December 2020

TALKING ABOUT HER(SELF): AMBIGUITY AVOIDANCE AND PRINCIPLE B. A Theoretical and Psycholinguistic Investigation of Romanian Pronouns

Rudmila-Rodica Ivan

University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_2

Part of the Psycholinguistics and Neurolinguistics Commons, Semantics and Pragmatics Commons, and the Syntax Commons

Recommended Citation
https://doi.org/10.7275/19173480 https://scholarworks.umass.edu/dissertations_2/2031

This Open Access Dissertation is brought to you for free and open access by the Dissertations and Theses at ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.
TALKING ABOUT HER(SELF):

AMBIGUITY AVOIDANCE AND PRINCIPLE B

A Theoretical and Psycholinguistic Investigation of Romanian Pronouns

A Dissertation Presented

by

RUDMILA-RODICA IVAN

Submitted to the Graduate School of the University of Massachusetts Amherst in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

September 2020

Linguistics
TALKING ABOUT HER(SELF):  

AMBIGUITY AVOIDANCE AND PRINCIPLE B  

A Theoretical and Psycholinguistic Investigation of Romanian Pronouns  

A Dissertation Presented  

by  

RUDMILA-RODICA IVAN  

Approved as to style and content by:  

____________________  

Brian Dillon, Co-Chair  

____________________  

Kyle Johnson, Co-Chair  

____________________  

Lyn Frazier, Member  

____________________  

Adrian Staub, Member  

____________________  

Marcel den Dikken, Member  

Joe Pater, Department Chair  
Department of Linguistics
To Luna, Snape, Hermione, 
and Dumbledore.
So it goes.

— Kurt Vonnegut
ACKNOWLEDGEMENTS

This is the hardest part about writing a dissertation. There is absolutely no way that I could ever express how grateful I am to everyone in my life, past and present, and equally impossible to appropriately thank those who, often unknowingly, laid the path that led to my writing (and your reading) these very pages.

There have been several Brians in my life, prior to meeting my co-chairs. The one I had cherished the most, and later found in Brian William Dillon and Kyle Brian Johnson is none other than Albus Percival Wulfric Brian Dumbledore. My love and admiration for these three Brians goes beyond words.

Perfectionism is a flaw, and both Kyle and I are guilty of it. There have been so many attempts at my writing this particular paragraph, and, true to form, I’m still very far from happy. Nevertheless, I’ve decided to let this one thing be raw: Kyle really was the one who convinced me to choose UMass, and I, like him, am incredibly stubborn, so it took quite a bit of charm, believe it or not! I’ve been bothering Kyle about the main puzzle in this dissertation ever since the term paper for our first syntax class together in Fall 2014: "Kyle, the Binding Theory makes no sense to me!", I said. Now we both know why that was! Thank you, professor Johnson, for the past six years of my life. You have taught me how to be a better scholar, syntactician, writer, teacher, and, more importantly, how to be a better version of myself. I have honestly never felt words fail me so greatly. Thank you.

Naturally, both Kyle and Brian are the giants on whose shoulders this dissertation rests. Brian has always been a bit of a North Star in this project. Whenever Kyle
and I would get bogged down in the details, Brian would remind us of the bigger picture. He’s also one of the main reasons I started being interested in psycholinguistics. He’s also directly to blame for my having received the NSF DDRI grant without which this dissertation would have not been possible. It is quite humbling to think of how much confidence in me and this project Brian conveyed and inspired. He always seemed to think that I would be able to overcome anything that came at me, especially when none of us were even close to an answer to our many questions. Brian, your patience, kindness, and contagious enthusiasm have perpetually motivated me not only to believe in this project, but also in myself.

The writing proper of this dissertation took a little over a month. However, all of the reading, thinking, grant writing, experimental design, data collection, data analysis, and, most importantly, the thoughts laid before you in this very dissertation took almost 3 years of quite intense work from not only me, but also from these two Brians: my co-chairs. From all of the joint and individual meetings spent scratching our heads over the years, to our many eye-opening discussions, to their amazing co-taught LING 750 Syntax seminar in the Fall of 2019, I am incredibly grateful for their existence, dedication, support, and, crucially, for their nagging.

Lyn Frazier is, hand on heart, the most knowledgeable human I have ever met. In many ways, she reminds me of two other professors I care deeply about: Minerva McGonagall and my BA and MA advisor, Alexandra Cornilesescu. Lyn truly is a role model. She is a brilliant, strong, caring, charming, modest, wonderful woman who helped build the very field of psycholinguistics (which is only part of the reason why she knows everything). She believed in me and constantly challenged me, and I feel extremely privileged to have received her support and feedback throughout this project. Lyn, thank you for never failing to ask the hardest questions, while also always subtly and sublimely hinting at possible answers.

Along with Lyn and Brian, Adrian Staub is one of the main reasons I knew I
wanted to do psycholinguistics, really from the first moment we met. Adrian has this impressive ability of seeing through the messiness of data and elegantly (and quite magically) constructing beautiful evidence-based arguments. I feel so lucky that he helped refine this project, often opening my eyes to hidden patterns in the very data I had collected. As I’ve said before, I still aspire to be like you, Adrian.

Marcel den Dikken is among the first non-Romanian scholars to have ever believed in me. We had met at a student conference in Hungary in August 2013, where he was an invited speaker. These pages would most definitely not exist had he not pushed me to apply for grad school in the US, and to UMass specifically. I applied that very same Fall and I shall remain forever grateful for all of his support over the years, our lovely dinners, his wealth of knowledge, and kind and elegant feedback on this thesis. Marcel, I owe the existence of this dissertation, my very privileged education, and the amazing turn my life took since we met to you.

My love for linguistics, however, I owe to another: Alexandra Cornilescu. As an undergraduate pursuing a double major in English and German philology, having a hardcore Government and Binding syntax class with the mother of modern syntax in Romania (and the then dean of the Faculty of Foreign Languages and Literatures at the University of Bucharest) at 8 AM in the very first semester of college was...a lot. I doubt I have ever learned as much in a class as I did then. It was so hard, in fact, that every year during my BA studies I would tutor about 20+ other students so they could pass, at first in my dorm room, and then, with professor Cornilescu’s blessing, in a classroom in our department. Due to this EXTRAORDINARY woman I have not only found a passion for linguistics, but also a passion for teaching. She is the love of my academic life and I truly owe her everything I am today. Professor Cornilescu, thank you for everything you have ever taught me and so many generations of Romanian linguists, for our 6+ hour long conversations, for your love, your care, and your insane work ethic which I am proud to have appropriated.
Other than my committee and professor Cornilescu, I am indebted for helpful comments and discussion on this material to Isabelle Charnavel, Dominique Sportiche, Ken Safir, Seth Cable, Vincent Homer, John Kingston, Shota Momma, Barbara Partee, the audiences of WCCFL 36 @ UCLA (April 2018), Pronouns in Competition @ Santa Cruz (April 2018), WCCFL 38 @ UBC (March 2020), and many many others I’m bound to forget. This work would have not seen the light of day were it not for the support of the NSF Doctoral Dissertation Research Improvement Grant (#1918244), the UMass Amherst Predissertation Grant, and the UMass Amherst Linguistics community. I also want to sincerely thank the University of Bucharest for granting me permission to run the four experiments discussed below, the 272 participants for their time, Octavian Roske, Andrei and Larisa Avram, and Alexandra Cornilescu for offering and finding space for these experiments, Adina Camelia Bleotu, Alina Tigău, Maura Cotfas, Mihaela Tănase-Dogaru, and Carmen Stânculescu for advertising the experiments to their students, and the English department in Pitar Moș for being my haven between 2008 and 2013. I also want to wholeheartedly thank Tran Bui¹, Thuy Bui’s sister, for her amazing work on the pictures I used in Experiments 1 and 3, for drawing all of the characters in my experiments, and for patiently bearing with me and all of the minutiae.

Writing these pages comes with a significant degree of pain; even though we all know this is not a goodbye, it most definitely marks the end of my life among, what I consider to be, the best linguistics community there is: UMass Amherst. I sincerely want to thank each and every member of this department: Tom and Michelle, our faculty, our graduate students, our visitors, and, of course, our undergraduate students. You have all made this worthwhile.

I cannot even begin to thank the UMass faculty for everything I have learned from and with them over the years. Kyle Johnson, Seth Cable, and the incom-

¹You can see some of Tran’s art here: https://www.behance.net/tranttbui/ and https://www.instagram.com/tranttbui/.
parable (and always right!) John McCarthy made my first semester at UMass a real blast. Lyn Frazier, Brian Dillon, Rajesh Bhatt, Vincent Homer, Barbara Partee, Gaja Jarosz, Kristine Yu, Lisa Green, Jeremy Hartman, Tom Roeper, and Angelika Kratzer all opened my eyes to things I hadn’t even dreamed of. I also want to emphasize how crucial Seth Cable and Kristine Yu have been in my development. They have both taught me to pursue my goals, how to be clear and succinct while teaching, as well as opened the doors to and set the stage for fieldwork on Somali and Yalálag Zapotec. Distinguished Professor Lisa Green trusted me as a research assistant for her NSF project, *Variation and the Grammar of Child African American English*, for an entire year, which not only allowed me to delve deeper into acquisition and variation, but also allowed me to fly back and forth to Romania in 2018-2019 for the experiments in this dissertation. I especially want to thank Rajesh Bhatt for the most fun I’ve ever had scholarly arguing, for all of the conversations with and about wine and the PCC, and for all of the love and care that he wordlessly conveys. I could not end this paragraph without thanking Barbara Partee, Lyn Frazier, Gaja Jarosz, and Ana Arregui for literally existing. I am in awe of everything they do (Past, Present, Future) as both linguists, academics, and as human beings. The department would truly be a very different place without them.

Academics, to no one’s surprise, are not typically master administrators. We would honestly all be lost without Michelle McBride and Tom Maxfield, who ensure not only that things run smoothly, but also that they run at all! I am grateful for Michelle’s kindness and patience, and for all of our conversations. I am eternally in debt for every little thing I bothered Tom with. Tom, it breaks my heart not to be called Jane anymore, and it breaks my heart in even tinier pieces that I didn’t get to hug you before I left (ah, did I mention we’re in a pandemic?). Thank you for everything. I promise to bring See’s Candies the next time I visit.

I would also like to thank our department for giving me the opportunity to
teach so many amazing students. I am weeping as I type this sentence out, realizing how humbled and grateful I am for the appreciation of my students. You guys are the reason I move forward. Thank you for everything you’ve taught me.

We finally got to the long and incomprehensive list of names of everyone that has shown me support, friendship, and love over the years. I will do my best to keep this short. Thank you to my fellow UMass graduate students: my cohort, Deniz Özyıldız, Georgia Simon, Petr Kusliy, and Thuy Bui; the cohorts before mine: Claire Moore-Cantwell, Elizabeth Bogal-Albritten, Jason Overfelt, Presley Pizzo, Alex Nazarov, Nicholas LaCara, Tracy Conner, Yangsook Park, Jeremy Pasquereau, Mike Clauss, Stefan Keine, Shayne Sloggett, Amanda Rysling, Ethan Poole, Hsin-Lun Huang, Jon Ander Mendia, Megan Somerday, Caroline Andrews, Coral Hughto, David Erschler, Ivy Hauser, Jyoti Iyer, Katia Vostrikova, Leland Kusmer, and Sakshi Bhatia; the cohorts after mine: Alex Goebel, Brandon Prickett, Carolyn Anderson, Chris Hammerly, Jaieun Kim, Michael Wilson, Rong Yin, Andrew Lamont, Kimberly Johnson, Leah Chapman, Zahra Mirrazi, Erika Mayer, Kaden Holladay, Max Nelson, Shay Hucklebridge, Seoyoung Kim, Alex Nyman, Anissa Neal, Bethany Dickerson, Duygu Goksu, Jonathan Pesetsky, Maggie Baird, Ayana Whitmal, Mariam Asatryan, Seung Suk Lee, Yixiao Song, and Yosho Miyata.

Special shout-outs go to: Alex Nazarov for always brightening my days with hugs and songs, Nick LaCara for Futurama, being awkward together and having the best one-on-one bar conversations ever, Mike Clauss for being indescribably himself, Stefan Keine and Ethan Poole for being role models as linguists, introverts, and loving snipiness, Amanda Rysling and Shayne Sloggett for Mean Girls, good red wine, and for bringing me to the dark side of psycholinguistics, Jon Ander Mendia for ... absolutely every sentence he ever said, Hsin-Lun Huang for being the sweetest man I know, Megan Somerday for how she lights up a room, Ivy Hauser for everything she did for our department, Leland Kusmer for the best
Thanksgiving I ever had, Sakshi Bhatia for our dancing and our inspiring conversations on all topics, Brandon Prickett for being such a genuine human being, Andrew Lamont for many many things, but also for the best ever experience of meeting someone, flying from a conference at Berkeley to the UMass Open House I was, ridiculously, the main organizer of, and Erika Mayer for her ever-elegant confidence and refreshing honesty about everything she does.

My life wouldn’t have been the same without any of the people I’ve thanked thus far. What follows are poorly written thank you notes to those without which I would have not been who I am today. My cohort has been very lucky to have each other. I could have honestly not asked for a better experience in my first year, and I have learned so much from all of them. Petr Kusliy taught me how important it is to make time for loved ones who live oceans away, Georgia Simon taught me how to fight for what I believe in, Deniz Özyıldız taught me to be proud of my work, and Thuy Bui taught me I deserve the love I receive. I have also been very fortunate in my living situations, having lived at 32 Cherry Street in Northampton for 6 years. Alex Nazarov and Katia Vostrikova are the most considerate housemates you could ask for. Katia is absolutely hilarious and definitely never boring. Katia, woman, I miss you. Thank you for literally deciding we’ll be living together before I had met anyone at the department. The last of these six years at Cherry Street I spent with Zachary Lounsbury and Zahra Mirrazi. We made such a lovely, pleasant and welcoming home together! Zac, thank you SO much for being the best (and most relentless) gardener I know. The 70+ birds, 20+ chipmunks, 20+ (fat) squirrels, 20+ bunnies, etc. made our backyard into a veritable wonderland whose escape to I so gladly welcomed while writing this dissertation. I am SO happy you exist.

People grow a lot in 6 years, both professionally and personally. I credit this growth of mine in great deal to the following friendships. Alex Goebel and I watched so many movies, both at UMass and in Northampton, that I’ve honestly lost count.
Alex, thank you for UMovie, for Filos, for scouring the internet with Thuy and me, and for creating so many precious memories together. Caroline Andrews is one of the few people in this world who’s seen me angry. Caroline, I am very grateful for how sincerely and intently we listen to each other, for Esselon, the Montague Bookmill, and for so so many desserts! Carolyn Anderson is an inspiration. She is no stranger to building her own path, and excelling at whatever she does, whether it be baking, sewing, coding, or linguistics. Carolyn, I cherish all of our time together, in various degrees of sobriety. Chris Hammerly & Esra Yarar are perhaps the most welcoming couple I know. Chris & Esra, really, I am so grateful for how at home you always made us, your visitors, feel, and for the seamless ways we go from light to deep conversations. I’ll miss both you and Nogi, of course. Deniz Özyıldız really did teach me the value of my own work. Not only did we work together on Somali, with countless weekend bus rides to Springfield to meet our consultants, but we also understood linguistics and our community better by sharing our perspectives. Thank you, Deniz, for Super Mario Maker, the Toasted Owl, Mexico, Tübingen, San Francisco, Crete, and our kitchens and living rooms.

Lexi Halaby was once an undergraduate student of mine. How we got to be such close friends, I’ll never know. Lexi, you are an amazing and inspiring human being that I am so deeply honored to have met. You and Radwa Abdallah have made my last year at UMass absolutely amazing. Thank you for all of the car rides from and to the airport while I was running experiments in Romania, for all of the laughs, the letters, and for being a part of our pandemic elopement. We never did cry together, which is quite a feat, as you know. I’m very proud of us!

Jyoti Iyer, alongside perhaps only Kyle, has been an absolute constant presence in my 6 years at UMass. My karaoke partner, my dancing partner, my hugging partner (a title initially held by the incomparable Becky Woods!), my Crete roommate, and an absolutely amazing friend. I doubt I ever had such calm conversa-
tions about so many different heated topics as I did with Jyoti. Jo, I am so honored you are a part of my life, and you and Ben Nolan have made this pandemic worthwhile. Mihai and I very much look forward to seeing you both in Toronto!

Thuy Bui is like a sister to me. If there was ever a yin and yang type relationship, that’s Thuy and me. We first bonded over our differences: my love and her hatred for pickles, her love and my hatred for the sun, my love and her hatred for trees, etc. We would have almost daily work sessions at my house in our first year, which slowly progressed to almost daily work sessions at the department, the Roost, and Amherst Coffee. We have traveled the world together and built one of the most significant relationships we would have in grad school. I remember Thuy crying in the bathroom at the start of our second year thinking about what our lives would be like after graduating and not having each other in them. Well, it’s been ... even harder than you thought. I love you, Thuy.

