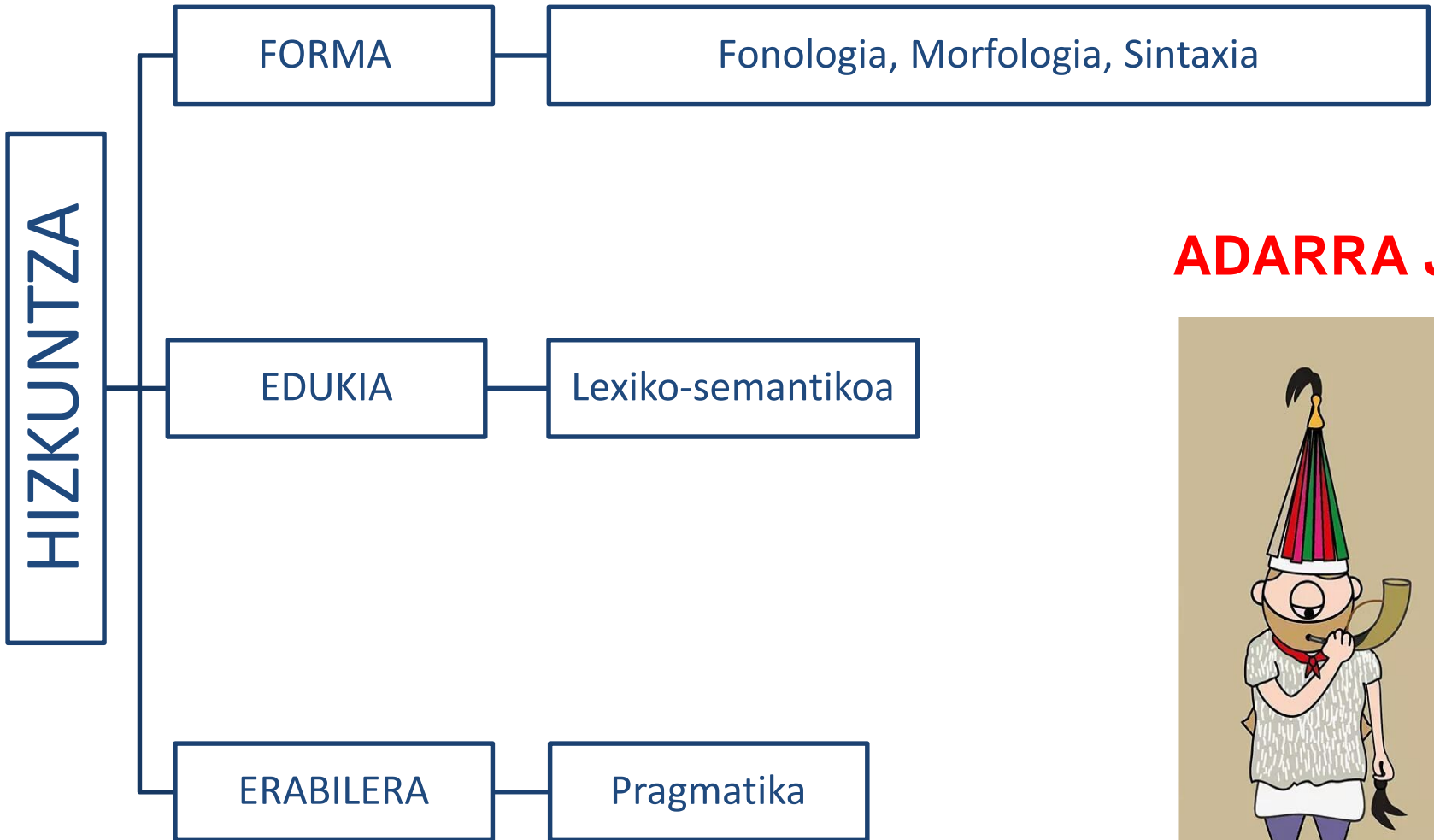
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# SEMANTIKA VS. PRAGMATIKA



ADARRA JO

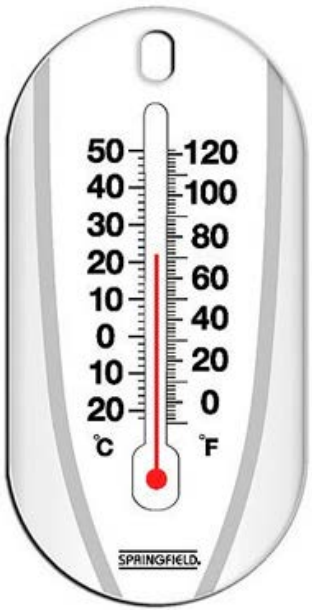


# Semantika eta pragmatika garapena

Neurgailua

**ESKALA**

# **Eskalak gure inguruan**



15%

40%

80%

100%



# **Eskalak hizkuntzan**



Telebistako pailazoak **bi** dira.

**HIRU**



Bazkaltzeko saltxitxak **edo** kroketak daude.



**ETA**



Doraemonek dorayaki **batzuk** jan ditu.



