# INTERPRETATION OF AMBIGUOUS PRONOUNS IN RUSSIAN: CANONICAL AND NON-CANONICAL WORD ORDER

Natalia Gagarina, Julia Lomako, Elena Valentik-Klein



### Interpretation of ambiguous pronouns in Russian: canonical and non-canonical word order

#### **Outline:**

- Theories on anaphora/ pronoun resolution
  - Eye tracking studies
  - The study
    - Design
    - Preliminary results
    - Discussion, open questions

- resolving pronouns is crucial for language comprehension

#### disambiguation cues

- gender, number, animacy:
   e.g. Paul<sub>1</sub> meets Anna<sub>2</sub>. He<sub>1</sub> kisses her<sub>2</sub>. She<sub>2</sub> kisses him<sub>1</sub>. They<sub>1/2</sub> go to his<sub>1</sub> house<sub>3</sub>. It<sub>3</sub> is next to the sea... etc
- discourse semantics, e.g. coherence relations (Kehler 2007)

no disambiguation cues → pronouns refer to most accessible referent:

- First mention bias: pronouns co-refer with the NP which was mentioned first (Gernsbacher & Hargreaves 1988)
- Subjecthood: pronouns co-refer with subject-NP (Crawley et al. 1990)
- Parallelism: subject pronouns co-refer with the subject-NP and object pronouns co-refer with the object-NP
   (Smyth 1994, Chambers & Smyth 1998)

Lev i slon nesutsja k vodopou. Lev govonaet slona. On<sub>lev/slon</sub> bezhit izo vseh sil. lion and elephnat are rushing to watering place. lion is catching up elephant. he<sub>lion/elephant</sub> is running quickly

S V O. Er<sub>lev/slon</sub>

Predictions

Centering (Brennan et al. 1987) \_\_\_\_\_ SVO. Er ...

Recency (Lappin/Leass 1994; Hobbs 1978) \_\_ SVO. Er ...

#### **Eye tracking studies:**

Arnold et al. (2000) adults; looking at pictures with two cartoon characters (Donald and Minnie/ Mickey) and listening to different sentences:

1. pronouns disambiguated by gender:

Donald is bringing some mail to {Minnie}, while a violent storm is beginning. {She} is carrying an umbrella, and it looks like they are both going to need it.

2. ambiguous pronouns:

Donald is bringing some mail to {Mickey}, while a violent storm is beginning. {He} is carrying an umbrella, and it looks like they are both going to need it.

- + gender information → target character (1: Minnie)
- gender information → first-mentioned character (2: Donald)

the first mentioned referent

Similar results with English speaking children;

after ambiguous pronouns children from around 2 years → first mentioned character (similar to adults, although slower)

2 year olds: 3000-4000 ms after pronoun onset (Song & Fisher 2007)

3 year olds: 1000-2000 ms after pronoun onset (Song & Fisher 2005)

5 year olds: 1200-1400 ms after pronoun onset (Hartshore et al. 2011)

Adults: 200 ms after pronoun onset (z.B. Arnold et al. 2000, Arnold et al. 2007)

→ First mention bias/ Subjecthood both are heavily confounded in English; the grammatical subject is usually also

7

Eye tracking studies in Finnish (Järvikivi et al. 2005, Kaiser & Trueswell 2008)

- flexible word order:
   SVO (canonical, non-marked), OVS (marked)
- grammatical role indicated morphosyntactically
- subject pronoun *hän* (he/ she)
- object pronoun hänet (him/ her)

Eye tracking studies in Finnish (Järvikivi et al. 2005, Kaiser & Trueswell 2008)

- flexible word order:
   SVO (canonical, non-marked), OVS (marked)
- grammatical role indicated morphosyntactically
- subject pronoun *hän* (he/ she)
- object pronoun hänet (him/ her)

Adults listened to SVO and OVS sentences, then a sentence with an ambiguous pronoun: SVO + hän vs. OVS + hän

- → after hearing the ambiguous pronoun (hän) -> pictures with the subject character: SVO + hän vs. OVS + hän
- → no preference for the first-mentioned character in OVS
- → Subjecthood

Pyykkönen & Järvikivi et al. (2010)

- implicit causality effect in Finnish
- subject- and object pronouns (hän/ he and hänet/ him) with SVO

report an effect of parallelism "significantly more looks to the object antecedent with the pronoun hänet than with the subject pronoun hän and marginally more looks to the subject antecedent with hän than with hänet" (S.7-8)

→ syntactical parallelism?