Grad school is never easy, but my last year at UMass, due to medical and personal reasons, was the absolute hardest year of my life. I simply cannot imagine how I would have ever gotten better were it not for Zahra Mirrazi. At various points over the years, we have helped each other find strength, move on, and survive. We have learned so much from each other and about ourselves. Zahra, I am now wiser for having had you in my life. I am now happier, more confident, healthier and more optimistic in large part due to you. I will miss all of our cooking, our constant talking, our dancing, our watching old movies, good movies, horrible movies, The Office, and extremely bad reality TV. I, however, know I won’t have a chance to miss you, because we will always be part of each other’s lives.

There are so many others to thank, but I’m about to get to page 10 of these acknowledgements, so I should perhaps stop! I would be remiss however, not to mention my high school teachers at Colegiul Național Nicolae Bălcescu in Brăila, my high school friends, my oldest closest friends, Elena Iconaru and Andrei Grigo-
raș, my college professors, my professors in Venice at Ca’Foscari, and my Erasmus friends, especially Jessi, Kyra, Maria, Christina, Anastasia, Defne, Carla, and Betta.

I am also quite humbled to thank the following people for caring about me. Ioana Ivan, thank you for being my Erasmus partner in crime (and no, we’re not related). Oana Popescu, thank you for all of the teas, beers, wines and desserts we’ve had over the years. Adina Camelia Bleotu, thank you for being a real-life Luna Lovegood (that is very high praise, Adina!) and for rescuing Angie with me. Anca Șerbanică, thank you for the longest conversations I have ever had, and thank you for all of the joy and love in each and every word you say.

Like so many of us, I am absolutely indebted to my family. I want to thank my grandparents, aunts and uncles, who have literally always believed in me, and my cousins, especially Adi, for growing up together. Marina Partal, my mother-in-law, thank you so much for supporting us from both near and far. Ioana Heuchert, my sister-in-law, thank you for being not only a believer in me, but also a believer in Mihai’s and my relationship ever since we were 13. Nana Dana, I break down everytime I think about thanking you. Thank you for hosting me when I was running my experiments, thank you for all of the food, snacks and coffee you made, often at 2 or 3 in the morning, and thank you for your truly unconditional love, which, honestly, is only paralleled by that of my parents, Maria and Marian. I thank my dad, for being the world’s best listener, drinking buddy, and wine and țuică maker, and my mom, for the absolute blind faith she has in my ability to soar.

Mihai Simionescu, my partner of over 17 years and husband since March 16, 2020, thank you for... everything I am, you are, and we are. I don’t know where I would be without you and I’ll be very glad never to find out. I love you. Always.

I would also like to thank Kurt Vonnegut and Rod Serling for everything they have taught me. Even though, in the real world, they might never read these lines, they’d both agree that, in some corner of space and time, they already have.
This dissertation answers a deceivingly simple question: why can her in *Hermione talked about her* refer to the sentence subject in Romanian, but not in English? The Romanian facts, which are surprising for both classic and competition-based accounts of the *Binding Theory* over the last 40 odd years, bring us to the following overarching question: what are the constraints on pronominal reference? To address these main questions, I carry out a psycholinguistic investigation of Romanian pronouns and argue that the distribution and interpretation of pronominal forms is *jointly* determined by pragmatic and morphosyntactic constraints.

I discuss evidence from four experiments, two on language production and two on language comprehension, which focus on intrasentential pronominal reference. I provide an overview of previous Binding Theory accounts, both classic and competition derived, and, based on English data, I define the *terms of competition* of pronominal forms and then show how a pragmatic constraint I propose, BE CLEAR!, can account for Condition B effects for both English pronouns, as well as for Romanian clitic pronouns.
The two production experiments in Romanian bridge the theoretical and psycholinguistic literatures by extending ambiguity avoidance studies to the intrasentential domain. These experiments also provide evidence that Be CLEAR! is active in both coreference and bound variable contexts, in contradiction to previous seminal accounts in the Binding Theory literature. Lastly, based on the production data, I refine the proposal and introduce the syntactic economy constraint Be SMALL!.

The data from the comprehension studies show that complex reflexives like and regular pronouns do compete, contrary to existing assumptions of syntactic economy based competition accounts of Condition B effects. Furthermore, the comprehension data also serves as evidence against accounts which claim that there is a processing advantage of bound variable logical forms, as well as evidence against purely pragmatic accounts of disjoint reference.

Instead of divorcing pragmatic and syntactic competition based approaches, which is often the case in the literature, I propose, by virtue of the experimental data, that pragmatic and morphosyntactic considerations are both responsible for what we typically refer to as Condition B effects.
TABLE OF CONTENTS

ACKNOWLEDGEMENTS ........................................ vi
ABSTRACT .......................................................... xvi
LIST OF TABLES .................................................. xxi
LIST OF FIGURES ............................................... xxiv
LIST OF ABBREVIATIONS .................................. xxvi

CHAPTER
1 INTRODUCTION ............................................... 1

2 THEORETICAL AND EMPIRICAL BACKGROUND ............. 6
   2.1 Reinhart’s Binding Building Blocks .................. 7
      2.1.1 The Semantics of Indexation .................... 13
      2.1.2 Binding vs. Coreference ....................... 16
   2.2 Classic Binding Theory ............................... 20
      2.2.1 Accessible Subjects ......................... 22
      2.2.2 Binding Amendments .......................... 23
         2.2.2.1 Problematic PPs ......................... 27
         2.2.2.2 Coargument Domain ...................... 29
      2.2.3 BE CLEAR! .................................. 36
   2.3 Competition-Based Accounts ........................ 34
      2.3.1 The Coreference Rule .......................... 36
      2.3.2 Deriving Semantic Condition B Effects ...... 43
      2.3.3 BE CLEAR! .................................. 53
   2.4 The Romanian Pronominal System .................... 59
      2.4.1 Clitic Competition ........................... 62
      2.4.2 The PP puzzle ................................ 67
      2.4.3 The search for BE CLEAR! ................. 70

3 PRONOUN PRODUCTION ....................................... 74
   3.1 Experimental Assumptions ........................... 77
      3.1.1 Pronoun Production ......................... 77
3.1.2 Pronouns in Competition ......................... 82
3.1.3 Romanian pronouns .......................... 86
3.1.4 The current study .............................. 89
3.1.5 Design Considerations: Pronoun Resolution Factors .......................... 92
3.2 Experiment 1: Referential Subjects ......................... 95
  3.2.1 Design .................................. 96
  3.2.2 Participants ................................ 96
  3.2.3 Materials ................................ 97
  3.2.4 Procedure ................................ 100
  3.2.5 Analysis ................................ 101
  3.2.6 Results ................................ 103
  3.2.7 Discussion ................................ 106
3.3 Experiment 2: Quantified Subjects ......................... 108
  3.3.1 Design .................................. 109
  3.3.2 Participants ................................ 110
  3.3.3 Materials ................................ 110
  3.3.4 Procedure ................................ 114
  3.3.5 Analysis ................................ 116
  3.3.6 Results ................................ 117
  3.3.7 Discussion ................................ 121
3.4 General Discussion ................................ 123
  3.4.1 Disjoint Reference ......................... 123
  3.4.2 Regular and reflexive pronouns ......................... 126
  3.4.3 Ambiguity Effects ......................... 129
  3.4.4 Repeated Participants ......................... 131
3.5 Refining the competition ................................ 134
4 Pronoun Comprehension ................................. 142
  4.1 Resolving the ambiguity: three possibilities ................. 143
    4.1.1 Binding is easy ......................... 144
    4.1.2 Pragmatic listeners: Avoid ambiguity ................. 155
    4.1.3 Simple inference via Bayes’ rule ................. 156
  4.2 Competition between forms ................................ 163
  4.3 Experiment 3: Referential Subjects ......................... 169
    4.3.1 Participants ................................ 169
    4.3.2 Materials & Design ......................... 170
    4.3.3 Procedure ................................ 175
    4.3.4 Analysis ................................ 176
    4.3.5 Results ................................ 178
    4.3.6 Discussion ................................ 184
  4.4 Experiment 4: Quantified Subjects ......................... 187
    4.4.1 Participants ................................ 187
    4.4.2 Materials & Design ......................... 187
    4.4.3 Procedure ................................ 193
5 Concluding Remarks ............................................. 218

APPENDICES

Dissolving Binding Theory ................................. 222
  The Rooryck & vanden Wyngaerd (2011) System ........... 222
  The issue with German .................................. 228
  The issue with French ................................. 236
  The issue with Romanian .............................. 240

Experimental Items ........................................ 244
  Experiment 1: Production - Referential Subjects ........... 244
  Experiment 2: Production - Quantified Subjects ............ 257
  Experiment 3: Comprehension - Referential Subjects ....... 273
  Experiment 4: Comprehension - Quantified Subjects ....... 292

BIBLIOGRAPHY .................................................... 313
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Sample Item by Condition for Experiment 1</td>
<td>99</td>
</tr>
<tr>
<td>3.2 Rate of Production by participant Response Type in Experiment 1</td>
<td>103</td>
</tr>
<tr>
<td>3.3 Logistic Mixed Effects Model Estimates in Experiment 1</td>
<td>104</td>
</tr>
<tr>
<td>3.4 Logistic Mixed Effects Model Estimates in Experiment 1 for the production of reflexive pronouns and proper names</td>
<td>105</td>
</tr>
<tr>
<td>3.5 On-Target Response Rate by Condition in Experiment 1</td>
<td>106</td>
</tr>
<tr>
<td>3.6 Sample Item by Condition for Experiment 2</td>
<td>113</td>
</tr>
<tr>
<td>3.7 Rate of Production by participant Response Type in Experiment 2</td>
<td>118</td>
</tr>
<tr>
<td>3.8 Logistic Mixed Effects Model Estimates in Experiment 2</td>
<td>118</td>
</tr>
<tr>
<td>3.9 Logistic Mixed Effects Model Estimates in Experiment 1 for the production of reflexive pronouns and proper names</td>
<td>120</td>
</tr>
<tr>
<td>3.10 On-Target Response Rate by Condition in Experiment 2</td>
<td>120</td>
</tr>
<tr>
<td>4.1 Percentage of Reflexive Picture Choices in Wagers et al. (2018)</td>
<td>150</td>
</tr>
<tr>
<td>4.2 Percentage of Regular Pronoun Production out of on-target Responses by Condition in Experiments 1 and 2</td>
<td>158</td>
</tr>
<tr>
<td>4.3 Estimated Probabilities from Production Data</td>
<td>158</td>
</tr>
<tr>
<td>4.4 Estimated Probabilities in the Production Experiments</td>
<td>160</td>
</tr>
<tr>
<td>4.5 Predicted Comprehension Results via Bayesian Inferencing</td>
<td>161</td>
</tr>
<tr>
<td>4.6 Rate of Production by participant Response Type in Experiment 1</td>
<td>165</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>4.7 Rate of Production by participant Response Type in Experiment 2</td>
<td>165</td>
</tr>
<tr>
<td>4.8 Sample Item by Condition for Experiment 3</td>
<td>174</td>
</tr>
<tr>
<td>4.9 Contrast Coding for Experiment 3</td>
<td>177</td>
</tr>
<tr>
<td>4.10 Rate of Reflexive Interpretation by Condition in Experiment 3</td>
<td>179</td>
</tr>
<tr>
<td>4.11 Logistic Mixed Effects Model Estimates for the effect of Competition on the rate of Reflexive Interpretation in Experiment 3</td>
<td>179</td>
</tr>
<tr>
<td>4.12 Mean, Median and Standard Deviation Reaction Time (in seconds) by condition in Experiment 3</td>
<td>180</td>
</tr>
<tr>
<td>4.13 Mean, Median and Standard Deviation Reaction Time (in seconds) in the Ambiguous Condition by Interpretation in Experiment 3</td>
<td>180</td>
</tr>
<tr>
<td>4.14 Linear Mixed Effects Model Estimates for the effect of Competition on Log Reaction Time in Experiment 3</td>
<td>182</td>
</tr>
<tr>
<td>4.15 Mean and Standard Deviation Confidence Rate by condition in Experiment 3</td>
<td>182</td>
</tr>
<tr>
<td>4.16 Mean and Standard Deviation Confidence Rate in the Ambiguous Condition by Interpretation in Experiment 3</td>
<td>182</td>
</tr>
<tr>
<td>4.17 Logistic Mixed Effects Model Estimates for the effect of Competition on the Confidence Rate of Interpretation in Experiment 3</td>
<td>184</td>
</tr>
<tr>
<td>4.18 Sample Item by Condition for Experiment 4</td>
<td>191</td>
</tr>
<tr>
<td>4.19 Contrast Coding for Experiment 4</td>
<td>196</td>
</tr>
<tr>
<td>4.20 Rate of Reflexive Interpretation by Condition in Experiment 4</td>
<td>198</td>
</tr>
<tr>
<td>4.21 Logistic Mixed Effects Model Estimates for the effect of Competition on the rate of Reflexive Interpretation in Experiment 4</td>
<td>198</td>
</tr>
<tr>
<td>4.22 Mean, Median and Standard Deviation Reaction Time (in seconds) by condition in Experiment 4</td>
<td>200</td>
</tr>
<tr>
<td>4.23 Mean, Median and Standard Deviation Reaction Time (in seconds) in the Ambiguous Condition by Interpretation in Experiment 4</td>
<td>200</td>
</tr>
<tr>
<td>4.24 Linear Mixed Effects Model Estimates for the effect of Competition on Log Reaction Time in Experiment 4</td>
<td>201</td>
</tr>
</tbody>
</table>
4.25 Rate of Reflexive and Disjoint Interpretation of Ambiguous Pronouns by Subject Group ........................................................................................................................................... 204

4.26 Predicted Rate of Reflexive and Disjoint Interpretation of Ambiguous Pronouns vs. Actual Comprehension Results. ......................................................................................................................... 206
<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Response Type Count in Experiment 1</td>
</tr>
<tr>
<td>3.2</td>
<td>Rate of regular pronoun production in Experiment 1</td>
</tr>
<tr>
<td>3.3</td>
<td>Screen introducing all Experiment 2 characters in Instructions</td>
</tr>
<tr>
<td>3.4</td>
<td>Response Type Count in Experiment 2</td>
</tr>
<tr>
<td>3.5</td>
<td>Rate of regular pronoun production in Experiment 2</td>
</tr>
<tr>
<td>3.6</td>
<td>Rate of regular pronoun production for disjoint reference across experiments: Experiment 1 vs. Experiment 2</td>
</tr>
<tr>
<td>3.7</td>
<td>Rate of regular pronoun production for local coreference (Experiment 1) and locally bound variables (Experiment 2)</td>
</tr>
<tr>
<td>3.8</td>
<td>Overall rate of reflexive production for local coreference (Experiment 1) and locally bound variables (Experiment 2)</td>
</tr>
<tr>
<td>3.9</td>
<td>Effect Sizes in Experiment 1 and Experiment 2 by Picture Type</td>
</tr>
<tr>
<td>3.10</td>
<td>Repeated Participants: Experiment 1 vs. Experiment 2</td>
</tr>
<tr>
<td>3.11</td>
<td>Experiment 2: Repeated Participants vs. New Participants</td>
</tr>
<tr>
<td>4.1</td>
<td>Rate of Reflexive Interpretation by Condition in Experiment 3</td>
</tr>
<tr>
<td>4.2</td>
<td>Mean Reaction Time in the Ambiguous Condition by Interpretation Type in Experiment 3</td>
</tr>
<tr>
<td>4.3</td>
<td>Rate of Confidence by Condition in Experiment 3</td>
</tr>
<tr>
<td>4.4</td>
<td>Screen introducing all Experiment 4 characters in Instructions</td>
</tr>
<tr>
<td>4.5</td>
<td>By item rate of reflexive interpretation in Ambiguous condition</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1ST</td>
<td>first person</td>
</tr>
<tr>
<td>2ND</td>
<td>second person</td>
</tr>
<tr>
<td>3RD</td>
<td>third person</td>
</tr>
<tr>
<td>ACC</td>
<td>Accusative case</td>
</tr>
<tr>
<td>AGR</td>
<td>agreement</td>
</tr>
<tr>
<td>CL</td>
<td>clitic</td>
</tr>
<tr>
<td>DAT</td>
<td>Dative case</td>
</tr>
<tr>
<td>DEF</td>
<td>definite determiner</td>
</tr>
<tr>
<td>DEM</td>
<td>demonstrative pronoun</td>
</tr>
<tr>
<td>FEM</td>
<td>feminine</td>
</tr>
<tr>
<td>LOC</td>
<td>locative</td>
</tr>
<tr>
<td>MASC</td>
<td>masculine</td>
</tr>
<tr>
<td>OBL</td>
<td>Oblique case</td>
</tr>
<tr>
<td>PL</td>
<td>plural</td>
</tr>
<tr>
<td>POSS</td>
<td>possessive</td>
</tr>
<tr>
<td>PROG</td>
<td>progressive</td>
</tr>
<tr>
<td>REFL</td>
<td>reflexive</td>
</tr>
<tr>
<td>SE</td>
<td>standard error</td>
</tr>
<tr>
<td>SELF</td>
<td>self pronoun</td>
</tr>
<tr>
<td>SG</td>
<td>singular</td>
</tr>
<tr>
<td>TOC</td>
<td>Terms of Competition</td>
</tr>
</tbody>
</table>
One of the most fascinating aspects of language has to do with how speakers achieve and understand reference. It is unsurprising, then, that this has been a topic of great interest for theoretical linguistic frameworks for over 130 years, ever since Frege (1892) and Russell (1905)’s seminal works. Following the advent of Chomsky (1957)’s *Syntactic Structures*, in the spirit of generative grammar, the question then becomes: what are the syntactic and semantic constraints on reference? On this note, a substantial deal of research turns to the referential dependencies between noun phrases, and to anaphoric and pronominal reference in particular. What accounts for the distribution of anaphors, such as *himself* and *each other*, and pronouns, like *him*, and how is their interpretation achieved?