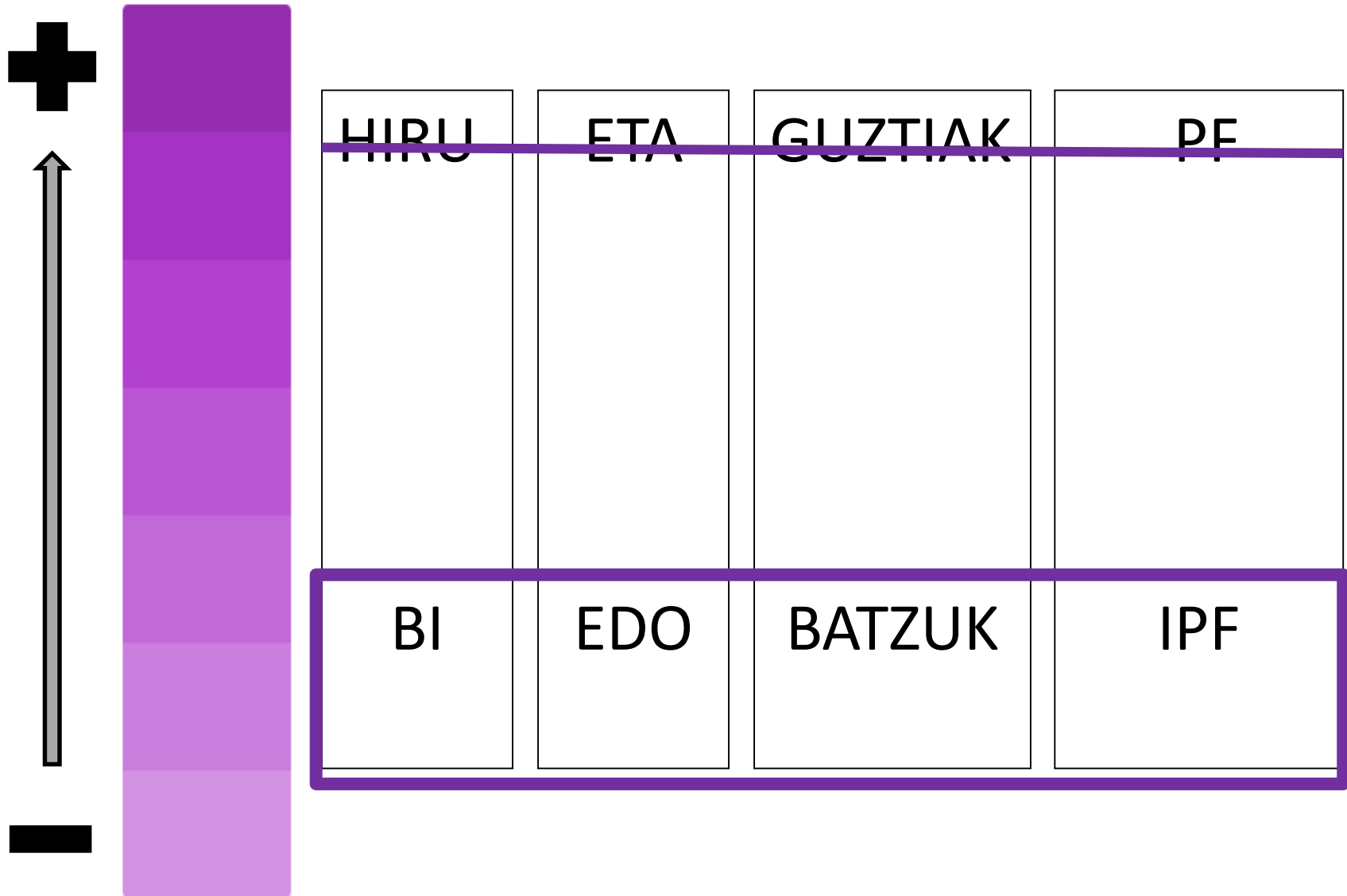
**GUZTIAK**

Olentzero etortzen ari zen (IPF).



**ETORRI ZEN  
(PF).**

# ESKALA INPLIKATURA





A Study of Disjunctive Reasoning

J. St. B.T. Evans and S.E. Newstead

Department of Psychology  
Cognition 118 (2011) 84-93

Contents lists available at ScienceDirect  
Cognition

Journal homepage: www.elsevier.com/locate/COGNIT

Accessing the unsaid: The role of scalar alternatives in children's pragmatic inference

David B. Nerker<sup>a,\*</sup>, Neon Brooks<sup>b</sup>, Alan Bale<sup>c</sup>

<sup>a</sup> Department of Psychology, University of California, San Diego, CA, USA  
<sup>b</sup> Department of Psychology, University of Chicago, Chicago, IL, USA  
<sup>c</sup> Department of Psychology, McGill University, Montreal, QC, Canada



ABSTRACT

...with a sentence like "Some of the...  
...a scalar implicature."  
...this paper explores...  
...they lack knowl...  
...the stu...

Cognition 78 (2001) 165-188

Correspondence should be addressed to...  
www.elsevier.com/locate/cogn

When children are more logical than adults: experimental investigations of scalar implicature

Ira A. Noveck\*

Institut des Sciences Cognitives, Centre National de Recherche Scientifique, Lyon, France  
Received 10 December 1999; received in revised form 24 June 2000; accepted 1 September 2000

Abstract

A conversational implicature is an inference that consists of attributing to a speaker an implicit meaning that goes beyond the explicit linguistic meaning of an utterance. This paper experimentally investigates scalar implicature, a paradigmatic case of implicature in which a speaker's use of a term like *Some* indicates that a paradigmatic case of implicature in which an informative term from the same scale, e.g. *All*; thus, *Some* implicates *Not all*. Pragmatic theorists like Grice would predict that a pragmatic interpretation is determined only by the explicit, logical meaning is incorporated (e.g. where *Some* means *at least one*). This work aims to developmentally examine this prediction.