#### Target Russian:

- flexible word order: SVO and OVS
- subject pronoun *on* (he), object pronoun *ego* (him)

#### Research questions:

- A subject or parallelism strategy in the pronouns resolution in Russian?
- How is the subject (*on*,he') vs. the object (*ego*,him') pronoun resolved and is there any word order impact on pronoun resolution?
- Any variation in the pronoun resolution in different populations?
  - adults vs. children
  - TD vs. SLI children

Examples:

SVO. *On...*: Тигр видит льва. *Он* зовет жирафа.

The tiger sees the lion. He calls the giraffe.

SVO. *Ego...*: Тигр видит льва. *Eso* зовет жираф.

The tiger sees the lion. *Him* calls the giraffe.

OVS. *On...*: Льва видит тигр. *Он* зовет жирафа.

The lion{OBJ} sees the tiger {SUBJ}. He calls the giraffe.

OVS. *Ego...*: Льва видит тигр. *Eso* зовет жираф.

The lion{OBJ} sees the tiger {SUBJ}. *Him* calls the giraffe.

#### The experiment:

- Visual World Paradigm (VWP): a participant listens to sentences while looking at pictures, eye movements are recorded
- pictures of 16 masculine animals, each trail = a new pair of animals
- 32 sentences/ 8 sentences in each condition:

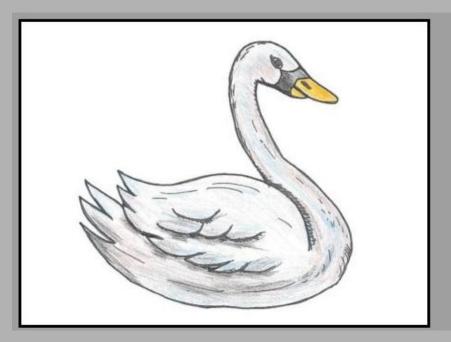
SVO. *On* ...

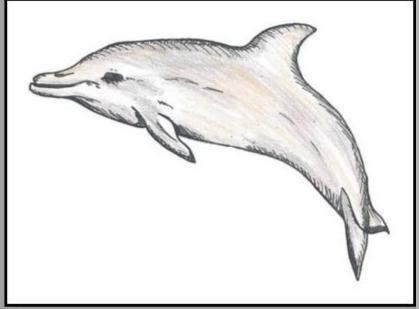
SVO. Ego ...

OVS. *On* ...

OVS. Ego

- each animal served as subject or object referent
- position of referents (verbal stimuli) and animals (picture stimuli) were counterbalanced across all items (4 different lists)
- an introduction sentence was inserted; short discourse/text
- aspect/tense were controlled for consistency





Лебедь и дельфин искупались в речке. Лебедь вытирает дельфина после купания. Он ----- поёт песню.

swan and dolphin has bathed in the river. swan is towelling dolphin after swimming. he ----- is singing a song.

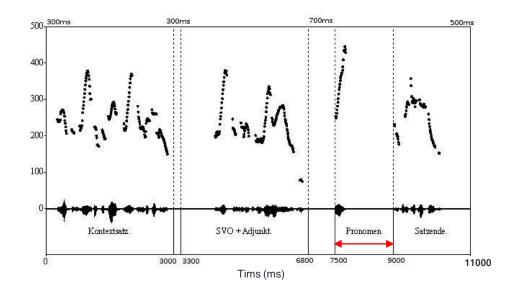
#### **Auditory Stimuli:**

3300 – 6800 ms: SVO/OVS + adjunct *Лебедь вытирает дельфина после купания.* 

7500 – 9000 ms: Pronoun *Он ...* 

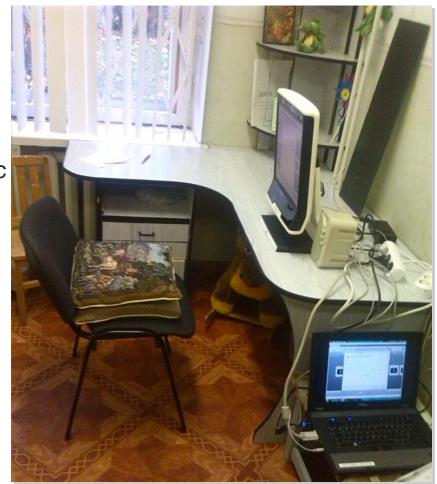
9000 – 11000 ms: end amb. sentence поёт песню.