When we say something like *Hermione talked about...*, as speakers and hearers we are aware that Hermione could be talking about any salient or relevant referent in the discourse. The sentences in (1), by virtue of the gender of the pronoun *her* and *ea*, restrict the set of relevant discourse referents to those who identify as female in our context. At this point, our task is to figure out who *her* refers to. In theory, it could be any of the salient female referents in this context: Hermione is perhaps talking about Luna, Tonks, McGonnagal, Bellatrix Lestrange, etc. However, can the sentences in (1) mean that Hermione is talking about Hermione?
Native speakers of English will more than likely interpret *her* in (1a) as disjoint in reference from the sentence subject: Hermione is talking about someone else. Native speakers of Romanian, however, judging the equivalent (1b), also allow for a reading where Hermione is talking about herself. Herein lies the puzzle addressed in this dissertation. Why can *her* refer to the sentence subject, Hermione, in the Romanian (1b), but not in the English (1a)? This question is couched in a larger, more generic inquiry, which concerns cross-linguistic constraints on pronominal reference. In answering these questions, in this dissertation, I argue that the distribution and interpretation of pronominal forms is *jointly* determined by pragmatic and morphosyntactic constraints.

As linguists, when we think about constraints on pronominal reference, we turn to Chomsky (1981)'s *Binding Theory*, and more specifically, to *Principle B*, or *Condition B*. This constraint, in its various formulations, states that a pronoun must be free in its binding domain. In the case of our simple sentence, in (1a), *Condition B* prevents her from being bound by Hermione. This captures the fact that, in English, this sentence cannot have a reflexive reading. However, the Romanian (1b) is a direct counterexample to this constraint, as are many other languages, like Frisian (Everaert, 1986), and, more recently, Khanty (Volkova & Reuland, 2014), Jambi (Cole et al., 2017), and Chamorro (Wagers et al., 2018).

In the Binding Theory literature, there are two main approaches: *Classic Binding Theory*, which we succinctly reviewed above, and competition based accounts. The latter propose that disjoint reference effects for pronouns can be obtained by virtue of regular pronouns like *him* competing with reflexive pronouns like *himself*.
There are a number of different ways of approaching this competition. For some accounts, *Condition B* is no longer assumed, but derived. Accounts like Levinson (1987)’s, starting with a suggestion made by Dowty (1980) in a reply to Bach & Partee (1980), claim that *Condition B* effects are obtained via pronominal competition due to reflexives like *herself* being *less ambiguous* than regular pronouns like *her*. There are also accounts like Safir (2004, 2014) and Rooryck & vanden Wyngaerd (2011), which claim that reflexive pronouns are *more economical* than their regular pronoun counterparts. There are various ways of achieving this economical consideration, with a general assumption being that reflexive pronouns are minimal pronouns, along the likes of Kratzer (2009). There are also economy competition based accounts which still assume some form of *Condition B*. These include accounts like Reinhart (1983a, 2006) and Roelofsen (2010), which are inspired by pragmatic reasoning, and accounts like Reuland (2001, 2011), which make more direct assumptions regarding processing. The core hypothesis here is that *binding relations* are more economical than *coreference*.

Despite the existence of such varied approaches of *Condition B* effects, which I overview in great detail in *Chapter 2*, none of these accounts can capture the Romanian data, where, as illustrated in (1b), regular pronouns are ambiguous between reflexive and disjoint reference readings. The ambiguity of regular pronouns like *ea* is especially surprising given the fact that this language does not lack reflexive anaphora, as shown below.

(2) a. *Hermione a vorbit despre ea însăși.*
   Hermione has talked about her herself
   ‘Hermione talked about herself.’

   b. *Hermione a vorbit despre sine.*
   Hermione has talked about self
   ‘Hermione talked about herself.’
In fact, in the competition-based theoretical literature, the expectation is that regular pronouns should give rise to Condition B effects in syntactic contexts where reflexives are available (Rooryck & vanden Wyngaerd, 2011). The availability of a reflexive reading for a sentence like (1b) then, where the pronoun ea ‘her’ is used, is unexpected, since Romanian also makes use of unambiguously reflexive expressions like the emphatic complex reflexive ea însăși ‘her herself’ as in (2a) or the simplex reflexive sine ‘self’, as in (2b). This brings us to another core question addressed in this dissertation, namely, how do Romanian speakers choose between these various forms?

In what follows, I discuss evidence from four NSF DDRI funded experiments, two on language production and two on language comprehension, which investigate intrasentential pronominal reference in Romanian. In Chapter 2, I provide an overview of previous Binding Theory accounts, both classic and competition-based. Following a review of the English data, I define the TERMS OF COMPETITION of pronominal forms and then show how a pragmatic constraint I propose, namely BE CLEAR!, can account for Condition B effects for English pronouns, as well as for Romanian pronominal clitics. Finally, I discuss the outstanding puzzle posed by the distribution and interpretation of Romanian pronouns.

In Chapter 3, I discuss the data from the two production experiments. These studies bridge the theoretical and psycholinguistic literatures by extending psycholinguistic research on the effect of ambiguity avoidance on the choice of referring expressions to the intrasentential domain, as well as provide evidence that BE CLEAR! is active in both coreference and bound variable contexts. Crucially, the two experiments show that, contrary to accounts like Reinhart (1983a) and Roelofsen (2010), a pragmatic constraint impacts the choice of referring expressions for bound variables. Lastly, based on the production data, I further refine the proposal

\footnote{https://www.nsf.gov/awardsearch/showAward?AWD_ID=1823686}
and introduce the syntactic economy constraint \textbf{Be SMALL!}, which I argue is active in both English and Romanian.

In \textit{Chapter 4}, I discuss the data from the comprehension study counterparts of the production experiments in \textit{Chapter 3}. These experiments provide evidence that complex emphatic reflexives like \textit{ea însăși} ‘her herself’ and regular pronouns like \textit{ea} ‘her’ do compete, contrary to the assumptions of Safir (2004, 2014) and Rooryck & vanden Wyngaerd (2011). Furthermore, the comprehension data also serves as evidence against accounts like Reuland (2001, 2011) which claim that there is a processing advantage of bound variable logical forms, as well as evidence against purely pragmatic accounts like Levinson (1987, 2000). In fact, as discussed in this chapter, the comprehension data is most compatible with a probabilistic inferencing account, whereby the comprehension data is a function of the production data discussed in \textit{Chapter 3}.

Lastly, after the concluding remarks, in the appendix, I discuss one particular account in great detail, namely Rooryck & vanden Wyngaerd (2011), and I note the flaws of their account for French and German, provide amendments to the German account and also discuss the impossibility of extending such an account to languages like Romanian.

The goal of this dissertation is not to show the failings of previous approaches to the \textit{Binding Theory}, but to highlight how competing accounts can be merged to successfully capture otherwise puzzling data. I argue that the distribution and interpretation of pronouns, as well as cross-linguistic binding and pronominal referential patterns, can be accounted for by more generic pragmatic and economy based constraints, as illustrated by the experimental data collected on Romanian, instead of stipulated interpretation specific grammatical principles.
As Reinhart (1983a) puts it, anaphora represents a central issue in linguistic theory, and a test case for competing hypotheses concerning the relations between syntax, semantics and pragmatics. While, prior to the advent of Chomsky (1981)’s *Binding Theory*, most research focused on the syntax of anaphors and pronouns (Lakoff, 1968; Langacker, 1969; Chomsky, 1973; Lasnik, 1976; Reinhart, 1976), there had also been computational work on general heuristics for establishing anaphor-antecedent relations (Winogard, 1972), on the use of inference for anaphoric resolution (Rieger, 1974; Hobbs, 1976), as well as the effect of discourse (coherence) relations on pronominal interpretation (Grosz, 1977; Reichman, 1978; Webber, 1978).

In the syntactic literature, the aim is to capture the distribution of anaphors like *himself* and pronouns like *him* in sentences like (3), below. One interpretation of (3c), for instance, is that of coreference between *Lockhart* and *him*: the two determiner phrases (DPs) refer to the same entity, *Lockhart*. The same sentence also has a disjoint reference reading, where the two DPs refer to separate entities in the discourse (*Lockhart’s student charmed someone else*).

(3)  
   a. Lockhart charmed *himself*.  
   b. Lockhart charmed *him*.  

---

**Chapter 2**

**Theoretical and Empirical Background**

As Reinhart (1983a) puts it, anaphora represents a central issue in linguistic theory, and a test case for competing hypotheses concerning the relations between syntax, semantics and pragmatics. While, prior to the advent of Chomsky (1981)’s *Binding Theory*, most research focused on the syntax of anaphors and pronouns (Lakoff, 1968; Langacker, 1969; Chomsky, 1973; Lasnik, 1976; Reinhart, 1976), there had also been computational work on general heuristics for establishing anaphor-antecedent relations (Winogard, 1972), on the use of inference for anaphoric resolution (Rieger, 1974; Hobbs, 1976), as well as the effect of discourse (coherence) relations on pronominal interpretation (Grosz, 1977; Reichman, 1978; Webber, 1978).

In the syntactic literature, the aim is to capture the distribution of anaphors like *himself* and pronouns like *him* in sentences like (3), below. One interpretation of (3c), for instance, is that of coreference between *Lockhart* and *him*: the two determiner phrases (DPs) refer to the same entity, *Lockhart*. The same sentence also has a disjoint reference reading, where the two DPs refer to separate entities in the discourse (*Lockhart’s student charmed someone else*).

(3)  
   a. Lockhart charmed *himself*.  
   b. Lockhart charmed *him*.  

---
c. Lockhart’s student charmed *him*.

d. Lockhart’s student charmed *himself*.

Furthermore, there are also instances of seemingly *obligatory* cases of coreference and disjoint reference (Chomsky, 1973). In (3a), the reflexive *himself* is necessarily coreferent with *Lockhart*, while the strongly preferred interpretation of the pronoun *him* in (3b) is that of disjoint reference with *Lockhart*. The interpretative differences between (3c) and (3d), in the latter *himself* being obligatorily coreferent with *student*, and (3c) and (3b), where *him* can refer to the subject of the genitive construction but not to the local sentence subject, teach us that syntactic configurations can also play a role in the interpretation of pronouns and anaphors.

### 2.1 Reinhart’s Binding Building Blocks

Building on these observations and on previous work by Klima (1964), Lakoff (1968), Langacker (1969), and Chomsky (1973), Reinhart (1976) identifies *c-command* as a key ingredient in establishing pronominal and anaphoric reference. The definition of *c-command*, as proposed by Reinhart (1976) is given below. ¹

(4) **C-COMMAND**

Node A *c*(onstituent)-commands node B if neither A nor B dominates the other and the first branching node which dominates A dominates B.

Reinhart (1976, ex. (36), p. 32)

¹While the notion of *command* had been a part of linguistic theory since Langacker (1969), *c(onstituent)-command* is first proposed by Reinhart (1976). Langacker (1969)’s definition of *command* is given below.

(i) **COMMAND**

A node A commands a node B if neither A nor B dominates the other and the S node most immediately dominating A also dominates B.

Langacker (1969, p. 167)
In the derivation on the left, nodes A and C both c-command every other node under $S_1$. D does not c-command C, since the first branching node which dominates D (namely B) does not dominate C. Reinhart (1976)’s c-command also distinguishes between the two sentences in (3c) and (3d), associated with the derivations in (6) below.

(6) a. *Lockhart’s student charmed him.*

(6) b. *Lockhart charmed him.*
DP}_{\alpha} only c-commands DP}_{\omega} in (6b): the first branching node dominating DP}_{\alpha}, S, also dominates DP}_{\omega}. In (6a), the first branching node which dominates DP}_{\alpha} is DP}_{\gamma}, which does not dominate DP}_{\omega}, and hence, Lockhart does not c-command him in (6a), but does so in (6b).

The derivations above teach us that pronouns must be disjoint from c-commanding DPs within the same sentence. Furthermore, by replacing him with himself in the derivations above, the observation is that anaphors can corefer only with DPs that c-command them, since himself could only be bound by Lockhart in the equivalent of (6b).

Although the building blocks of formulating precise syntactic constraints on reference represent the fruits of labor of many different accounts (Lakoff, 1968; Langacker, 1969; Chomsky, 1973; Lasnik, 1976; Reinhart, 1976, a.o.), the most famous and well-cited instantiations of these constraints are those of Chomsky (1981) and Chomsky (1986), often referred to in the literature as Classic Binding Theory. One main ingredient of this seminal account of reference relations concerns indexation.

The indexation of determiner phrases, as introduced in Chomsky (1965), is a syntactic procedure, blind to interpretation. In this sense, indices are assumed to be mere formal indicators, with no semantic import, which serve the purpose of keeping track of movement and reference relations of their own. When two DPs refer to the same referent, these DPs are marked as coindexed, as in (7a) below, where Lockhart and him both bear the index 1. Notice that coindexation can occur between DPs which do not c-command each other as in (7a), or between DPs in a c-command relation, as in (7b), where Lockhart’s student and himself refer to the same individual, say Harry. When DPs refer to different entities, as in (7c), where Lockhart’s student charmed someone else, they are contra-indexed: the values of these indices differ.
Another key ingredient in Chomsky (1981)’s Binding Theory concerns syntactic binding, the definition of which is given in (8) below.

(8) **Syntactic Binding**

A node $\alpha$ binds a node $\beta$ iff

(i) $\alpha$ c-commands $\beta$,

(ii) $\alpha$ and $\beta$ are coindexed.

(Chomsky, 1981, p. 59)

According to (8), a syntactic binding relation between two nodes can only hold if two conditions are met: one node c-commands the other (Reinhart, 1976)$^2$, and they are coindexed. In the set of examples above, while (7a) and (7b) both involve coindexation, only (7b) involves a syntactic binding relation: Lockhart’s student c-commands himself, and Lockhart’s student and himself are coindexed, hence, according to the definition in (8), Lockhart’s student binds himself. In (7a), however, Lockhart does not c-command him, as illustrated in the derivation (6a) above, so Lockhart does not syntactically bind him. In this case, Lockhart and him are, as we will see, merely in a coreference relation. In essence, while $c$-command is a necessary condition for syntactic binding, coindexing and coreference do not require $c$-command.

Following the definition in (8), the sentences below also involve syntactic binding relations. In (9a) and (9b), both Hermione and no witch c-command and are coindexed with the pronoun she. The two conditions of (8) are met, hence Hermione and no witch syntactically bind she in their respective sentences.

---

$^2$See Bruening (2014) for arguments that precede and (phase-)command, and not $c$-command, is the relation required by the binding principles.
a. Hermione$_1$ thought she$_1$ deserves an Outstanding.$^3$.

b. No witch$_1$ thought she$_1$ deserves an Outstanding.

Syntactic binding correlates with what I will call *semantic binding*, a logical relation which gives rise to bound variable readings. Among others, Engdahl (1980), Heim (1982) and Reinhart (1983a) propose ways of representing the difference between bound variables and coreference in the syntax. Following Evans (1980)$^4$, *bound variable interpretation* is achieved via a logical relation between an operator and a variable. To illustrate, the meaning of (9b) is that for no witch in the set of relevant witches, *that witch* thought she deserved an Outstanding; more formally, there is no x, x is a witch, such that x thought x deserved an Outstanding. On the other hand, *coreference* concerns the situation where the anaphor and another DP in the sentence have the same referential value. In (9a), Hermione refers to the individual Hermione, and she also refers to the individual Hermione. Crucially, quantified DPs, like *no witch* in (9b), may not enter a coreference relation with an anaphor, since they have no reference of their own (e.g. *no witch* does not refer to any individual in particular).