The influence of conversational context and the developing lexicon on the calculation of scalar implicatures

Insights from Spanish-English bilingual children

Kristen Syrett<sup>1</sup>, Anne Lingwall<sup>2</sup>, Liliانا Sanchez<sup>1</sup>,  
Christina Germak<sup>3</sup>, Hannah Baker<sup>3</sup>, Silvia Perez-Cortes<sup>1</sup>,  
Jennifer J. Leung<sup>4</sup>, and Kristina Galka<sup>5</sup>

LANGUAGE AND COGNITIVE PROCESSES  
2005, 20 (5), 667-696

Why children and adults sometimes (but not always) compute implicatures

Maria Teresa Guasti and Gennaro Chierchia  
Università di Milano-Bicocca, Milan, Italy

Stephen Crain  
University of Maryland at College Park, MD, USA

Francesca Foppolo  
Università di Milano-Bicocca, Milan, Italy

Andrea Gualmini  
University of Technology, Cambridge, MA, USA

Luisa Meroni  
University of Maryland at College Park, MD, USA

Glossa: a journal of general linguistics

Syrett, Kristen, et al. 2017. Differences between Spanish monolingual and Spanish-English bilingual children in their calculation of entailment-based scalar implicatures. *Glossa: a journal of general linguistics* 2(1): 31. 1-19, DOI: <https://doi.org/10.5334/gjgl.76>

RESEARCH

Differences between Spanish monolingual and Spanish-English bilingual children in their calculation of entailment-based scalar implicatures

Kristen Syrett<sup>1</sup>, Anne Lingwall<sup>2</sup>, Silvia Perez-Cortes<sup>3</sup>, Jennifer J. Leung<sup>4</sup>, Liliانا Sanchez<sup>1</sup>, Hannah Baker<sup>3</sup>, Christina Germak<sup>5</sup> and Kristina Galka<sup>5</sup>

<sup>1</sup> Department of Linguistics, Rutgers University, New Brunswick, NJ, US  
<sup>2</sup> Department of Spanish and Portuguese, Rutgers University, New Brunswick, NJ, US  
<sup>3</sup> Department of World Languages and Cultures, Rutgers University, Camden, NJ, US  
<sup>4</sup> Department of Spanish and Portuguese Studies, Rutgers University, Newark, NJ, US  
<sup>5</sup> Rutgers University, US  
Corresponding author: Kristen Syrett (kristen.syrett@rutgers.edu)

In this paper, we extend investigations of the possible effects of the pragmatics-syntax interface (Hulk & Müller 2000; Müller & Hulk & Paoli 2004), by presenting two experiments designed to probe and Spanish-English bilingual preschool-age children approach the implicature (SI) associated with *algunos* ('some'). We compare *algunos* indefinite, but one that is not context-linked and does not induce an SI (the universal quantifier 'every/all'). The performance of the children is Spanish heritage speakers. Experiment 1 is a variation of Noveck's (2001)

Scalar implicatures: experiments at the semantics-pragmatics interface

Anna Papafragou<sup>a,\*</sup>, Julien Musolino<sup>b</sup>

Institute for Linguistics  
Department of Linguistics  
Received



Abstract  
In this article we investigate the use of scalar implicatures by children and adults. We compare the use of scalar implicatures by monolingual and bilingual children and adults. We find that children and adults use scalar implicatures in a similar way. We discuss the implications of these findings for the semantics-pragmatics interface.

Cognition 86 (2003) 253-282

Available online at www.sciencedirect.com  
ScienceDirect  
Lingua 120 (2010) 2444-2462

Scalar implicatures in second language acquisition

Roumyana Slabakova\*

Department of Linguistics, University of Iowa, 557 English Philosophy Building, Iowa City, IA 52242, USA  
Received 4 November 2007; received in revised form 12 February 2008

LANGUAGE ACQUISITION, 34(4), 347-375  
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A Developmental Investigation of Processing Costs in Implicature Production

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Institut des Sciences Cognitives, CNRS & Université de Lyon, France  
and  
Institut Jean Nicod, Paris, France

Ira A. Noveck  
Institut des Sciences Cognitives, CNRS & Université de Lyon, France

Julie A. Pouscoulos  
Institut des Sciences Cognitives, CNRS & Université de Lyon, France