a pause of 1.5 sec was included after pronoun onset to measure eye movements before additional information was available



#### Participants:

- 20 adults (ADU)
- 27 typically developing children (TDC)
   (mean: 5;5, range: 4;10-5;11)
- 18 children pre-diagnosed with specific language impairment (SLI) (mean: 5;3, range: 4;10-5;10)
- St. Petersburg
- Tobii Eye Tracker T60 (60 Hz)



#### Preliminary Results:

Log Linear Models/ Logistic Regression Analysis (vgl. Knoeferle et al. 2005)

- ~ Felix Golcher ~
- Data was analysed in 16 ms steps after pronoun onset (7500–11000 ms)
- Analysis was performed for each time point separately to take heavy correlation between time points into account
- From the full model (with group, word order, pronoun and all interactions) to the reduced model formula until AIC (Akaike information criterium, 1973) was minimal (BIC bayesian information criterium)

Preliminary Results:

Log Linear Models/ Logistic Regression Analysis (vgl. Knoeferle et al. 2005)

~ Felix Golcher ~

AIC (Akaike information criterium, 1973):

#### k-In(L)

k – the number of the Parameters

L – the probability (Wahrscheinlichkeit) that the model reproduces the data

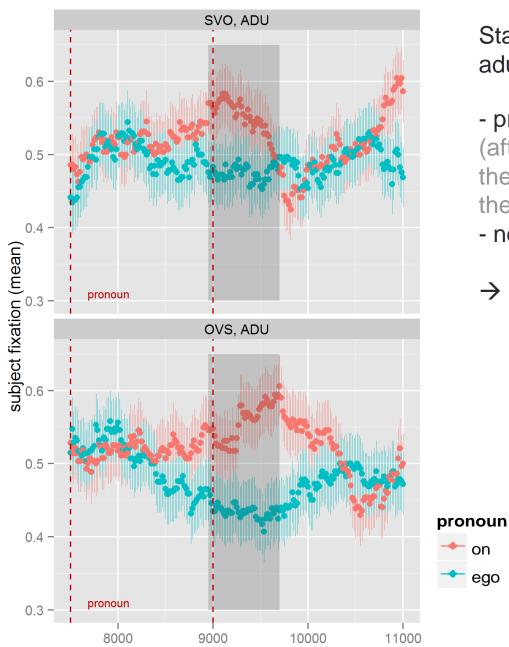
In – the natural Logarithmus

AIC = <number of P> - <data probability>

Statistically significant effects across all groups:

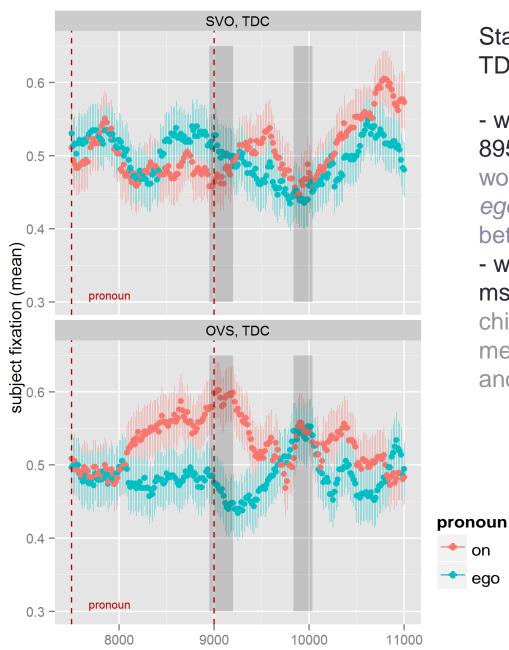
- not at pronoun onset (group, pronoun, word order at 7500-8200 ms)
- pronoun effect at around 9000 9600 ms, at the end overlaid with an interaction with group; pronoun-group effect (1.5 sec after pronoun onset; on → Subject, ego → Object)
- group differences: effect was more pronounced in adults than in TDs, no effects for SLI