Variable binding is dependent on there being a c-command relation between the antecedent and the anaphor. In (10), where *no witch* is in the relative clause and hence does not c-command she, the pronoun is not interpreted as a variable bound by *no witch*. $^5$

---

$^3$The highest grade in the Wizarding World educational system.

$^4$Evans (1980) distinguishes between binding proper, where a quantified expression binds a pronoun or reflexive, and coreference.

---

(i) *Evans (1980)*’s Anaphora Conditions

a. A pronoun can be interpreted as bound by a quantifier phrase iff it precedes and c-commands the pronoun (Evans, 1980, p. 341).

b. A pronoun can be referentially dependent upon an NP iff it does not precede and c-commands that NP (Evans, 1980, p. 358).

---

$^5$Although generally true, there are exceptions to this observation. One such case is that of donkey-pronouns (Evans, 1980). In a sentence like *Every farmer [who owns a donkey] pets it*, where the
The same observation holds for the sentences below. The pronoun she is outside the c-command domains of Hermione and no witch: they are in separate clauses, and, hence, not c-commanded by Hermione or no witch. Given the lack of a c-command relation, although coindexed, no witch and Hermione may not bind she. Then, the only referential relation that can be established between the coindexed no witch and she, and the coindexed Hermione and she in (11) is that of coreference.

Since coreference is not possible in (11b), the discourse is ungrammatical. As illustrated in (9b) above, quantified DPs may bind coindexed pronominal expressions within their c-command domain. On the other hand, referential DPs like Hermione can establish both kinds of referential relations: binding and coreference.6 We return to this fact in Section 2.1.2, following the discussion of the assumptions regarding how indices will be semantically interpreted in the dissertation. In the subsection below I introduce a semantics that derives the effects described above.

---

6In some accounts of reference (Reinhart, 1983a, 2006; Roelofsen, 2010), the distinction between binding and coreference is formalized via indexation. The crucial assumption is that pronouns may enter a derivation with or without an index. If a pronoun has an index, such as him1 in (ib), the pronoun is interpreted as a variable bound by a c-commanding antecedent with a corresponding binder index. If a DP undergoes movement, then it receives a binder index which is represented as a superscript Lockhart1, as in (ib). If a pronoun has no index, like him in (ia), then it is interpreted as coreferent with some antecedent.

(i) a. Lockhart charmed him.  
   b. Lockhart1 charmed him1.

For the purposes of this dissertation, I adopt an indexation system closer to Chomsky (1986), whereby all DPs receive an index, and all indices are represented as a subscript, as in (11).
2.1.1 The Semantics of Indexation

Originally, indices were only formal indicators, with no semantic import of their own, which served the purpose of keeping track of movement and reference relations (Chomsky, 1965). However, semantic theory subscribes to the view that indices, as a part of the derivation, should be interpretable. I will here lay out the semantics for indices used in this dissertation.

I assume that the formal interpretation of indices is done via assignment functions. DPs of type $e$ are assumed to bear indices that the assignment function $g$ maps to contextually salient individuals. Cooper (1979) proposes that the $\phi$-features of pronouns are presupposition triggers, which therefore constrain their interpretation. As formalized in the definition below, the pronoun $\text{she}_i$ will be associated with the individual that the assignment function maps to the index $i$ as long as this individual is female. Similarly, $\text{Hermione}_i$ will be associated with the individual that the assignment function maps to the index $i$, as long as this individual is named Hermione, as in (13) below.\footnote{Contextual restriction ensures that the $\text{Hermione}$ and the female picked out by $\text{Hermione}_i$ and $\text{she}_i$ correspond to the unique individual relevant in the sentence context. This restriction is often encoded as a uniqueness pressupposition carried by the definite determiner which is assumed to be a semantic component of pronouns and definite descriptions (including names). See Elbourne (2005), among others, for further details.}

\begin{align*}
\text{(12)} & \quad \text{For any assignment function } g \text{ and for any index } i \\
& \quad a. \quad \text{she}_i \in \text{dom}([[]])^9 \text{ if and only if } g(i) \text{ is female} \quad \text{PRESUPPOSITION} \\
& \quad b. \quad \text{whenever defined, } [\text{she}_i]^9 = g(i) \quad \text{ASSIGNMENT} \\
\text{(13)} & \quad \text{For any assignment function } g \text{ and for any index } i \\
& \quad a. \quad \text{Hermione}_i \in \text{dom}([[]])^9 \text{ iff } g(i) \text{ is named Hermione} \quad \text{PRESUPPOSITION} \\
& \quad b. \quad \text{whenever defined, } [\text{Hermione}_i]^9 = g(i) \quad \text{ASSIGNMENT}
\end{align*}

\begin{align*}
\text{(14)} & \quad \text{Every professor admires himself.}
\end{align*}
I adopt the notion of *semantic binding*, following Heim & Kratzer (1998) and Büring (2005), whereby binding is achieved via movement. In the derivation above, *every professor* moved from the subject position of the VP to a specifier position of the TP.\(^8\) This movement gives rise to a variable chain between the moved DP, *every professor*, its binder, which will be represented as a non-superscripted numeral, here 1, and its trace, \(t_1\).

The interpretation of this construction is achieved via *Predicate Abstraction*, whereby the node \(TP_\alpha\) is turned into a predicate, namely a function which is interpreted under any possible assignment for the variables it contains. In the definition below, \(g(i/x)\) represents the variable assignment which maps index \(i\) to entity \(x\).

(15) *Predicate Abstraction*

If \(\alpha\) is a branching node whose daughters are \(\beta\) and \(\gamma\), where \(\beta\) is a numerical index \(i\), then, for any variable assignment \(g\), \([\alpha]^{g} = \lambda x. [\gamma]^{g(i/x)}\)

\(^8\)Evidence for subject movement, which is now assumed in syntactic and semantic theory, can be found in Koopman & Sportiche (1985), Kitagawa (1986), Speas & Fukui (1986), a.m.o. Binding from non-subject positions can be handled by assuming quantifier raising of both quantified and referential DPs, as is standard (May, 1977, 1985; Barwise & Cooper, 1981; Heim, 1993, 1998; Isac, 2006; Hackl et al., 2012, a.m.o).
Assuming that the denotation of \( \text{VP}_\gamma \) is \([[[t_1 \text{ admires himself}_1]]]^g\), since \( \text{TP}_\alpha \) dominates the numerical index 1, by applying predicate abstraction, the denotation of \( \text{TP}_\alpha \) becomes the one represented in (16).

\[
(16) \quad [[[\text{TP}_\alpha]]]^g = \lambda x. [[[t_1 \text{ admires himself}_1]]]^{g(1/x)}
\]

In Heim & Kratzer (1998, p. 111), traces, like pronouns, are interpreted via assignment functions. Therefore, \([[[t_1]]]^g = g(1)\). Reflexive pronouns have the same interpretation as pronouns, so \([[[\text{himself}_1]]]^g = g(1)\). Similarly, \([[[t_1]]]^{g(1/x)} = g(1/x)(1)\), and also \([[[\text{himself}_1]]]^{g(1/x)} = g(1/x)(1)\). Since \(g(1/x)\) is the assignment function which maps index 1 to entity \(x\), then the denotations of the trace and the reflexive pronoun reduce to \([[[t_1]]]^{g(1/x)} = x\), and \([[[\text{himself}_1]]]^{g(1/x)} = x\). Consequently, the denotation of \( \text{TP}_\alpha \) and the higher node TP become those offered below.

\[
(17) \quad \begin{align*}
& a. \quad [[[\text{TP}_\alpha]]]^g = \lambda x. x \text{ admires } x \\
& b. \quad [[[\text{every professor}}]]^g = [\lambda P_{<e,t>} \quad \lambda y. \lambda x. x \text{ is a professor } \rightarrow P(x) ]
\end{align*}
\]

\(\)\(\)\(\)\(\)

As shown in (17a), \( \text{TP}_\alpha \) is a function from entities to truth values, while \textit{every professor}, in (17b) is a function that maps functions from entities to truth values to a function which maps entities to truth values. Following the derivation in (14), the denotation of TP is the denotation of the function \textit{every professor} taking \( \text{TP}_\alpha \) as an argument, as in (17c). Function application leads to the denotation in (17e). Consequently, as shown in (17f), the only available interpretation for the sentence \textit{Every professor admires himself}, is a bound variable one.
2.1.2 Binding vs. Coreference

According to the indexing mechanism laid out above, the distinction between binding and coreference can be formalized in terms of λ-binding. In both LFs below, \([\text{Lockhart’s student}]_1\) is the sentence subject and, as the subject, moves to the specifier position of TP. This movement leaves behind a trace which is bound by the subject via λ-binding. The difference between the two LFs is that in (18) the object pronominal is coindexed with the sentence subject, while in (19), the pronominal is coindexed with \textit{Lockhart}.

(18) BINDING

```
      TP
     /\   /
    /  \ /  \
   DP  DP  1  VP
  /\   /\  /\  /\  \
  D   NP  t  V  DP
 /\   |   |   |   |
student 1  admires  himself
```

In (18), the index carried by \textit{himself} is 1, which is the same as the λ-binder index. The movement of the sentence subject, then, leads to a binding relation between \textit{Lockhart’s student}, its trace, and the anaphor \textit{himself}. In the case of (19), however, the λ-binder index differs from the index on the pronoun, hence, a binding relation is only established between \textit{Lockhart’s student} and its trace.
Let us assume that Lockhart’s student, in the two sentences above, is *Harry*. Thus, the denotations of the two derivations above are as follows.

(20) a. BINDING

\[
[\text{Lockhart}_2\text{’s student}]_1 [\lambda x.[[x admires x]]] \quad \text{DERIVATION}
\]

\[
g(1) [\lambda x.[[x admires x]]] \quad \text{ASSIGNMENT FUNCTION}
\]

\[
\text{Harry} [\lambda x.[[x admires x]]] \quad g(1) = \text{Harry, } g(2) = \text{Lockhart}
\]

b. COREFERENCE

\[
[\text{Lockhart}_2\text{’s student}]_1 [\lambda x.[[x admires him_2]]] \quad \text{DERIVATION}
\]

\[
g(1) [\lambda x.[[x admires g(2)]]] \quad \text{ASSIGNMENT FUNCTION}
\]

\[
\text{Harry} [\lambda x.[[x admires Lockhart]]] \quad g(1) = \text{Harry, } g(2) = \text{Lockhart}
\]

While (20a) is interpreted as a bound variable relation, which corresponds to the interpretation that *Harry* admires himself, (20b) provides the reading that *Harry* admires the entity *g*(2), which, according to the assignment function *g*, is mapped to Lockhart; the interpretation of (20b), then, is that *Harry* admires Lockhart.

Now that we are equipped with this formal distinction between binding and
coreference, we can see how it leads to the subtly different interpretations of the sentence below.

(21) Hermione thinks she deserves an Outstanding.

a. BINDING: \textbf{Hermione}_1 \lambda_1 \ t_1 \text{ thinks } \textbf{she}_1 \text{ deserves an Outstanding.}

Hermione [ \lambda x [ x \text{ thinks } x \text{ deserves an Outstanding } ]]

b. COREFERENCE: \textbf{Hermione}_1 \lambda_2 \ t_2 \text{ thinks } \textbf{she}_1 \text{ deserves an Outstanding.}

Hermione [ \lambda x [ x \text{ thinks Hermione} \text{ deserves an Outstanding} ]]

In (21a), \textit{she} is a variable bound by \textit{Hermione}, and in (21b), \textit{she} is coreferent with \textit{Hermione}. While these two readings give rise to the same truth conditions, there is reason to believe that both exist. Evidence for the existence of the two different relations in (21) can be found in ellipsis contexts. A sentence like \textit{Hermione thinks she deserves an Outstanding and Draco does too} has two different readings, as observed by Ross (1967). These readings are illustrated below.

(22) Hermione thinks she deserves an Outstanding and Draco does too.

a. Hermione [ \lambda x [ x \text{ thinks } x \text{ deserves an Outstanding } ] ] and

Draco [ \lambda x [ x \text{ thinks } x \text{ deserves an Outstanding } ] ]

\textbf{Sloppy Interpretation:} Draco thinks \textit{Draco} deserves an Outstanding.

b. Hermione [ \lambda x [ x \text{ thinks Hermione} \text{ deserves an Outstanding} ] ] and

Draco [ \lambda x [ x \text{ thinks Hermione} \text{ deserves an Outstanding} ] ]

\textbf{Strict Interpretation:} Draco thinks \textit{Hermione} deserves an Outstanding.

In order to obtain the so called \textit{sloppy} reading, where Draco thinks that Draco deserves an \textit{Outstanding}, the elided predicate is construed as in (22a), employing variable binding. The \textit{strict} reading, in which Draco thinks that Hermione deserves an \textit{Outstanding}, is obtained by means of employing the coreference relation as shown in (22b).
The different interpretations in (22) illustrate that non-reflexive pronouns can express both bound variable relations and coreference with a c-commanding antecedent. As we saw in the previous section, non-reflexive pronouns may also be coreferent with non c-commanding antecedents, as in (23) below.

(23) Ginny₁’s brother loves her₁.

\[
\begin{align*}
&\text{ASSIGNMENT FUNCTION} \\
&[\operatorname{g(1)}\text{’s brother} [\lambda x [ x \text{ loves } g(1) ])] \\
&[\text{Ginny’s brother} [\lambda x [ x \text{ loves Ginny}]]]
\end{align*}
\]
\[g(1) = \text{Ginny}\]

While pronouns can express bound variable relations with c-commanding antecedents, as well as coreference relations with c-commanding and non-c-commanding antecedents alike, reflexives like \textit{himself}, on the other hand, can only achieve a bound variable interpretation as illustrated below.

(24) Lockhart₁ admires himself₁ and Harry does too.

a. Lockhart [\lambda x [ x \text{ admires } x ]]

and Harry [\lambda x [ x \text{ admires } x]]

\textbf{Sloppy Interpretation}: Harry admires himself. \checkmark

b. *Lockhart [\lambda x [ x \text{ admires Lockhart}]]

and Harry [\lambda x [ x \text{ admires Lockhart}]]

\textbf{Strict Interpretation}: Harry admires Lockhart. \times

Crucially, the bound variable reading of \textit{himself} in (24) gives rise to the \textit{sloppy} interpretation sketched out in (24a), which corresponds to a state of affairs where Lockhart admires Lockhart and Harry admires Harry. This reading is indeed available. However, the sloppy interpretation is the only available reading of a sentence like (24). In order to obtain the strict reading, where Lockhart admires Lockhart and Harry also admires Lockhart, a coreference relation between \textit{Lockhart} and \textit{himself} needs to be established. Given that the strict reading of (24) is \textit{not} available, we can
conjecture that reflexive pronouns cannot be coreferent with an antecedent: unlike regular pronouns like *she* as in (22), reflexive pronouns like *himself* must be bound.

While the difference between binding and coreference is necessary to account for the different readings of (22), in Classic Binding Theory accounts, however, this distinction is not taken into account either by the locality constraints or by the derivations proper. The *Binding Principles* do not distinguish between bound variable anaphora and coreference: both relations are subject to the same constraints.

### 2.2 Classic Binding Theory

The syntactic binding constraints of Chomsky (1981) and Chomsky (1986) defined under the *Principles and Parameters* model, restrict coindexation under certain conditions. A secondary crucial primitive of this account is that of *binding category* (also *governing category*), whose definition is given in (25), where a phrase is understood to be a subject if it is in a specifier position, and a subject $S$ is *accessible to* $\alpha$ if $S$ c-commands $\alpha$. Arguments for introducing the notion of accessible subject in the definition in (25) can be found in Section 2.2.1.

(25) **Binding Category**

$\beta$ is the binding category for $\alpha$ iff $\beta$ is the minimal category containing $\alpha$ and a subject accessible to $\alpha$.

(Chomsky, 1981, ex. (100), p. 220)

The *binding category* serves to identify and restrict the domain in which binding relations can hold between two different constituents.

The principles governing the reference of anaphora like *himself*, pronouns like *him*, are listed below, where *free* is interpreted as *not syntactically bound*.

(26) **Chomskian Binding Principles**

**Principle A**: An anaphor is bound in its binding category.
Principle B: A pronoun is free in its binding category.

Principle C: An R(eferential)-expression is free.⁹


The assumption of Principle A, then, is that anaphors like *himself* are bound by a DP antecedent within the smallest XP with a subject which includes both the antecedent and the anaphor. In (27a), the binding category of the direct object *himself* is the minimal phrase which contains *himself* and an accessible subject, which, in this case, corresponds to the embedded TP, *Gilderoy Lockhart loves himself*. According to Principle A, *himself* must be bound by an antecedent within the embedded TP, namely *Gilderoy Lockhart*, and cannot be bound by an antecedent outside this domain, like the main subject *Harry*. In (27b), the binding category for *himself* is the entire TP. Within this TP, while the subject *Harry’s Potions professor* does c-command *himself*, the genitive *Harry* does not c-command *himself*. According to Principle A, then, in (27b), *himself* must be syntactically bound by *Harry’s Potions professor*¹⁰, and can neither be coreferent with *Harry* or a bound variable of *Harry*.