University of Pennsylvania  
ScholarlyCommons

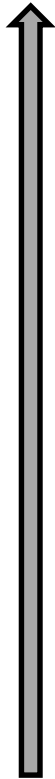
IRCS Technical Reports Series

2-1-2001

Scalar Implicatures: Experiments at the Semantics-Pragmatics Interface


Anna Papafragou  
University of Pennsylvania, anna4@linguistics.upenn.edu

# ESKALA INPLIKATURA



Zenbatzaileak

Aspektua

HIRU	ETA	GUZTIAK	PF
			
BI	EDO	BATZUK	IPF

# HAURREN DATUAK



- Zenbatzaileak euskaraz eta gaztelaniaz



- Aspektua gaztelaniaz

- Zenbatzaileak



+

- Aspektua



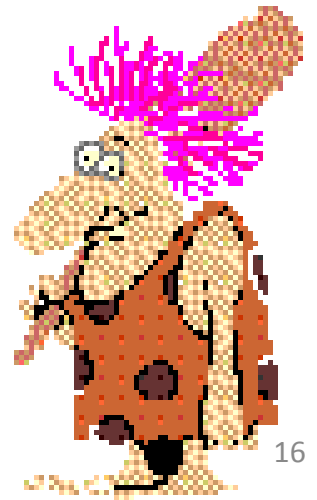
- Elebidunak

# Zenbatzaileak euskaraz eta gaztelaniaz



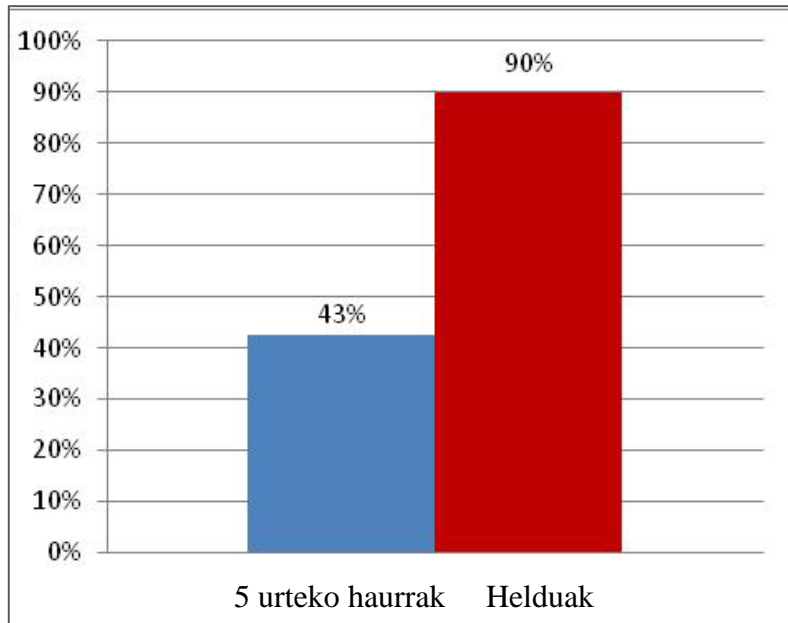


Erloju **batzuk** kutxetan daude.  
**Algunos** relojes están en las cajas.



