The role of individual differences in the context-dependent interpretation of some
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Participants
N=23 native speakers of English (6 males, mean age=19.1), data collection ongoing

Analysis:
Linear Mixed Effects Modeling (ID measures included in separate analyses)
• Dependent variable: Rating (z-transformed)
• Fixed effects: Context, Processing skills, Pragmatic abilities, Language skills, Attentional control
• Random effect: Participant, random intercept

Task: Story-stentence matching task, using a short story setting

Context manipulation:
• Upper- or lower-bound context set up by having "all" or "any" in the question preceding the character's response with some
• 32 targets (16 in each condition) split into two Latin-square lists were presented using Paradigm software (Tagliaferrari, 2005)
• 32 fillers were tested in the same context manipulations, but were made patently true or false by using "only some" rather than "some" in the response

Prediction: Effect of context
If participants are indeed sensitive to context, then the mean ratings in the upper-bound context should be lower than in the lower-bound context.

Effect of context on the interpretation of some
Mean ratings in the upper-bound context ("all") are lower than in the lower-bound context ("any")
(1,713)=6.039, p<0.001
No effect of Context was found among fillers (t(1,736)=0.542, p=0.588)

Context sensitivity modulated by individual differences
Individual differences significantly interact with the Context effect:
• Participants with higher processing skills made a bigger distinction between the two contexts (t(713)=4.638, p<0.05)
• Higher pragmatic abilities may be necessary to take context into consideration when interpreting some
• Those with higher language skills may be better able to cancel the not all implicature in order to arrive at a "match" interpretation of some in the upper-bound ("all") context (Barbet & Thierry, 2016)
• Flexibly switching between the two interpretations of some (with vs. without the implicature) may improve sufficient language skills and attentional control

REFERENCES & ACKNOWLEDGEMENTS