(27)  
\[ \text{a. } Harry_2 \text{ said } [TP \ Gilderoy Lockhart}_1 \text{ loves himself}_{1/\text{him}_2/\ast 1}. \]
\[ \text{b. } Harry_7’s \text{ Potions professor}_3 \text{ hates himself}_{3/\ast 7} / \text{him}_7/\ast 3. \]

Principle B, the mirror image of Principle A, states that pronouns must be free in their binding category. As illustrated above, *him* may not be coindexed with the local subject either in (27a) or (27b), but may be coindexed with the main sentence subject in (27a), since *Harry* is outside the binding domain of *him*; the pronoun can also be coreferent with the genitive in (27b), since, in this case, *Harry* does not c-command the pronoun *him*.

⁹Principle C is not relevant for the discussion carried out in the following chapters of this dissertation. It is included here, however, for the sake of exposition, since Principle C violations were crucial in the development of the first competition-based accounts of the Binding Theory.

¹⁰Severus Snape.
One of Chomsky (1981)'s motivations for introducing the condition that a binding category should have an *accessible subject* comes from cases where VPs and APs can serve as binding domains. To illustrate, consider the examples below.

(28)   a. \( \text{Snape}_1 \) made \([\text{VP me like him}_1]\). \( \checkmark \) Principle B  
   b. \*\( \text{Snape}_1 \) made \([\text{VP me like himself}_1]\). \( \ast \) Principle A  
   c. \( \text{Snape}_1 \) considers \([\text{AP me happy with him}_1]\). \( \checkmark \) Principle B  
   d. \*\( \text{Snape}_1 \) considers \([\text{AP me happy with himself}_1]\). \( \ast \) Principle A

The APs and VPs in (28) are analyzed as small clauses, which, crucially, have subjects; in (28), the small clause subject is *me*. Given that: (i) a binding category is the minimal category which contains a subject accessible to \( \alpha \); (ii) a subject is accessible to \( \alpha \) if it c-commands \( \alpha \); and (iii) *me* is a subject which c-commands *him / himself* in (28), then the binding category for *him* and *himself* in (28a) and (28b), respectively, is the small clause VP *me like him(self)*, while the binding category for *him* and *himself* in (28c) and (28d) corresponds to the AP *me happy with him(self)*. According to the binding principles laid out in (26), Principle A and Principle B must be obeyed within the small clause APs and VPs, hence, *him* cannot be syntactically bound by an antecedent within the VP/AP, while *himself* must be syntactically bound by such an antecedent. As observed above, Principle B is obeyed, *him* being free in its binding category, while Principle A is violated, given that the only syntactically permissible binder would have been the subject *me*.

The sentences in (29) below represent the mirror image of (28) above. In the case of (29), the subjects of the small clause VPs and APs are *him* and *himself*, respectively.

(29)   a. \*\( \text{Snape}_1 \) made \([\text{VP him}_1 \text{ laugh}]\). \( \ast \) Principle B  
   b. \( \text{Snape}_1 \) made \([\text{VP himself}_1 \text{ laugh}]\). \( \checkmark \) Principle A
c. *Snape$_1$ considers [AP him$_1$ happy].  
\hspace{1cm} \textbf{* PRINCIPLE B}

d. Snape$_1$ considers [AP himself$_1$ happy]. \hspace{1cm} \textbf{PRINCIPLE A}

Assuming that \textit{c-command} is not a reflexive operation, i.e. that a node cannot c-command itself, then the small clauses in (29) do not include a subject accessible to \textit{him} and \textit{himself}. Therefore, the binding category for the pronouns and reflexives in (29) is the TP, which contains the closest accessible subject, \textit{Snape}. Consequently, a bound pronoun as in (29a) and (29c) is equivalent to a Principle B violation, while reflexives like \textit{himself} in (29b) and (29c) obey \textit{Principle A} if bound by \textit{Snape}, above.

2.2.2 Binding Amendments

While in many ways revolutionary, Chomsky (1981)'s \textit{Binding Theory} faces a number of empirical challenges. One of the most significant concerns the prediction that anaphors and pronouns are in complementary distribution. This prediction is the (initially) intended result of the assumption that \textit{Principle A} and \textit{Principle B} operate within the same domain. If the binding category for \textit{him} and \textit{himself} is the same, namely the smallest TP in (30), then \textit{himself} must be bound by an antecedent within the TP, while \textit{him} must not. This prediction is met below.

\begin{equation}
\text{(30)} \hspace{1cm} \begin{array}{l}
\hspace{1cm} \text{a. Every professor$_1$ charms himself$_1$.} \\
\hspace{1cm} \text{b. *Every professor$_1$ charms him$_1$.}
\end{array}
\end{equation}

However, there are well known cases of non-complementarity between reflexives and bound pronouns which \textit{Classic Binding Theory} does not predict. According to the definition in (25), the binding category for \textit{himself/him} in (31a), for instance, should be the TP \textit{Lockhart believes pictures of himself/him are on sale}: it contains the pronominal, \textit{himself/him}, as well as an accessible subject, \textit{Lockhart}. While the prediction of \textit{Principle A}, that \textit{himself} must be bound in this domain, is met, \textit{Principle B} states that \textit{him} must be free, which does not hold: \textit{him} is syntactically bound by
Lockhart, the subject of the main clause. While all of the counterexamples below
pose their own issues, the case of Path/Location PPs had one of the biggest impacts
with respect to amending the Binding Principles and their locality constraints. I ex-
explore these cases in the next section.

(31) COMPLEMENTARITY COUNTEREXAMPLES

a. Picture NPs

Lockhart believes pictures of himself / him are on sale.

b. Path/Location PPs

John keeps a snake near him / himself. ⑪
c. Emphatic / Logophoric Contexts

Hermione boasted [that Slughorn invited Harry and her / herself to his
exclusive party].

With respect to the pronoun herself in (31c), the general assumption is that it is
not a reflexive pronoun, but a logophor. While some languages have specialized
logophoric pronouns, like Ewe (Clements, 1975), there are also languages where
logophors are homophonous with reflexives. English, as shown in Charnavel &
Zlogar (2015), Charnavel & Sportiche (2016) and Sloggett (2017), is one such lan-
guage. Since logophors do not seem to obey Principle A (herself is not bound within
the most minimal TP that contains it), they are often referred to in the literature as
exempt anaphors, following Pollard & Sag (1992), which typically refer to the atti-
tude holder, in this case, Hermione. ⑫

Charnavel & Sportiche (2016) argue that logophors like herself do obey Princi-
ple A, offering a slight variation of its locality domain, which includes logophoric
operators. In Charnavel & Sportiche (2016)’s system, exempt anaphors like herself

⑪Example first encountered in Postal (1971, p.197).
⑫In Charnavel & Sportiche (2016), an exempt anaphor must be anteceded by an attitude holder
or by an empathy locus.
in (31c) are syntactically bound by silent logophoric pronouns found in the subject position of LogP projections at the left periphery of phases, projections headed by a logophoric operator. Under the assumption that the exempt anaphor and the closest logophoric pronoun c-commanding it get spelled out within the same phase, then the anaphor enters a binding relation with the logophoric pronoun, which refers to an attitude holder.\footnote{Exempt anaphors are also bound in Sundaresan (2020), who argues that perspectival anaphors are born with an unvalued "[DEP]" feature. In a given phase, only the specifier of a Perspectival Phrase is born with a valued DEP feature, which the perspectival anaphor agrees with, and consequently gets its logophoric interpretation.} Although fascinating, logophors and logophoric centers are not directly relevant to the discussion in this dissertation, which revolves around Condition B effects\footnote{Some accounts, like Reinhart & Reuland (1993) treat reflexive pronouns in picture NPs like (31a) as exempt anaphors. However, as shown in Büring (2005), the distribution of -self pronouns in picture NPs can be captured by Condition A. I assume, with Büring (2005), that -self pronouns in picture NPs are not logophoric.}. Hence, the definition of Condition A which I adopt, spelled out in Section 2.2.2.2 does not directly extend to exempt anaphora.

Crosslinguistically, there are many counterexamples to the assumption that Principle A and Principle B should hold within the same binding category. One such case comes from 1st and 2nd person pronouns, which may be either free or locally bound in most Germanic and Romance languages, as shown in the examples from Romanian below. According to Principle B, pronouns should be free in their binding category, which, in the following example, is the smallest TP; consequently the data below would be classified as Principle B violations.

\begin{enumerate}
\item \textbf{Eu}_1 mă\textsubscript{1} \\ admire\textsubscript{1} pe \textit{mine}\textsubscript{1}.  \\
I 1ST.SG.CL.ACC admire.1ST.SG ACC me
\textit{I admire myself.}'
\item \textbf{Tu}_1 \textit{te}\textsubscript{1} \\ admire\textsubscript{2} pe \textit{tine}\textsubscript{1}.  \\
you 2ND.SG.CL.ACC admire.2ND.SG ACC you
\textit{You admire yourself}'.
\end{enumerate}

In (32), the direct object pronouns mine ‘me’ and tine ‘you’ are coindexed with the
local subject, hence according to the definition of syntactic binding, are bound by
the local subject. These examples would be unproblematic if mine and tine would
only function as reflexive pronouns. However, like English him, 1st and 2nd person
pronouns in Romanian (as well as German and Romance in general), need not be
bound. In (33), below, the same pronouns are used referentially.

(33)  a. Ea₁ mă₂ admiră pe mine₂.
    she 1ST.SG.CL.ACC admire.3RD.SG ACC me
    ‘She admires me.’

    b. Ea₁ te₂ admiră pe tine₂.
    she 2ND.SG.CL.ACC admire.3RD.SG ACC you
    ‘She admires you.’

Furthermore, local binding of 3rd person pronouns is also allowed in a number
of languages, including Frisian (Everaert, 1986), Old English (Van Gelderen, 2000),
Khanty (Volkova & Reuland, 2014), and Chamorro (Wagers et al., 2018). Romanian
is also a language where 3rd person pronouns may be bound locally, as shown
by (34a). The sentence in (34b) illustrates that el ‘him’, like its 1st and 2nd person
counterparts in (33), is not a reflexive pronoun: it need not be bound.

(34)  a. Lockhart₁ / fiecare professor₁ se admiră pe el₁.
    Lockhart / every professor REFL.CL.ACC admire.3RD.SG ACC him
    ‘Lockhart / Every professor admires himself.’

    b. Hermione₂ îl admiră pe el₁.
    Hermione MASC.SG.CL.ACC admire.3RD.SG ACC him
    ‘Hermione admires him.’

As observed above, the distribution and interpretation of Romanian pronouns can-
not be captured by the assumptions and of Chomsky (1981)’s Binding Principles.
2.2.2.1 Problematic PPs

Let us now consider the problems posed by (31b) in the previous section. One requirement of binding categories is that they should contain a subject. In this sense, it is not predicted that prepositional phrases can constitute binding categories, since PPs do not have subjects. Under this assumption, Principle B then captures the fact that pronouns must be free in constructions like the ones below, where PPs clearly do not constitute binding categories.

(35)  
   a. *Dobby$_9$ gave a sock [$_{PP}$ to him$_9$].
   b. *Hermione$_3$ relies [$_{PP}$ on her$_3$].

At the same time, the grammaticality of the bound pronouns him and her in (36)$^{15}$ is surprising: the current theory fails to predict that pronouns cannot be syntactically bound by a local antecedent in the sentences in (35), but can be syntactically bound in (36) below.

(36)  
   a. Ginny$_8$ pulled the blanket over her$_8$.
   b. Flitwick$_6$ placed the wand behind him$_6$.

The issue of bound pronouns within Path/Location PPs has been observed in a number of languages (English, Dutch, Spanish, etc.). There are various accounts which attempt to capture these facts (Chomsky (1981, 1986) Hestvik (1991), Büring (2005), Lederer (2009), a.o.), the general proposal being that the binding domains for reflexives and pronouns differ.$^{16}$ Hestvik (1991)’s proposal, for instance, relies on

---

$^{15}$While sentences like these are reported to be grammatical in the literature, there are native speakers of English who prefer the reflexive himself or herself in these syntactic contexts.

$^{16}$Chomsky (1986) redefines the binding domain, as a CFC (Complete Functional Complex). A CFC is the domain in which all grammatical functions of a given predicate are realized. The binding domain for $\alpha$ then becomes the smallest CFC which contains $\alpha$ and for which there is an indexing $I$ that is BT compatible. According to the notion of BT Compatibility, the following constraints hold: (i) anaphors must be bound; (ii) pronominals need not be bound; (iii) indexation must obey the i-within-i condition (a phrase may not be coindexed with one of its proper subconstituents); (iv) nominal heads may carry indices, but only nominal phrases can serve as antecedents.
two main components: (i) binding domains should be reduced to the minimal θ-domain in which all θ-roles are assigned by the θ-assigners they contain, and (ii) PPs may serve as subjectless binding domains for pronouns, but not for anaphors.

Inspired by Bresnan (1987), Hestvik (1991) suggests that PPs differ in terms of their argument structure. Under this account, prepositions like on in the predicate *rely on*, have no argument structure, while *behind* in *place behind* does. Essentially, since *behind* and *over* assign their own θ-role to their prepositional objects, the PPs in (36) serve as binding domains for him. Principle B, then, is obeyed within the PP: *him* is free in its binding domain.

On the other hand, the prepositional objects of predicates like *rely on* in (37) receive their θ-role from the verb: *on* cannot assign a θ-role of its own, since it does not have an argument structure. Consequently, the binding category for the prepositional object is one which contains the verb, namely the entire sentence.

(37)  
a. Dobby₉ gave a sock [PP to himself₉ / *him₉].

b. Hermione₃ relies [PP on herself₃ / *her₃].

For sentences like (37), then, the binding domain for pronouns and reflexives is the same, and in order to obey both Principle A and Principle B, the reflexive *himself* must be bound by the sentence subject, while *him* must not.¹⁷

---

¹⁷Hestvik (1991) lists the following predicates whose prepositions do not assign their own θ-roles: **by** - abide by; **on** - call on, comment on, depend on, lecture on, live on, reflect on, rely on, insist on, check up on, break in on, look in on, walk out on, look down on, cut down on, congratulate someone on; **for** - care for, long for, pay for, pray for, ask for, vote for/against, stand up for; **at** - curse at, look at, marvel at, ponder at, scoff at, stare at, gaze at, glance at; **with** - cope with, deal with, meddle with, part with, tinker with, agree with, experiment with, put up with, get away with, charge someone with; **in** - indulge in, invest in, trust in, believe in; **of** - approve of, convince someone of, deprive someone of, inform someone of, remind someone of, rob someone of; **from** - deviate from, learn from; **about** - learn about, moralize about, boast about, brag about, complain about, write about, read about; **to** - listen to, object to, refer to, adhere to, belong to, look forward to, look up to, sentence someone to, treat someone to, compare someone/something to (Hestvik, 1991, fn. 6, p. 478).
2.2.2.2 Coargument Domain

Büring (2005) builds on Hestvik (1991) in formulating his conditions on the locality constraints of Principle A and Principle B. In his view, the binding patterns of PP object pronouns are correlated with a preposition’s ability to undergo semantic composition.\footnote{The semantic contribution of PPs is also relevant for Lederer (2009), who argues that the prepositions which allow coindexation of anaphors and pronouns with local subjects are those that express spatial relations (next to, behind) and containerhood (in, within, etc.). In her dissertation, she provides corpus evidence which supports the predictions of Hestvik (1991) and Büring (2005) regarding the distribution of anaphora and pronouns as PP objects in both English and Spanish.} According to Büring (2005), only semantically salient PPs (beneath, around) which make a clear semantic contribution, can be binding domains, while semantically empty prepositions (on, at, to, about) do not allow their object personal pronouns to co-refer with an antecedent within the same sentence.

\begin{enumerate}
\item \textbf{Hermione}_2 looked around \textit{her}_2 / \textit{herself}_2. \\
\item \textbf{Hermione}_2 relies on \textit{*her}_2 / \textit{herself}_2. \\
\item \textbf{Hermione}_2 talked about \textit{*her}_2 / \textit{herself}_2.
\end{enumerate}

According to Büring (2005), similarly to Hestvik (1991), the crucial difference between the three sentences above lies in the \(\theta\)-role assigner of \textit{her} / \textit{herself}. In the case of (38b) and (38c), the preposition is a pure functional element that serves to assign case, the direct object receiving its \(\theta\)-role from the verb. Verbs like \textit{rely} and \textit{talk} assign a \(\theta\)-role (Theme) to the PP’s object, while in (38a), the preposition \textit{around} assigns its object a \(\theta\)-role (Location) directly. Büring (2005) adjusts the definition of a binding domain for pronouns so that it can include cases like (38a).

\begin{quote}
\textbf{BINDING DOMAIN (FOR PRINCIPLE A)}

\(D\) is the binding domain for \(\alpha\) if \(D\) is the smallest phrase that contains \(\alpha\) and an accessible subject.
\end{quote}

(adapted from Büring, 2005, p. 55)
An NP’s coargument domain is the smallest constituent X which contains:
(i) NP, (ii) NP’s case assigner C, (iii) NP’s θ-role assigner T, and (iv) every XP whose case or θ-role is assigned by C or T.