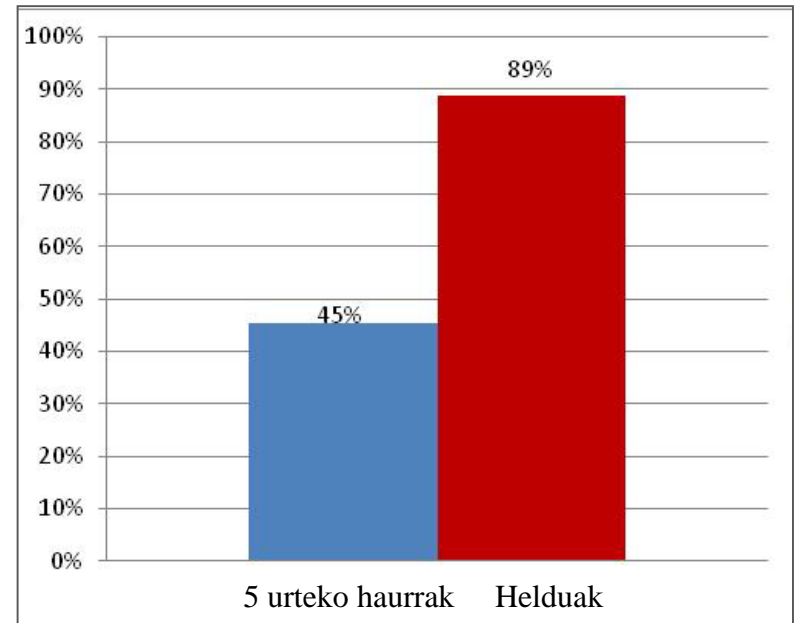
# Zenbatzaileak

## L1 Euskara



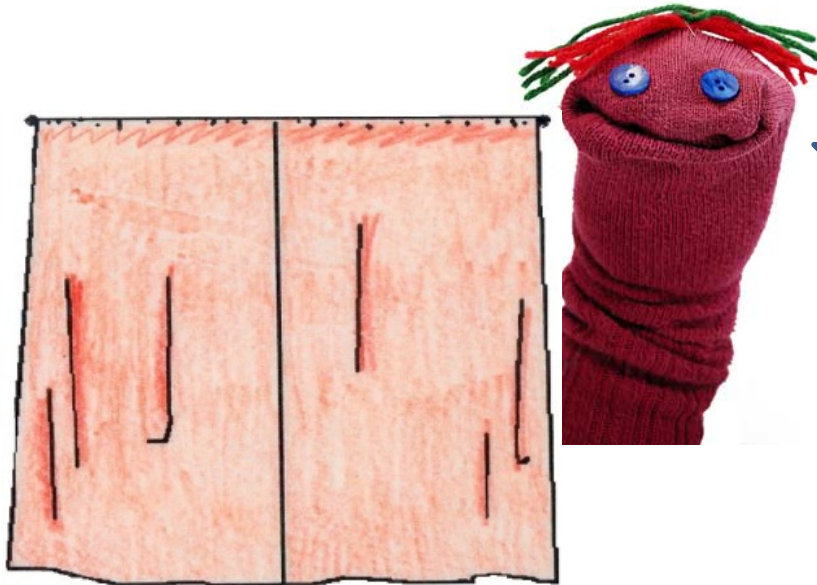
1. grafikoa: *batzuk*

## L1 Gaztelania

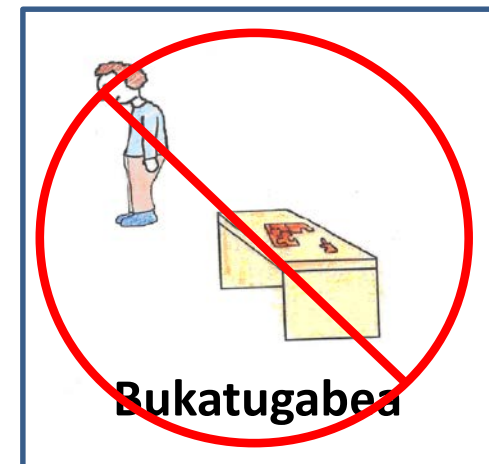


2. grafikoa: *algunos*

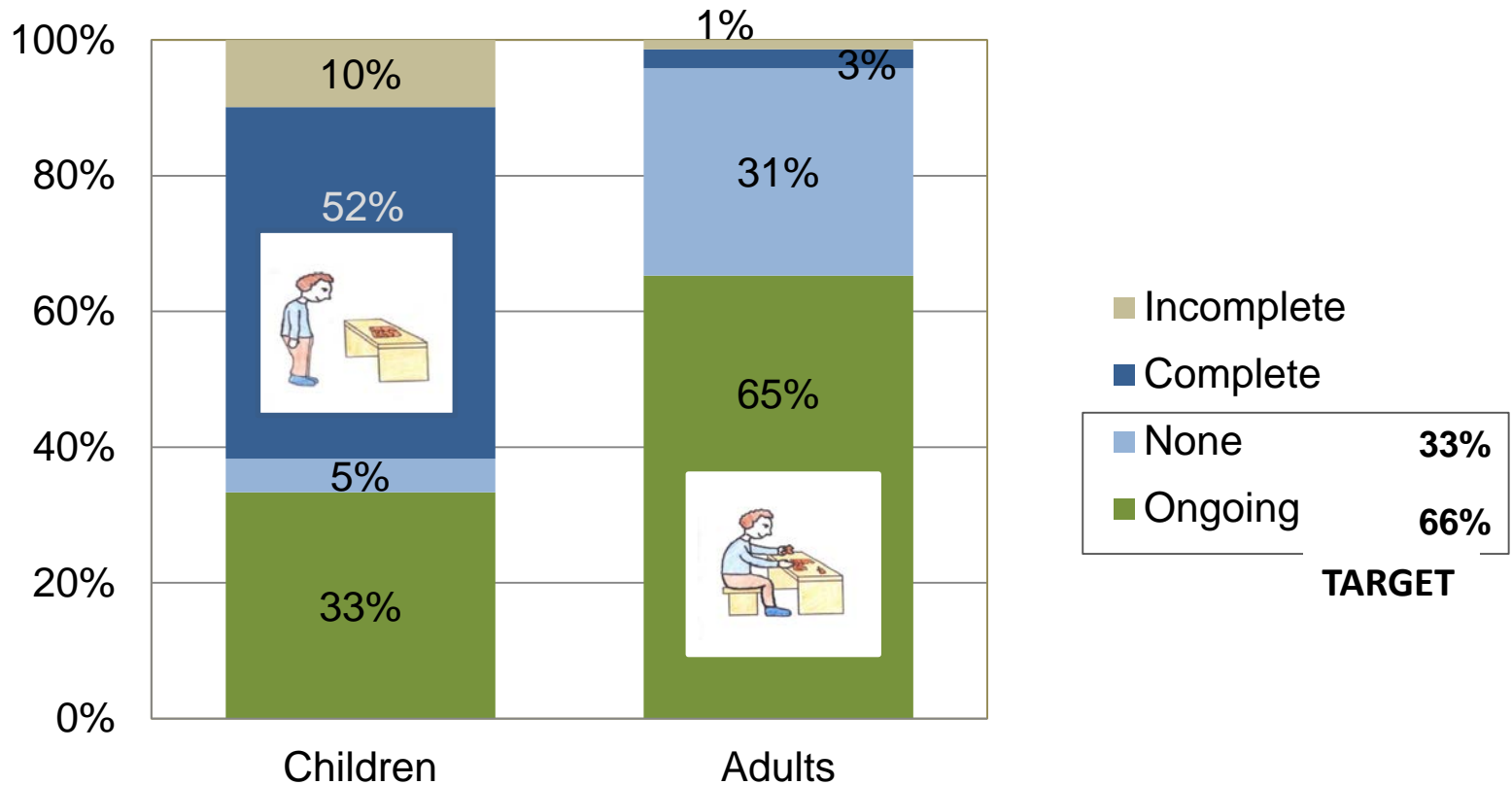
# **Aspektua gaztelaniaz**



- A. “El niño hizo el puzzle”  
“Mutilak puzzlea **egin zuen (PF)**”
- B. “El niño hacía el puzzle”  
“Mutila puzzlea **egiten ari zen (IPF)**”