#### Adult fixations after pronoun onset



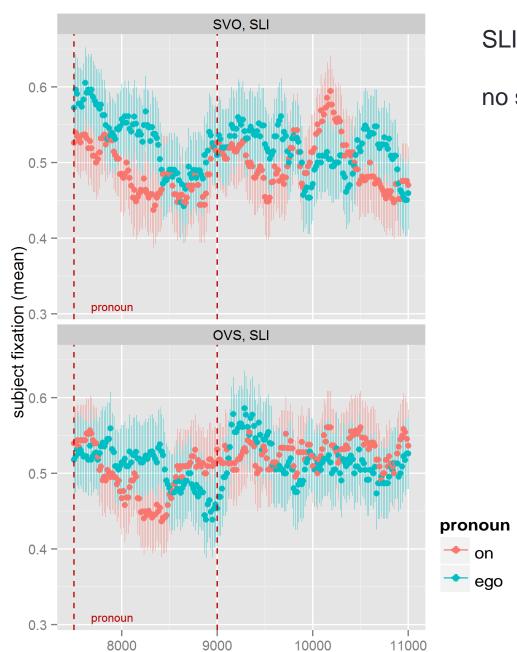
Stastistically significant effects for adults:

- pronoun effect at 8950-9700 ms (after *on* participants looked at the subject referent, after *ego* at the object referent)
- no word order effects
- → syntactic parallelism



Statistically significant effects for TD children:

- word order-pronoun effect at 8950-9200 ms (pronouns differ in word order: OVS  $on \rightarrow$  subject, ego → object, SVO no difference between on and ego)
- word order effect at 9833-10033 ms (independently of pronoun, children look at the last mentioned character after SVO and OVS sentences)



SLI children:

no statistically significant effects

#### Summary of preliminary results:

- until ca. 1.5 sec after pronoun onset no preferences
- Adults:
  - Pronoun effect regardless of word order (syntactic parallelism)
    - after on (he) → subject referent
    - after *ego* (him) → object referent
- TD-children different behaviour:
  - Parallelism only in non-canonical sentences (OVS)
  - at ca. 2.3 sec after pronoun onset word order effect independently of pronoun type, children look at the last mentioned character
- SLI-children
  - no preferences

### Interpretation of ambiguous pronouns in Russian: canonical and non-canonical word order

#### Discussion:

- adult listeners rely on grammatical information (syntactical role)
- 5 year old TD-children rely on this only in OVS (non-canonical word order)
- at a later time point TD-children show a preference for the last mentioned character (recency)
- 5 year old SLI-children slower processing times or limited working memory capacities

#### ~ THANKS ~

Thanks to Katherina Becker, Tatjana Erfurt, Katja Abrosova, Maria Voeikova, Marina Akkusina and all children and adults that participated in the study.

#### Literature

Arnold, Jennifer E; Eisenband, Janet G; Brown-Schmidt, Sarah und Trueswell, John C (2000): *The rapid use of gender information: evidence of the time course of pronoun resolution from eyetracking.* In: Cognition 76/1, S. B13–B26.

Arnold, Jennifer E.; Brown-Schmidt, Sarah und Trueswell, John (2007): *Children's use of gender and order-of-mention during pronoun comprehension*. In: Language and Cognitive Processes 22/4. S. 527–565.

Crawley R., Stevenson R. & Kleinman, D. (1990): *The use of heuristic strategies in the interpretation of pronouns*. In: Journal of Psycholinguistic Research, 19. S. 245-264.

Chambers, C. & Smyth, R. (1998): *Structural Parallelism and Discourse Coherence: A Test of Centering Theory*. In: Journal of Memory and Language 39/4. S. 593–608.

Gernsbacher, M.A. & Hargreaves, D.J. (1988): *Accessing sentence participants: The Advantage of First Mention.* In: Journal of Memory and LAnguage, 27. S. 699-717.

Hartshore, Joshua K.; Nappa, Rebecca und Snedeker, Jesse (2011): *Ambiguous Pronoun Processing Development: Probably Not U-Shaped.* In: Proceedings of the 35th Annual Boston University Conference on Language Development. Volume 1. S. 272–282. <a href="http://www.gameswithwords.org/Hartshorne/papers/11">http://www.gameswithwords.org/Hartshorne/papers/11</a> HartshorneNappaSnedeker BUCLD.pdf

Järvikivi, J.; Van Gompel, R. P. G.; Hyönä, J. und Bertram, R. (2005): *Ambiguous Pronoun Resolution Contrasting the First-Mention and Subject-Preference Accounts*. In: Psychological Science 16/4. S. 260–264.