(Büring, 2005, ex. (3.29), p. 56)

(40) COARGUMENT DOMAIN (FOR PRINCIPLE B)

An NP’s coargument domain is the smallest constituent X which contains:
(i) NP, (ii) NP’s case assigner C\(^{19}\), (iii) NP’s θ-role assigner T, and (iv) every XP whose case or θ-role is assigned by C or T.

Under this view, the binding domain for anaphors is virtually unchanged from Chomsky (1981)’s binding category, whereas the binding domain for pronouns is reduced to the coargument domain in (40). This essentially says that Condition B is satisfied if the DP which binds a given pronoun is not within the smallest XP containing the pronoun’s case and θ-role assigners.

While, perhaps, not the most elegant solution, Büring (2005)’s Binding Theory does capture the English data. Since anaphors require that their binding domains have subjects, the binding domain for herself in the sentences in (38a) is the entire TP, where the reflexive is indeed bound. In the case of (38a), around is both the case and θ-role assigner for her, making the PP the coargument domain. The pronoun her in (38a) is bound by Hermione, outside its coargument domain, thus obeying Condition B. As for (38b) and (38c), however, on and about are not the θ-role assigners for their complement, which prevents the corresponding PPs from serving as

\(^{19}\)The requirement regarding case assigners in (40), inspired by Chomsky (1986)’s definition of governing category, is introduced to capture the distribution of pronouns and reflexives in exceptional case marking environments. Furthermore, an NP’s case assigner can also be a verb, in cases where the verb is an accusative (or dative) case assigner.
coargument domains. Consequently, the coargument domain for *her* in (38b) and (38c) is the entire TP; thus, for these sentences, in order to obey Condition B, *her* cannot be bound by *Hermione*.

The same kind of reasoning can account for the lack of complementary distribution between pronouns and reflexives in *picture NPs*. The example from (31a) is repeated in (42) below. The reflexive *himself*, according to the definition of Condition A in (41), must be bound within the smallest category containing it and a c-commanding subject. In (42), the only available c-commanding subject is *Lockhart*. Hence, the binding domain of *himself* is the entire TP, and *himself* may (and must) be bound by *Lockhart*.

\[(42)\quad \text{Lockhart}_1 \text{ believes [pictures of } \text{himself}_1 / \text{him}_1 \text{ are on sale].}\]

With respect to *him*, its coargument domain, as defined in (41), is the smallest phrase which contains *him, him’s case assigner, namely of, him’s θ-role assigner, namely pictures, and every phrase which receives a θ-role or case from pictures and of. These two constituents assign no other case or roles, which makes the coargument domain of *him* be *pictures of him*. According to Condition B, *him* must be free in this domain, which it is, thus accounting for the grammaticality of (42).

In Section 2.2.1, I discussed Chomsky (1981)’s motivation for the introduction of the *accessible subject* requirement by considering examples like those below. This data is also captured by Büring (2005)’s system.

\[(43)\quad \begin{align*}
\text{a. } & \text{Snape}_1 \text{ considers } [\text{AP me happy with } \text{him}_1]. \quad \checkmark \text{ CONDITION B} \\
\text{b. } & \text{*Snape}_1 \text{ considers } [\text{AP me happy with himself}_1]. \quad \ast \text{ CONDITION A} \\
\text{c. } & \text{*Snape}_1 \text{ considers } [\text{AP him}_1 \text{ happy}]. \quad \ast \text{ CONDITION B} \\
\text{d. } & \text{Snape}_1 \text{ considers } [\text{AP himself}_1 \text{ happy}]. \quad \checkmark \text{ CONDITION A}
\end{align*}\]

According to Büring (2005)’s definition of binding domain, a reflexive must obey *Condition A* in the smallest clause that contains the reflexive and an accessible sub-
ject. In the case of (43b), the accessible subject is *me*, hence the binding domain for *himself* would be the AP phrase. However, *me* does not bind *himself*, since *me* and *himself* do not share an index, thus disobeying *Condition A* and rendering the sentence ungrammatical. In (43d), however, the accessible subject for *himself* is *Snape*; in this case, the binding domain is the TP, which includes the binder of *himself*, therefore, (43d) obeys *Condition A*. With respect to (43a), the coargument domain for *him* is the smallest phrase which contains *him*, the case assigner of *him*, namely *with*, the θ-role assigner of *him*, namely *happy*, and the other phrases which receive case or θ-roles from *him*’s assigner(s), in this case, *me*, which receives a θ-role from *happy*. Thus, the coargument domain for *him* in (43a) is the AP, and in this domain, *him* is not bound, thus obeying *Condition B*. In (43c), however, *him* receives case from *considers*, which means that *Snape* will also be a part of the coargument domain of *him*. Given that *Snape* binds *him* in this domain, *Condition B* is violated, thus rendering (43c) ungrammatical.

Büring (2005)’s implementation, similarly to the revised Binding Theory in Chomsky (1986), also successfully captures the distribution of reflexives and pronouns in exceptional case marking (ECM) structures, so dubbed due to the fact that the subject of the infinitival clause receives case from the main clause verb. As illustrated in (44), although the reflexive *himself* and the pronoun *him* are subjects of the infinitival TP, *himself* must be bound by the main sentence subject, *Snape*, while *him* must not.

According to the definition in (40), the coargument domain for *him* in (44c) and (44d) above consists of *him*, the case assigner of *him*, the θ-role assigner of *him*, and every phrase whose case or θ-role is assigned by *him*’s case and θ-role assigner(s).

\[ (44) \]

a. **Snape**\(_1\) considers **himself**\(_1\) to be happy.

b. *Snape\(_1\) believes \(I_2\) consider **himself**\(_1\) to be happy.

c. *Snape\(_1\) considers **him**\(_1\) to be happy.
d. **Snape**₁ believes I₂ consider **him**₁ to be happy.

In (44c) and (44d), **him** receives its θ-role from the predicate *happy*, and receives its case, Accusative, from the verb *considers*. The verb *considers* assigns a θ-role to the main clause subject *Snape*. Consequently, following the definition in (40), the coargument domain of **him** also includes *Snape*. Thus, according to Condition B in (41), **him** cannot be bound by *Snape* and the ungrammaticality of (44c) is due to a Condition B violation.

In turn, the ungrammaticality of (44b) is due to a Condition A violation. According to the definition of Condition A in (41), the reflexive **himself** must be bound within the smallest category containing it and an accessible subject, which, in (44b) is I. The smallest category containing **himself** and I is the TP I consider **himself** to be happy and hence, **himself** must be bound within this domain, which it is not.

With respect to *Classic Binding Theory* accounts, Büring (2005)’s system is the most comprehensive, capturing the distribution of pronouns and reflexives in ECM constructions, argument and adjunct PPs, as well as picture NPs in English²⁰. However, like Chomsky (1981) and Chomsky (1986)’s accounts, it does not always extend to other languages. Given that, in Büring (2005)’s system, the ability of a PP to serve as a coargument domain is dependent on its semantic contribution, a cross-linguistic prediction is that PPs headed by semantically ‘inert’ prepositions, like about, should systematically be unable to serve as coargument domains. This prediction, as exemplified above, is unmet in Romanian, as illustrated below.

(45)  

a. **Lockhart**₄ talked about **him**₄/₅ / **himself**₄/₅ all evening.

b. **Lockhart**₄ a vorbit despre **el**₄/₅ / **sine**₄/₅ toată seara

   Lockhart has talked about **him** / **himself** all evening
   ‘Lockhart talked about him(self) all evening’.

---

²⁰Büring (2005) does not account for the binding of exempt (or perspectival) anaphors.
In (45) above, *about* and its Romanian counterpart, *despre*, assign case to their prepositional object, but not a θ-role. Given that *el* ‘him’ would receive a θ-role from the verb, and given that the verb also assigns a θ-role to *Lockhart*, then *Lockhart* is within the coargument domain of *el*. Consequently, the sentence in (45) is a Condition B violation. In fact, (45) is a Condition B violation in all Classic Binding Theory accounts, including Chomsky (1981), Chomsky (1986) and Reinhart & Reuland (1993). We return to this point below in Section 2.4.

2.3 Competition-Based Accounts

*Classic Binding Theory* accounts treat *Principle A* and *Principle B* independently. Other approaches have taken a different stance, rooted in the competition between different interpretations and/or different pronominal forms. Competition based accounts of the Binding Theory are typically split along *pragmatic* approaches (Reinhart, 1983b; Levinson, 1987; Grodzinsky & Reinhart, 1993; Schlenker, 2005; Reinhart, 2006; Roelofsen, 2008, 2010, a.o), which assume that competition is at the level of the interpretation of different logical structures, as in (46), and *morpho-syntactic* based approaches (Hellan, 1988; Burzio, 1989, 1991, 1996; Reuland, 2001; Safir, 2004; Rooryck & vanden Wyngaerd, 2011; Reuland, 2011, 2017, a.o.) which propose that competition is not at the level of interpretation, but at the level of the pronominal forms available within a language.

A critical assumption is that pronouns like *her* can, in principle, express coreference with terms in their binding category, but that this interpretation is allowed only when their meaning differs from the one that a reflexive would provide. Examples illustrating this distinction are found in (46) below.\footnote{In the derivations in (46), I assume the following denotation of only $x$, where $x$ is an entity referenced by a referential DP and $\text{ALT}(x)$ returns the set of individuals which are contextually relevant; these alternatives are constrained by the context.

(i) *Rooth (1985)*’s *constituent ONLY*}
(46) **Contextually Informed Competition**

a. **Context**: We are discussing which of the candidates voted for themselves.

i. ✓ (Only) Hillary$_1$ voted for herself$_1$.

   SIMPLE LF: $g(1) [\lambda x \ [\text{x voted for } x]]$

   $g(1) = \text{Hillary}$

   ONLY LF: $\forall y \in \text{ALT}(g(1)) [y \text{ voted for } y \rightarrow y = g(1)]$

   $g(1) = \text{Hillary}$

ii. # (Only) Hillary voted for her.

   SIMPLE LF: $g(1) [\lambda x \ [x \text{ voted for } g(1)]]$

   $g(1) = \text{Hillary}$

   ONLY LF: $\forall y \in \text{ALT}(g(1)) [y \text{ voted for } g(1) \rightarrow y = g(1)]$

   $g(1) = \text{Hillary}$

b. **Context**: We are discussing which of the candidates voted for Hillary.

i. ✓ (Only) Hillary voted for her.

   SIMPLE LF: $g(1) [\lambda x \ [x \text{ voted for } g(1)]]$

   $g(1) = \text{Hillary}$

   ONLY LF: $\forall y \in \text{ALT}(g(1)) [y \text{ voted for } g(1) \rightarrow y = g(1)]$

   $g(1) = \text{Hillary}$

ii. # (Only) Hillary voted for herself.

   SIMPLE LF: $g(1) [\lambda x \ [x \text{ voted for } x]]$

   $g(1) = \text{Hillary}$

   ONLY LF: $\forall y \in \text{ALT}(g(1)) [y \text{ voted for } y \rightarrow y = g(1)]$

   $g(1) = \text{Hillary}$

In (46a), the context concerns candidates who voted for themselves. According to the semantics provided for (46a-i), the *herself* alternative, the only available reading is that (out of all of the relevant candidates) Hillary is the (only) candidate who voted for themselves. However, the semantics provided in (46a-ii) for the *her* alternative:

$$[\text{only } x] = \lambda P_{<e,t>} : \forall y \in \text{ALT}(x) [P(y) = 1 \rightarrow y = x]$$

(adapted from Rooth, 1985, p.82)

In essence, according to the denotation above, given a predicate $P$, for all entities $y$ in the set of contextually relevant entities, if the predicate $P$ is true of $y$, then $y$ is the same entity as $x$. Under the assumption of the denotation above, *only Hillary* has the following meaning:

$$[\text{only Hillary}] = \lambda P_{<e,t>} : \forall y \in \text{ALT(Hillary)} [P(y) = 1 \rightarrow y = \text{Hillary}]$$

(adapted from Rooth, 1985, p.82)

In the contexts in (46), the set of contextually relevant alternatives to Hillary, ALT(Hillary), corresponds to the set of candidates [Hillary, Bernie, Trump, ...]. However, the denotation above is a simplification, which, among other things, does not reference how focus alternatives are computed. See von Fintel (1997) for a discussion on the issues which arise by defining the lexical entry of *only*.35
native leads to the interpretation that (out of all of the relevant candidates) Hillary is the (only) one who voted for Hillary. Consequently, in the context of (46a), the (46a-i) alternative is felicitous, while (46a-ii) is not. *(Only) Hillary voted for herself* is chosen in this scenario.

With respect to (46b), the context concerns concerns candidates who voted for Hillary in particular. Given the semantic interpretation of the two alternatives, (46b-ii) is not felicitous, since it conveys the reading that (out of all of the relevant candidates) Hillary is the (only) one who voted for herself. Hence, (46b-i), which conveys the interpretation that (out of all of the relevant candidates) Hillary is the (only) candidate who voted for Hillary, is chosen in this scenario.

### 2.3.1 The Coreference Rule

To account for facts like these, Reinhart (1983a) argues that *Principles B* and *C*, which in *Classic Binding Theory* reflect constraints on coindexation, should be recast as constraints on *interpretation*. Examples (47b) and (47c) provide evidence in favor of distinguishing between *Classic Principle B*, which prevents coindexation between a pronoun and a local antecedent, and a constraint which disallows the bound variable interpretation of pronouns while allowing for coreference between pronouns and local antecedents under certain conditions.

(47)  

(a. I know what John and *Bill* have in common. John thinks that *Bill* is terrific and *Bill* thinks that *Bill* is terrific.

(Evans, 1980, ex (49), p. 356)

b. I know what John and *Mary* have in common. John hates *Mary* and *Mary* hates *her* too.

(Roelofsen, 2010, ex (10), p. 118)

c. Despite the big fuss about *Felix*’s candidacy, when we counted the votes
we found out that in fact only *Felix* himself voted for *him*.

(Reinhart, 1983a, ex. (58), p.169)

Crucially, coreference between the italicized pronouns and referential DPs in the examples above is allowed when the alternatives to these sentences would not have conveyed the intended meaning. In (47a), for instance, replacing *Bill thinks that Bill is terrific* with *Bill thinks that he is terrific* would have resulted in an ambiguous construction: the sentence is felicitous in a context where Bill thinks Bill is terrific, as well as a situation where Bill thinks John is terrific. With respect to (47b), replacing *her* with *herself* would have resulted in the sentence *Mary hates herself too*, which, due to the discourse particle *too*, conveys the reading that someone else hates themselves, an interpretation which is not compatible with the sentence context. Similarly, replacing *him* with *himself* in (47c) would have led to an unintended reflexive interpretation: *Felix is the only candidate who voted for themselves*, as in the example discussed in (46).

Based on these empirical observations, Reinhart (1983a) argues that while binding is syntactically constrained, pragmatic reasoning is also involved in establishing (co)reference relations, and, furthermore, that the pragmatic analysis of coreference is closer to generating empirically correct data than syntactic analyses (Reinhart, 1983a, p. 170). Inspired by Dowty (1980), Reinhart (1983a, 2006) assumes that speakers attempt to minimize interpretative options, which leads to unambiguous bound variable anaphora being preferred over pronouns which express coreference.

---

22This particular contrast was first observed by Geach (1962). While the *himself* sentence in (ia) is interpreted as Satan being the only one who feels self-pity (no one else pities themselves), the alternative in (ib) is only compatible with a reading where Satan is the only one who pities Satan and no one else pities Satan.

(i) a. Only Satan pities himself. ~ No one else pities themselves.
    b. Only Satan pities Satan. ~ No one else pities Satan.

(Geach, 1962, p.159)
ence. Although inspired by pragmatic reasoning\(^{23}\), Reinhart (1983a)’s account is not Gricean. Reinhart (1983a) and Grodzinsky & Reinhart (1993) encode the assumed preference of bound variable LFs over LFs which express coreference\(^{24}\) in an economy constraint, namely Rule I\(^{25}\), whose definition is given in (48) below.\(^{26}\)

\[
\text{(48) Rule I: Intronsentential Coreference} \\
\text{NP A cannot corefer with NP B if replacing A with C, C a variable bound by B, yields an indistinguishable interpretation.}
\]

(adapted from Grodzinsky & Reinhart, 1993, p. 79)

The intuition is that native speakers construct and compute different alternative

\(^{23}\)Reinhart (1983a)’s formulation of Speaker and Hearer strategies is as follows.