# Aspektua gaztelaniaz



**3. grafikoa: IPF**

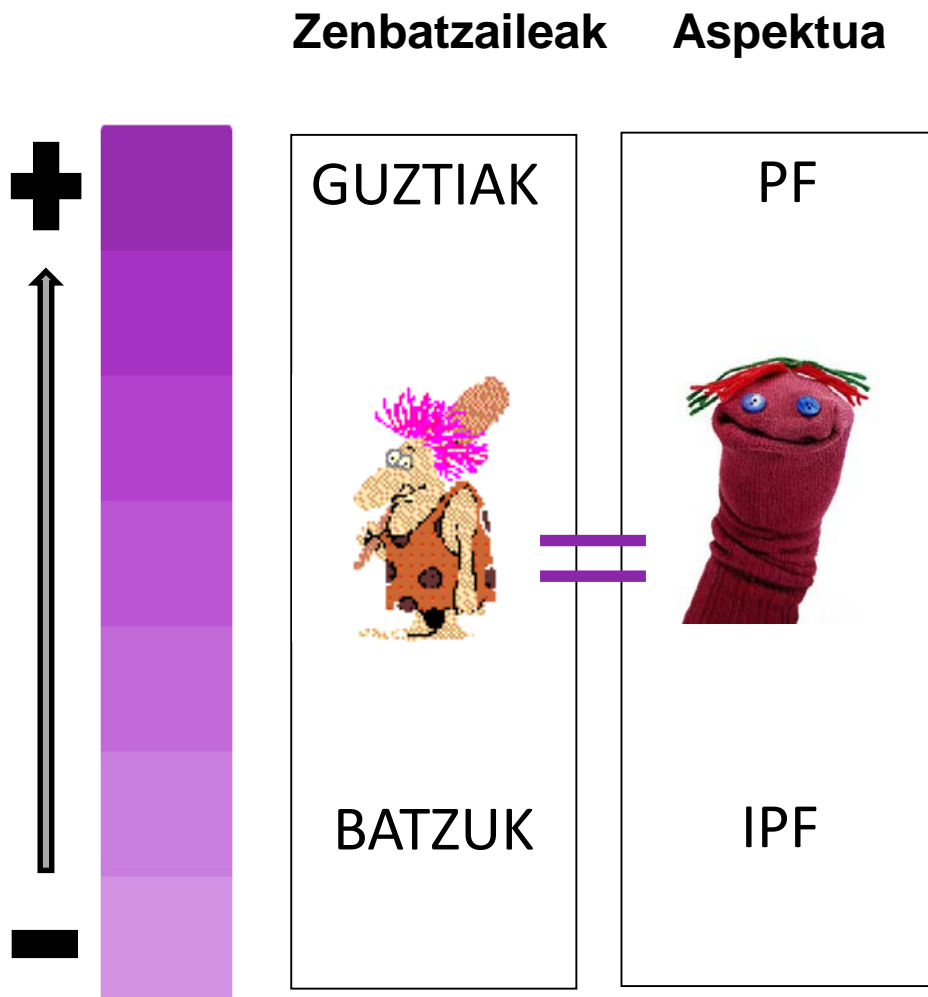
# Solaskidea kontuan hartu

## Gogoaren teoria (ToM)

Baron-Cohen, S. et al. (1985). Does the autistic child have a theory of mind? Cognition, 21, 37-46.

- AURREIKUSPENA?

**FENOMENO  
OROKORRA**





# Zenbatzaileak

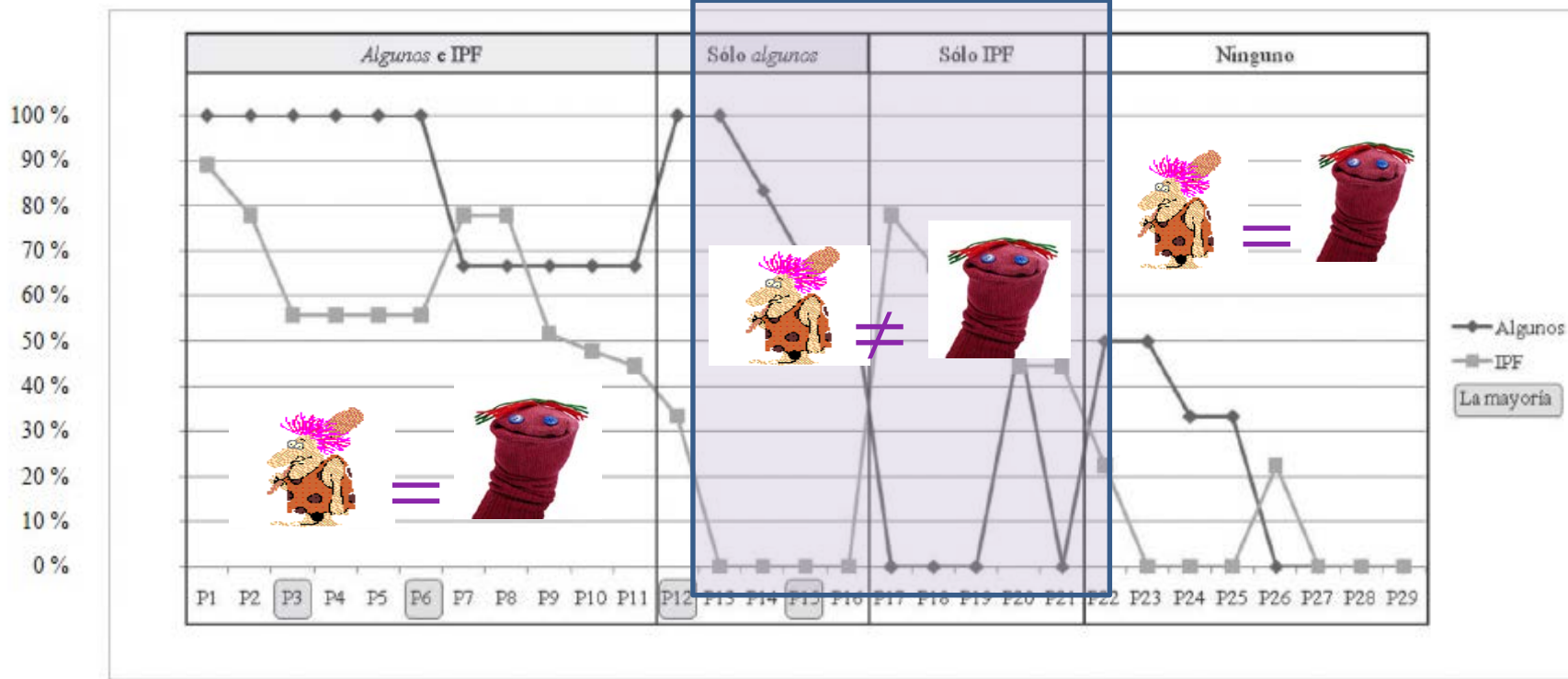
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# Aspektua