Kaiser, Elsi und Trueswell, John C. (2008): *Interpreting pronouns and demonstratives in Finnish: Evidence for a form-specific approach to reference resolution*. In: Language and Cognitive Processes 23/5. S. 709–748.

Knoeferle, P.; Crocker, M. W.; Scheepers, C. & Pickering, M. J. *The influence of the immediate visual context on incremental thematic role-assignment: evidence from eye-movements in depicted events.* Cognition, 2005, 95, 95 - 127.

Pyykkönen, Pirita und Järvikivi, Juhani (2010): *Activation and persistence of implicit causality information in spoken language comprehension*. In: Experimental Psychology 57/1. S. 5–16.

Smyth, Ron (1994): *Grammatical determinants of ambiguous pronoun resolution*. In: Journal of Psycholinguistic Research 23/3. S. 197–229.

Song, Hyun-joo und Fisher, Cynthia (2005): *Who's "she"? Discourse prominence influences preschoolers' comprehension of pronouns*. In: Journal of Memory and Language 52/1. S. 29–57.

Song, Hyun-joo und Fisher, Cynthia (2007): *Discourse prominence effects on 2.5-year-old children's interpretation of pronouns*. In: Lingua 117/11. S. 1959–1987.

Type of sentence	Type of subject	Type of object	Type of pronoun
			1. Personal
A	Animate Subject	Animate Object	<ol><li>Demonstrative</li></ol>
			3. Zero
В	Inanimate Subject	Animate Object	1. Personal
			2. Demonstrative
			<ol><li>Zero</li></ol>
С	Inanimate Subject	Inanimate Object	1. Personal
			2. Demonstrative
			<ol><li>Zero</li></ol>
D			1. Personal
	Animate Subject	Inanimate Object	2. Demonstrative
			3. Zero

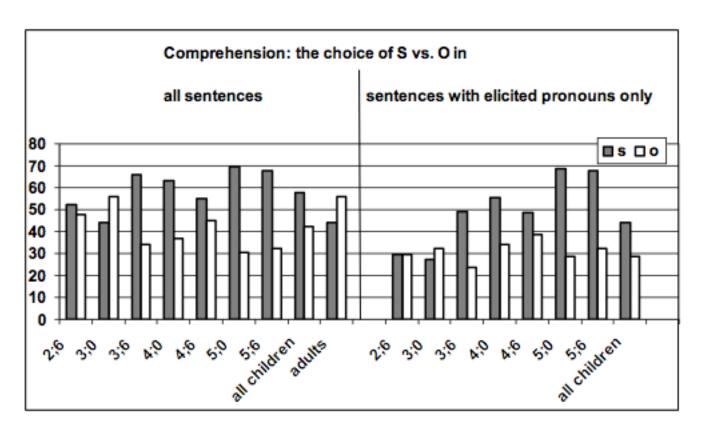


Figure 1: Resolution of anaphoric pronouns into subjects vs. objects in all data from Russian<sup>8</sup>

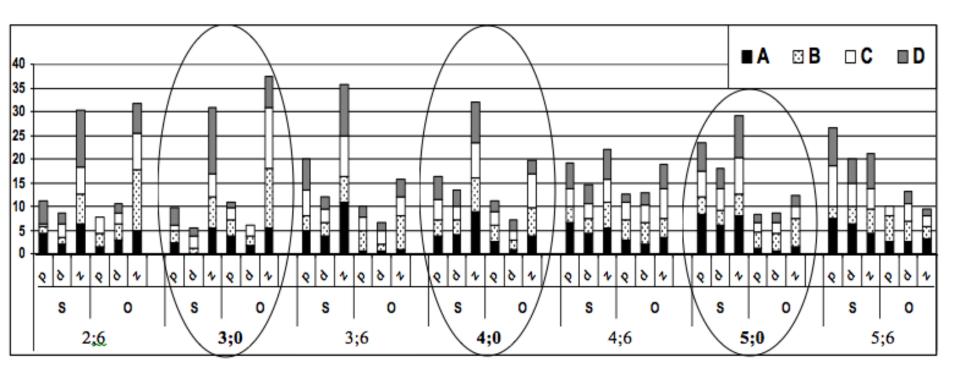


Figure 4: Resolution of anaphoric pronouns into subjects vs. objects in all data from Russian