\((i)\) a. Speaker’s Strategy
When a syntactic structure you are using allows bound-anaphora interpretation, then use it if you intend your expressions to corefer, unless you have some reasons to avoid bound anaphora.

b. Hearer’s Strategy
If the speaker avoids the bound-anaphora options provided by the structure he is using, then, unless he has reasons to avoid bound anaphora, he did not intend his expressions to corefer. (Reinhart (1983a, ex (52), p.167)

\(^{24}\)The assumption that bound variable relations are preferred to coreference relations has been motivated in different ways. For instance, Reuland (2001) and Reuland (2011) argue that coreference relations are more costly because they are computed after spell-out. Discourse computations, like coreference, are assumed to carry a heavier processing load than relations established at the level of syntax-semantics, like variable binding. Hence, coreference relations are dispreferred to bound variable anaphora.

\(^{25}\)Later, Reinhart (2006) reformulates Rule I as follows, where the definition of A-binding in (ii) is equivalent to semantic binding as described in Section 2.1.1.

\((i)\) Rule I (An Interface Rule)
\[\alpha\] and \[\beta\] cannot be covalued in a derivation \(D\), if
a. \[\alpha\] is in a configuration to \(A\)-bind \[\beta\], and
b. \[\alpha\] cannot \(A\)-bind \[\beta\] in \(D\), and
c. The covaluation interpretation is indistinguishable from what would be obtained if \[\alpha\] \(A\)-binds \[\beta\]. (Reinhart, 2006, ex. (36), p. 185)

\((ii)\) A-Binding
\[\alpha\ \text{a-binds}\ \beta\] iff \[\alpha\] is the sister of a \(\lambda\)-predicate whose operator binds \[\beta\]. (Reinhart, 2006, ex. (11), p. 171)

\(^{26}\)However, see Frazier & Clifton (2000) for psycholinguistic evidence against a principle which ranks bound variable relations above coreference relations. A discussion of their experimental results is found in Chapter 4.

38
logical forms when interpreting an utterance. In order to decide whether Rule I allows *him* in (47c) to corefer with *Felix*, speakers will first determine whether the unbound pronoun can be replaced with a bound variable. Speakers would then compare the possible representations, relative to the context, and decide whether the interpretations are different. If by replacing the pronoun *him* with a bound variable, the same meaning is obtained, then coreference is blocked. According to *Rule I*, then, coreference between two DPs is prohibited if the same assertion about the entities in question could be achieved by means of a bound variable relation. Following this reasoning, Reinhart (1983a) points out that speakers, as we saw above, will determine that (49a) has a distinguishable reading from (49b), which means that the coreference reading is allowed.

(49) a. Only $\text{Felix}_1 \lambda_1 t_1$ voted for $\text{himself}_1$.
    $\implies$ No one else voted for themselves.

b. Only $\text{Felix}_1 \lambda_2 t_2$ voted for $\text{him}_1$.
    $\implies$ No one else voted for Felix.

There is no doubt that Reinhart’s body of work on anaphora and reference has been instrumental in the understanding of these phenomena and subsequent seminal work thereof. Among other extensions, Reinhart (1983a)’s Rule I has been adapted into Fox (1998)’s *Rule H*, based on a 1993 draft of Heim (1998)\textsuperscript{27}, and later Büring (2005)’s *Have Local Binding!*\textsuperscript{28}, and Roelofsen (2010)’s *Coreference Rule*. All of the

\textsuperscript{27}In Heim (1998), two NPs are codetermined if they are in a binding relation, or if they corefer, or if they are cobound with a third NP.

\textsuperscript{28}Büring (2005)’s constraint on exceptional coreference is formulated as follows.

(i) *Have Local Binding!*
    For any two NPs $\alpha$ and $\beta$ in S in context C, if $\alpha$ could bind $\beta$ (i.e. if it c-commands $\beta$ and

39
The aforementioned definitions aim to capture grammatical coreference constructions by means of their competition with bound variable configurations with distinguishable interpretations. One major contribution of Roelofsen (2008) and Roelofsen (2010) is that of formalizing the notion of binding alternatives (originally proposed in Heim (1998)), which correspond to Reinhart (2006)’s reference set LFs, thus restricting the alternatives with which a given coreferent LF is compared. Unlike Rule I, which compares logical relations (i.e. binding vs. coreference), Roelofsen (2010)’s implementation compares linguistic objects (i.e LFs) in a certain context, which is closer to Dowty (1980)’s initial proposal that disjoint reference effects for pronouns are due to pragmatic inferencing.

(50) **Binding Alternatives**

Let C be a context, let LF be a logical form, and let A and B be two DPs in LF such that A and B corefer in C and A c-commands B in LF. Then, the structure obtained from LF by replacing B with a (possibly reflexive) pronoun bound by A is called a *binding alternative* of LF in C.

(adapted from Roelofsen, 2010, def. 3, p.120)

The definition above states that, given a configuration which expresses coreference between two elements A and B, if A c-commands B, then binding alternatives are created by generating LFs in which B is replaced by a λ-bound variable. Crucially, the definition in (50) does not prevent regular pronouns from being bound. The λ-binding alternatives of a term like in (51), where *him* and *Lockhart* are coindexed, are given in (51a), where the reflexive *himself* is bound by *Lockhart*, and (51b), where the pronoun *him* is bound by *Lockhart*,

(β is not bound in α’s c-command domain already), α must bind β, unless that results in a distinguishable interpretation in C.

(Büring, 2005, ex. (7.31), p.154)
The selection of an LF out of the alternatives above relies on the application of syntactic constraints. Like Reinhart (1983a), Roelofsen (2010) assumes that Condition B does not prevent pronouns like *him* from being coreferent with a local antecedent, but it does prevent the binding of these pronouns. However, if Condition B is formulated as a constraint on indexation, as in Classic Binding Theory, given the indexation system we have adopted\(^\text{29}\), both (51) and (51b) would be rendered ungrammatical. To address this issue, I offer the following revised definition of Büring (2005)'s Condition B, stated in terms of semantic binding.

\[(52)\] **Semantic Condition B**

A pronoun cannot be semantically bound within its coargument domain.

(adapted from Büring, 2005, ex. (3.26), p. 55)

Crucially, the constraint in (52) will only rule out LFs where pronouns are *semantically bound*, such as (53c). The LF in (53a), where *Lockhart* and *him* are coindexed, does not involve \(\lambda\)-binding, and hence, does not fall under the purview of *Semantic Condition B*. Thus, the only two grammatical alternatives are (53a) and (53b).

\[(53)\]  
\begin{align*}
\text{a. } & \text{Lockhart}_1\ \lambda_2\ t_2\ \text{admires } \textit{him}_1. \\
\text{b. } & \text{Lockhart}_1\ \lambda_1\ t_1\ \text{admires } \textit{himself}_1. \\
\text{c. } & \textbf{*Lockhart}_1\ \lambda_1\ t_1\ \text{admires } \textit{him}_1. \quad \text{CONDITION B VIOLATION}
\end{align*}

Now we can state Roelofsen (2010)'s condition that derives *Rule I*'s effects.

\(^{29}\)In Roelofsen (2010), this issue is addressed via an indexing system whereby coreference relations do not involve the use of indices.
A speaker will never use a logical form LF in a context C if the LF is semantically indistinguishable\(^ {30} \) from one of its binding alternatives.

(Roelofsen, 2010, p. 119)

At this point, Roelofsen (2010)’s Coreference Rule, given in (54), can apply. This rule states that if the meaning of a sentence is not affected by replacing a free DP (i.e. an unbound pronoun) with a bound variable, then the alternative with the unbound pronoun will not be chosen. Similarly to Rule I, the constraint above ensures that whenever the same meaning can be achieved by means of a bound variable, the bound variable will be the only choice.\(^ {31} \) For instance, in the context in (55), the reflexive himself and the coreferent pronoun him would express the same meaning, that Lockhart is his own admirer. Since himself and him do not have distinguishable interpretations, the reflexive will be chosen, given that only himself can grammatically convey a bound variable interpretation, which, according to the Coreference Rule, is preferred to coreference. In (56), however, the question under discussion

\(^ {30} \)The application of Rule I and its theoretical successors, like the Coreference Rule, depends on the notion of semantically indistinguishable alternatives, which, intuitively, corresponds to minimally different constructions which achieve the same meaning. In his dissertation, Roelofsen (2008) formalizes this intuition and adopts the following working definition of semantic indistinguishability.

(i) Roelofsen (2008)’s Semantic Indistinguishability

Two logical forms LF and LF’ are semantically indistinguishable iff:

a. LF and LF’ express the same proposition, and

b. LF and LF’ have the same focus value

(Roelofsen, 2008, Def. 2.11, p.55)

\(^ {31} \)Roelofsen (2008) and Roelofsen (2010) translate Reinhart (2006)’s proposal that speakers may not ‘sneak in’ readings which have already been excluded at the level of syntax into Rule S.

(i) Rule S

Any interpretation of a given clause X that could be obtained via a logical form of X that violates Condition B (or other syntactic constraints on binding) is illicit.

(Roelofsen, 2010, Def. 17, p.18)

Roelofsen (2008) argues that Rule S is not necessarily an instance of hearers minimizing interpretative options, as in Reinhart (2006), but, in fact, it is based on the hypothesis that the rejection of a certain interpretation at one level of language cannot be overruled by another level/component. Roelofsen (2008) remains agnostic as to why Rule S exists, and argues that if Rule S is correct, then it provides evidence for both Reinhart (2006) and Reuland (2001)’s hypotheses.
regards people who admire Lockhart; in this case, the two alternatives convey different meanings. Given that these two LFs have distinguishable interpretations, and given that the himself alternative is not felicitous in this scenario, the alternative with the pronoun will be chosen to express that Lockhart is one of the people who admire Lockhart.

(55) **INDISTINGUISHABLE CONTEXT**

*When talking about professors who admire themselves...*

a. Lockhart₁ \( \lambda t_1 \) admires himself₁.

Lockhart [\( \lambda x [x \text{ admires } x] \)]

b. #Lockhart₁ \( \lambda t_2 \) admires him₁.

Lockhart [\( \lambda x [x \text{ admires Lockhart}] \)]

(56) **DISTINGUISHABLE CONTEXT**

*When talking about professors who admire Lockhart...*

a. #Lockhart₁ \( \lambda t_1 \) admires himself₁.

Lockhart [\( \lambda x [x \text{ admires } x] \)]

b. Lockhart₁ \( \lambda t_2 \) admires him₁.

Lockhart [\( \lambda x [x \text{ admires Lockhart}] \)]

In this sense, the restriction on coreference applies at the discourse level, with Roelofsen (2010) further developing Reinhart (1983a)'s proposal that Condition B violations are motivated by a context-dependent pragmatic process.

### 2.3.2 Deriving Semantic Condition B Effects

The Semantic Condition B proposed in (52) complements theories that assume the existence of a constraint like the Coreference Rule (Reinhart, 1983a; Grodzinsky & Reinhart, 1993; Reinhart, 2006; Roelofsen, 2010), which favors bound variable LFs, but does not constrain the binding of regular pronouns. However, what Semantic
Condition B fails to capture is precisely the underlying assumption of Classic Binding Theory, namely that Principle B effects appear to arise for pronouns in contexts where Principle A could be satisfied. Consider the examples from English below.

(57) a. *Snape₁ λ₁ t₁ considers himself₁ honest.

b. *Snape₁ λ₁ t₁ considers him₁ honest.

c. *Snape₁ λ₁ t₁ considers that himself/hisself₁ is honest.

d. Snape₁ λ₁ t₁ considers that he₁ is honest.

As shown in (57) above, the pronoun him cannot be bound in (57b), for which a bound reflexive alternative, namely (57a) is available. This state of affairs is outside the purview of the Coreference Rule, given that both him and himself are bound variables: (57b) is a Semantic Condition B violation. The crucial difference is revealed by comparing the sentences in (57c) and (57d), only the latter of which is grammatical.

In the case of (57c), the ungrammaticality is due to the fact that reflexive pronouns cannot surface as sentence subjects in English\textsuperscript{32}. The data set in (57) can be seen as evidence that regular pronouns can be bound as long as a Principle A obeying reflexive is not available. This observation can be seen more clearly when looking at other languages.

In Section 2.2.2, I presented data from Romanian which illustrated that, like German and other Romance languages, 1st and 2nd person object pronouns can be syntactically bound. To ensure that these pronouns can be semantically bound, I refer to the examples below\textsuperscript{33}.

(58) **Context:** Ava, Beth and Claire went voting yesterday. Ava voted for Beth, Beth for Claire, and Claire for herself. Later, Dorothy asks Claire whether she voted, and

\textsuperscript{32}The same is true for myself, yourself, etc.; *I consider that myself am honest, *You consider that yourself are honest.

\textsuperscript{33}The German judgments belong to Alex Göbel (p.c.), and the data was collected by Kyle Johnson for Dillon & Johnson (2019)'s Fall 2019 seminar. The pronoun sie is possible in the subject position in (59b), but Alex finds an alternative with die in subject position more natural, due to focus-marking.
Claire replies: I did, but...

a. *Nur ich habe für mich gestimmt.\[\text{German}\]
   only I have for me voted.
   ‘Only I voted for me.’
   \[\text{No one else voted for themselves.}\]
   (Dillon & Johnson, 2019, ex. (42), p. 7, 09/17/19)

b. Doar eu am \text{votat pentru mine.}\[\text{Romanian}\]
   only I have voted for me
   ‘Only I voted for me.’
   \[\text{No one else voted for themselves.}\]

In the scenario in (58), Claire is the only person who voted for themselves, but not the only person who voted for Claire, since Beth also voted for Claire. In this sense, in (58), a coreferential reading between Claire and me is ruled out by the context, as is an indexical reading of me, and only the bound variable reading is felicitous. Notice that both German and Romanian allow for bound 1st person pronouns in this context.

The scenario in (59) changes minimally. The voting relations remain the same, but this time Alex, who is not among the set of voters, describes the situation.

(59) Context: Ava, Beth and Claire went voting yesterday. Ava voted for Beth, Beth for Claire, and Claire for herself. Later, Dorothy asks Alex whether Claire voted, and Alex replies: yes, but...

a. *Nur sie$_1$ λ$_1$ t$_1$ hat für sie$_1$ gestimmt.\[\text{German}\]
   only she has voted for her
   ‘Only she voted for her.’
   \[\text{No one else voted for themselves.}\]
b. Nur sie₁ λ₁ t₁ hat für sich₁ gestimmt.  
   only she has voted for self
   ‘Only she voted for herself.’
   (Dillon & Johnson, 2019, ex. (43-44), p. 7, 09/17/19)

c. Doar ea₁ a votat pentru sine₁ / ea înșiși₁.  
   only she have voted for self / her herself
   ‘Only she voted for her.’

d. Doar ea₁ a votat pentru ea₁.  
   only she have voted for her
   ‘Only she voted for herself.’

The context in (59) does not permit coreference between the subject and the object pronoun, given that, once again, there is another person who voted for Claire: Alex may only felicitously convey a bound variable reading. In German, (59a) is reported to be ungrammatical, but the alternative with sich in (59b) is felicitous in this context. Unlike in German, the Romanian alternative with the pronoun in (59c) is grammatical, albeit infelicitous in (59). Similarly to German, the Romanian alternatives with reflexive pronouns in (59d) are felicitous in this context.

This pattern is meant to illustrate that when a competing reflexive form is available, such as sich, then Semantic Principle B effects arise for non-reflexive pronouns like sie. However, when such a specialized reflexive form does not exist, as in the case of 1st and 2nd person pronouns, Semantic Principle B effects do not arise, and pronouns allow for bound variable readings.

The observation that Principle B effects seem to be dependent on the availability of a Principle A obeying anaphor in the same syntactic position is by no means new. Similarly to Levinson (1987), Burzio argues that Condition B effects can be derived by assuming that (i) pronouns and reflexives compete, and (ii) that reflexives are subject to Condition A; in turn, by virtue of the competition between

46
R-expressions and pronominal forms, *Condition C* effects can be derived under the assumption that, when available, pronouns are obligatory.

Burzio (1989) was among the first to propose that, with respect to their competition with anaphoric expressions, pronouns are *elsewhere* forms: pronouns are dispreferred in syntactic positions where anaphors are available. Under the assumption that bound variables have no inherent features and Burzio (1991)’s hierarchy of specification in (60), pronouns cannot be bound as long as a more underspecified form (a reflexive) is available in the same syntactic context. 34

(60)  *Hierarchy of choice for bound DPs*

anaphor >> pronoun >> R-expression

(Burzio, 1991, ex. (22), p.93)

Burzio’s proposals regarding the lack of feature makeup of anaphors and bound variables, the hierarchy of specification of referential expressions, and the corollary that pronouns are ‘elsewhere’ forms become primitives and crucial ingredients for *Binding Theory* accounts which rely on competition at the level of morphological form, such as Safir (2004) and Rooryck & vanden Wyngaerd (2011). Following Pica (1984) and Burzio (1989, 1991, 1996), Rooryck & vanden Wyngaerd (2011) make the following generalization about cross-linguistic Principle B effects.