# Aldagarritasuna

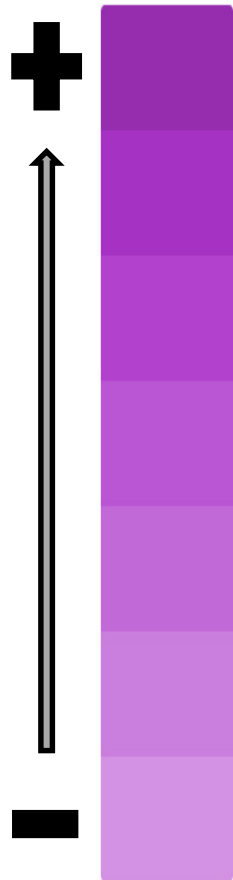


## 4. grafikoa: *algunos*, *la mayoría*, IPF

García del Real, I. et al. (2017). Diferencias individuales en la interpretación pragmática de la cuantificación (*algunos*, *la mayoría*) y del aspecto (imperfectivo) en el español ibérico infantil. En C. Rojas (ed.) Diferencias individuales en la adquisición del lenguaje. México. 101-130. ISBN: 978-607-30-0018-5.

Zenbatzaileak

Aspektua



GUZTIAK



BATZUK

PF



IPF

# Alternatibak zeintzuk diren ezagutu

Barner, D. et al. (2011). Accessing the unsaid: the role of scalar alternatives in children's pragmatic inference. *Cognition*, 188, 87-96.

# Elebidunak

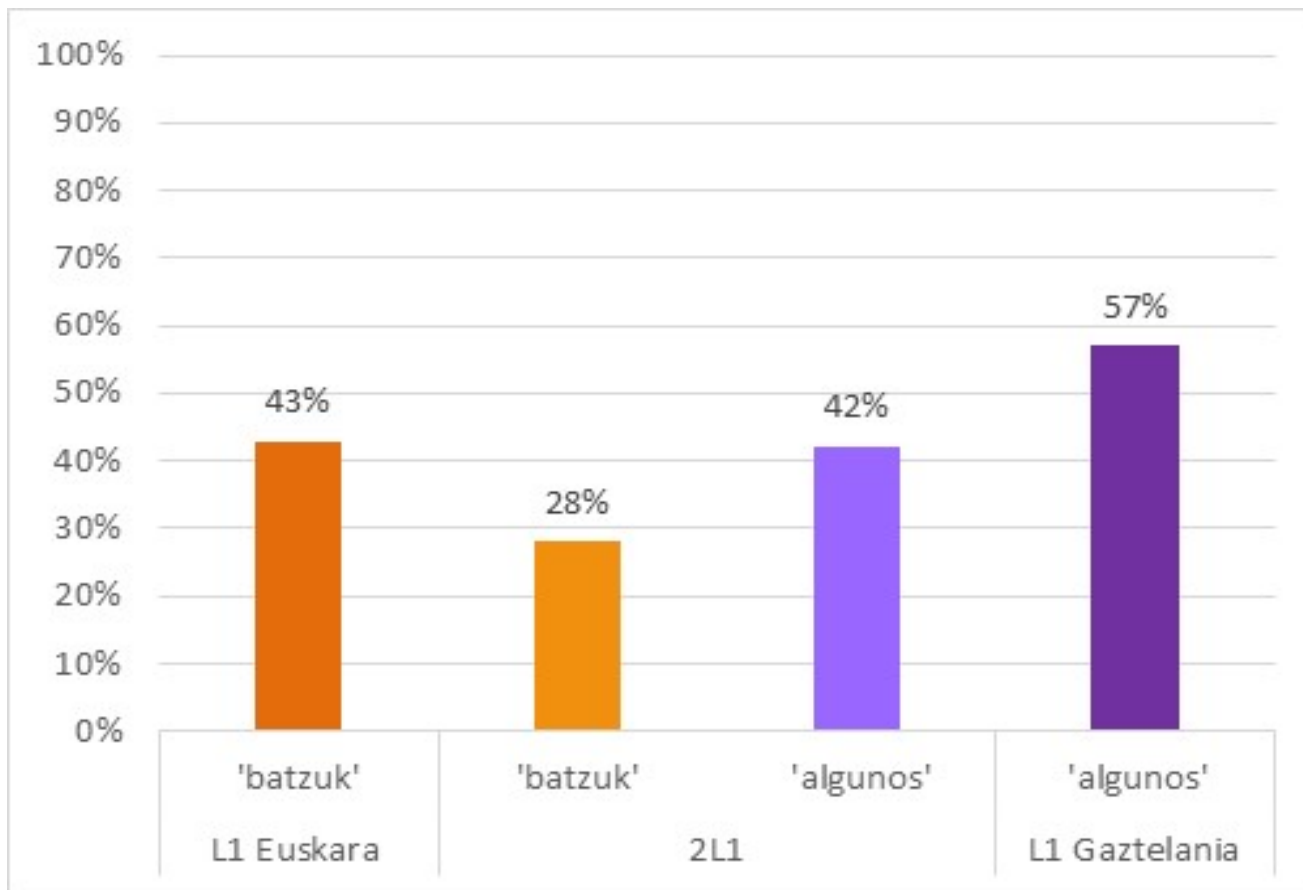
# Elebidun baten kasuan

AURREIKUSPENA??

$$L_a = L_b$$



# Elebidunak



5. grafikoa: *batzuk/algunos*

# ONDORIOAK

## ZER?

## NOLA?

- Solaskidea kontuan hartu



Zenbatzaileak euskaraz eta gaztelaniaz



Aspektua gaztelaniaz

- Alternatibak zeintzuk diren ezagutu



Zenbatzaileak +  Aspektua gaztelaniaz

- Elebitasuna:  $L_a = L_b$

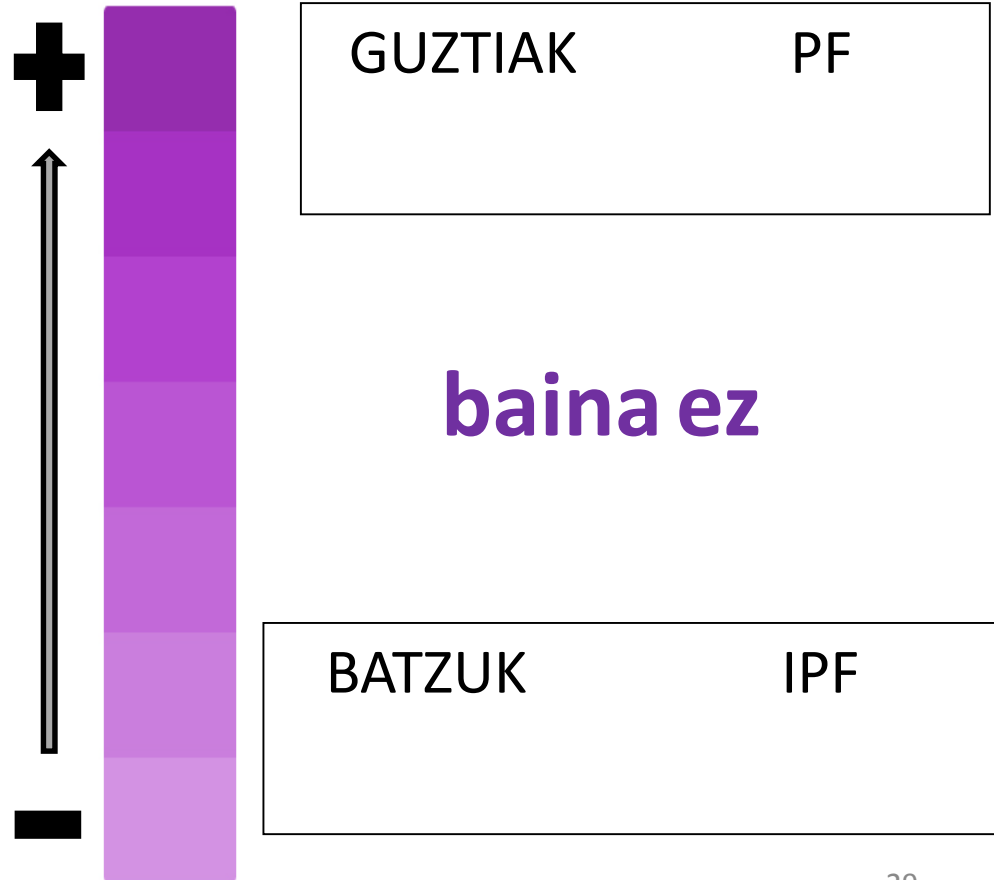


Elebidunak

# GALDERA:

- Zer egin dezakegu pragmatikaren garapena bermatzeko?

**ALTERNATIBAK  
IKUSTARAZI**





# MILA ESKER!!

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upna

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eman ta zabal zazu



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