(61)  *Absence of Principle B Effects (APBE)*

Pronouns can behave like anaphors when a dedicated class of reflexive pronouns is lacking.

(adapted from Rooryck & vanden Wyngaerd, 2011, ex. (25), p.19)

Empirical support for APBE comes from a number of languages, including Frisian, Swedish, Latin, Russian, and Danish. Recent cross-linguistic evidence in favor of

34 Burzio (1989) argues that the disjoint reference effect for pronouns is dependent on the availability of anaphors, and, in turn, the disjoint reference effect for R-expressions is dependent on the availability less specified forms: pronouns and anaphors.
this observation also comes from work on less studied languages like Khanty (Volkova & Reuland, 2014), Jambi (Cole et al., 2017), as well as psycholinguistic studies on Chamorro (Wagers et al., 2018). In Danish, for instance, there is a dedicated reflexive possessive form in the singular, namely sin, but not in the plural, as observed by Pica (1984) and later Burzio (1989). Consequently, the pronominal possessive can express a reflexive reading only in its plural form, deres, as illustrated in (62). The reasoning is that the ungrammaticality of a bound reading for hans in (62a) is due to the availability of the form sin in (62). In (62c), however, the 3rd person possessive can achieve a bound variable reading, given that the form in (62b) is not attested in Danish.

(62) a. \textbf{Jørgen}_{1} \textit{elsker} sin_{1/2} /kone.  
\text{Jørgen} loves self.POSS wife  
‘Jørgen loves his own wife.’

b. \textbf{Jørgen}_{1} \textit{elsker} hans_{2/1} /kone.  
\text{Jørgen} loves his \text{wife}  
‘Jørgen loves some other man’s wife.’

c. \textbf{*De}_{1} \textit{elsker} sine_{1} /koner.  
\text{they} love self.POSS wives  
‘They love their wives.’

d. \textbf{De}_{1} \textit{elsker} deres_{1/2} /koner.  
\text{they} love their \text{wives}  
‘They love their wives.’

(Rooryck & vanden Wyngaerd, 2011, ex. (30-31), p.21)

Like Burzio (1989) and Safir (2004), Rooryck & vanden Wyngaerd (2011) prevent the use of a regular pronoun, like him, from expressing a bound variable reading as long as there exists a more specialized morphological alternative. In effect, this system predicts \textit{Semantic Condition B} effects in syntactic positions where a reflexive
pronoun could have been used. However, this prediction does not appear to be consistently met. Let us revisit the examples discussed in Section 2.2.2.

(63) **COMPLEMENTARITY COUNTEREXAMPLES**

a. *Picture NPs*

   **Lockhart** believes pictures of **himself** / **him** are on sale.

b. *Path/Location PPs*

   **John** keeps a snake near **him** / **himself**.

c. *Emphatic / Logophoric Contexts*

   **Hermione** boasted [that Slughorn invited Harry and **her** / **herself** to his exclusive party].

The sentences in (63) were problematic for the assumption that *Principle A* and *Principle B* should hold within the same binding domain, given that this assumption leads to the prediction that pronouns and reflexives are in complementary distribution. To address such cases, the solution adopted in *Classic Binding Theory* was to redefine and separate the binding domains for pronouns and anaphors. However, economy derived morphosyntactic competition based accounts of the *Binding Theory* assume that *Principle B* effects are found in the same binding domain in which *Principle A* operates. Thus, the approach taken by *Classic Binding Theory* for examples like (63) does not extend to competition-based accounts.

A different approach to the cases in (63) would be that the -self pronouns in these sentences are all logophoric. Reinhart & Reuland (1993), and later Charnavel & Zlogar (2015), also suggest that -self pronouns in *picture NPs* can be logophoric. Evidence in favor of this assumption with respect to picture noun phrases comes from examples like (64), which show that *himself* and *herself* in picture noun phrases need not be c-commanded by their antecedent.

(64) a. The picture of **himself** that **John** saw in the post office was ugly.
b. Her pleasant smile gives most pictures of **herself** an air of confidence.

(Reinhart & Reuland, 1993, ex. (46), p. 682)

Compare the sentences in (64) with those below, where the *itself* is ungrammatical. Given that logophors may only refer to attitude holders and empathy loci (Charnavel & Sportiche, 2016), which are animate discourse referents, if *himself* and *herself* in (64) are logophoric, then the grammaticality contrast between (64) and (65) can be accounted for.

(65)  
   a. *The picture of **itself** that **book** was next to was ugly.

   b. *Its beautiful windows gives most pictures of **itself** an air of elegance.

Furthermore, Charnavel & Zlogar (2015) discuss data which indicates that the -self pronouns in Path/Location PPs might also be logophoric, given the difference in grammaticality between the set of examples in (66a) and those in (66b) below.

(66)  
   a. **Animate Referent**
      
      i. **The woman** is standing in the background with the cello behind **herself**.

      ii. **The woman** is standing in the background with the cello behind **her**.

   b. **Inanimate Referent**
      
      i. *The **house** is standing in the background with an elm tree behind **itself**.

      ii. **The house** is standing in the background with an elm tree behind **it**.

(adapted from Charnavel & Zlogar, 2015)\(^{35}\)

\(^{35}\)These exact examples are not present in the Charnavel & Zlogar (2015) article, but may be found in the CLS 51 presentation slides they used, available at [http://people.fas.harvard.edu/~czlogar/zlogar-cls51.pdf](http://people.fas.harvard.edu/~czlogar/zlogar-cls51.pdf).
The underlying pattern in the data presented above is that non-logophoric reflexives, like *itself*, are not grammatical as objects of picture NPs and Path/Location PPs. Furthermore, it appears that pronouns and non-logophoric reflexives are indeed in complementary distribution in these environments; pronouns are not in complementary distribution with logophoric reflexives. This suggests that Semantic Condition B effects, as well as Roelofsen (2010)'s Coreference Rule, should be the result of the constraint in (67), which assumes that (non-logophoric) reflexive pronouns are subject to Condition A, and that only the competition of non-reflexive pronouns with *non-logophoric reflexive* forms may give rise to disjoint reference effects for the former.

(67) **Terms of Competition (ToC)**

When choosing between two pronominal forms, P and P', choose P' iff:

i. P and P' have *indistinguishable interpretations* in a context C, and
ii. P' is a (non-logophoric) reflexive pronoun, whereas P is a pronoun

Under the assumption that the -self pronouns in (63) are all logophoric, ToC would not block the regular non-reflexive pronouns *him* and *her* in the same syntactic position as the logophor from being semantically bound or coreferent with a local antecedent. To test ToC’s predictions, consider the examples below.

(68)  

a. **The Mars Rover / No Mars Rover** took a picture of *itself*.  
   **Picture NP**

b. **The shawl / No shawl** was folded over *itself*.  
   **Path/Location PP**

c. **Every company** posted a letter to *itself*.  
   **Object Position**

d. **The company / No company** expects *itself* to grow within a year. **ECM**

All of the sentences above are grammatical, and given that the referents are inanimate, the *itself* pronouns in (68) cannot be logophoric.\(^{36}\) Then, ToC predicts that

\(^{36}\) The noun *company* is grammatically neuter, and, in the contexts in (68), it references a business organization, as opposed to a group of individuals. In the case of the latter meaning, plural animate pronouns may be used: *Every company posted a letter to themselves.*
the pronoun *it may not be used in the same syntactic position to express the same meaning as *itself in the sentences in (68). We can observe this prediction is borne out by comparing the sentences in (68) with those in (69). Crucially, the sentences below are ungrammatical under a bound variable reading or a locally coreferent interpretation of *it.

(69) a. *The Mars Rover /*No Mars Rover took a picture of *it. 
   (Picture NP)

   b. *The shawl / *No shawl was folded over *it.
   (Path/Location PP)

   c. *Every company posted a letter to *it.
   (Object Position)

   d. *The company / *No company expects *it to grow within a year.  
   (ECM)

As illustrated above, ToC can accurately predict Semantic Condition B effects for pronouns in picture NPs, Path/Location PPs, coargument domains as well as ECM constructions. Furthermore, the ungrammaticality of the picture NP and Path/Location PP examples in (69a) and (69b) is unexpected under Büring (2005)'s account. As discussed in Section 2.2.2.2, Büring (2005)'s definition of the coargument domain, which is the domain in which Condition B holds of pronouns, includes picture NPs and Path/Location PPs; therefore, according to Büring (2005)'s system, (69a) and (69b) should be grammatical. Consequently, Büring (2005)'s ingredients are not sufficient to capture the data set in (68) and (69), data which demonstrates that Condition B effects arise for pronouns in syntactic positions where a (non-logophoric) reflexive could have been used to render the same interpretation.

One question that arises, at this point, is what exactly motivates a constraint like ToC? To answer this question, let us review the assumptions of pragmatic competition based accounts of reference.
2.3.3 Be Clear!

The stance on the pragmatic nature of pronominal reference is generally attributed to Reinhart (1983a), however, it was by no means a novel proposal. Pragmatic approaches to (non)-coreference based on the *avoid ambiguity* principle have also been argued for by Dowty (1980) and Engdahl (1980). The core assumption is that while reflexive pronominal forms must be interpreted as anaphoric, non-reflexive pronouns are referentially ambiguous. If a speaker chooses a more ambiguous mechanism when an unambiguous one could have been chosen, the implicature is that they do not intend coreference. Dowty (1980), in a reply to Bach & Partee (1980), formulates this Gricean implicature as follows.

(70) Dowty (1980)’s Neo-Gricean Conversational Implicature

If a language has two (equally simple) types of syntactic structures A and B, such that A is ambiguous between meanings X and Y while B has only meaning X, speakers of the language should reserve structure A for communicating meaning Y (since B would have been available for communicating X unambiguously and would have been chosen if X is what was intended).

(Dowty, 1980, ex. (2), p.32)

Going back to the sentence in (47c), repeated in (71) below, let the two equally simple syntactic structures be A: *Felix voted for him* and B: *Felix voted for himself*. In this case, the alternative with the pronoun is ambiguous between a coreference interpretation, where Felix voted for Felix, and a disjoint reference interpretation, that Felix voted for some other male referent in the discourse. On the other hand, the sentence with the reflexive only allows for the locally coreferent reading. According to (70), then, speakers reserve pronouns for communicating disjoint reference
in these environments.\footnote{Levinson (1987) also argues that the general patterns of pronominal interpretation are instantiations of Gricean maxims, specifically the interaction between the Maxim of Quantity and the Maxim of Manner. The assumption is that only Principle A applies in syntax, while Principle B and Principle C effects are obtained via pragmatic reasoning. Observing the Maxim of Quantity (make your contribution to a conversation as informative and only as informative as is required), a speaker would not use a regular pronoun to express coreference in a syntactic context where an anaphor is available, given that the use of the anaphor would have been more informative. Levinson (1987) defines informativeness as follows:}

(71) Despite the big fuss about Felix’s candidacy, when we counted the votes we found out that in fact only Felix himself voted for him.

In pragmatic competition-based accounts like Levinson (1987), Condition B effects are implicatures which result from the assumption that reflexive and non-reflexive pronouns are on a Horn scale, where reflexive pronouns are taken to be more informative than regular pronouns. In this sense, the use of a regular pronoun implies that the reflexive reading was not intended. One issue with this kind of reasoning, as pointed out by Jacobson (2007), is that Principle B effects are not cancellable, like implicatures are. The examples below are adapted from Roelofsen (2010). In (72), the generated implicature, that not all of the students passed the test, is cancellable, and hence, the discourse in (72) is felicitous: some students passed the test; in fact it is possible that all students passed. On the other hand, the reflexive interpretation of Bill voted for him is not a felicitous continuation of John thinks that Bill voted for him, which, according to Levinson (1987), would generate a disjoint reference implicature.

(72) Cancellable implicature for quantifiers

Some students passed the test.

\textbf{Implicature:} Not all students passed the test.

(Levinson, 1987, ex. (38), p.404)
Continuation: In fact, it is possible that all of them passed.

(Roelofsen, 2010, ex. (42))

(73)  **Non Cancellable implicature for Principle B**

John thinks that Bill voted for him.

**Implicature:** John does not think that Bill voted for himself.

Continuation: In fact, it is possible that John thinks that Bill voted for himself.

(Roelofsen, 2010, ex. (43))

Roelofsen (2010) suggests that, while a purely pragmatic account of disjoint reference effects might not capture the English data, it is possible that pragmatic inference patterns have played an important role in the diachronic realization of Condition B effects in English, as described in Levinson (2000). In this sense, perhaps the grammaticalized Condition B effects in English, for instance, are due to pragmatic inference patterns having been *conventionalized*.

Van Gelderen (2000), Levinson (2000) and König & Siemund (2000) argue that Condition B effects did not arise for 3rd person pronouns in English, despite the existence of complex emphatic reflexives *hine selfne* ‘him self’ in Old English, until Modern English, when the complex emphatic reflexive became the simplex *himself*. Based on this diachronic evidence, which I come back to in Section 3.5, I agree with Roelofsen (2010) that, in (modern) English, pragmatic inference patterns with respect to pronominal interpretation have been conventionalized, and argue that the inference patterns grammaticalized as the ToC constraint, are due to a conventionalized pragmatic constraint which can be defined as in (74). BE CLEAR!, inspired by Dowty (1980)’s proposal, is a pragmatic constraint which leads to the (sometimes grammaticalized) preference of less ambiguous alternative sentences in a context where these alternatives achieve the same meaning.
Given a context $C$, when choosing between two alternative sentences, $S$ and $S'$, both of which include a non-logophoric pronominal form in the same syntactic position, speak $S'$ iff:

i. $S$ and $S'$ have indistinguishable interpretations in $C$, and

ii. the set of possible interpretations for $S'$ is a proper subset of the set of possible interpretations for $S$.

With respect to the data set in (68) and (69), repeated in (75) for convenience, the application of Be CLEAR! involves a similar reasoning to that of ToC, which goes as follows.

\[(75)\]

a. The Mars Rover / No Mars Rover took a picture of itself / *it.

b. The shawl / No shawl was folded over itself / *it.

c. Every company posted a letter to itself / *it.

d. The company / No company expects itself / *it to grow within a year.

Like ToC, the application of Be CLEAR! does not assume the existence of a Condition B constraint. This leads to the $it$ pronouns in (75) being ambiguous between a bound variable and a disjoint reference reading (where, in the latter, $it$ refers to some other non-sentient entity in the discourse). Reflexive pronouns like $itself$, however, are assumed to obey Condition A and, in the examples in (75), are bound within the finite TP: their binding domain. Given that the only interpretation available for $itself$ in (75) is that of a bound variable, then, these sentences are less ambiguous alternatives of the $it$ sentences, should the speaker intend to express a bound variable reading or an indistinguishable coreferent reading. Therefore, the $it$ alternatives are not chosen, unless the context allows for distinguishable interpretations of coreference and bound variable LFs, or unless disjoint reference is intended.
Similarly to Rule I and the Coreference Rule, BE CLEAR! will allow for locally coreferent pronouns in contexts where the use of a reflexive in the same position would have led to a different interpretation. Let us return to the case of contextually constrained competition in (46), repeated for convenience below in (76).

(76)  **Contextually Informed Competition**

a. **Context:** *We are discussing which of the candidates voted for themselves.*

   i. ✓ *(Only) Hillary voted for herself.*

   ii. # *(Only) Hillary voted for her*

b. **Context:** *We are discussing which of the candidates voted for Hillary.*

   i. ✓ *(Only) Hillary voted for her.*

   ii. # *(Only) Hillary voted for herself.*

Our semantics gives a sentence like *(Only) Hillary voted for her* the three readings in (77): bound variable interpretation in (77a), coreference with a local antecedent in (77b), and disjoint reference with the local antecedent in (77c). At the same time, *(Only) Hillary voted for herself* may only have the bound variable reading in (77a).

(77) *(Only) Hillary voted for her.*

   a. *(Only) Hillary $\lambda x \ [x \text{ voted for } x]$

   b. *(Only) Hillary $\lambda x \ [x \text{ voted for Hillary}]$

   c. *(Only) Hillary $\lambda x \ [x \text{ voted for } y] \quad \text{where } y \text{ is some relevant female} $

Given the context in (76a), the intended interpretation is the bound variable one, making (77b) and (77c) incompatible with the context. (77a) is licensed by the context, but violates BE CLEAR! since the alternative with the reflexive herself in (76a-i) is a less ambiguous way of expressing (77a). As a consequence, (76a-ii) is infelicitous in the scenario in (76a). It is felicitious in (76b), however, because that context
does not block (77b), but (77a). Thus, BE CLEAR! obtains the intended result of the Coreference Rule and of Rule I.

With respect to logophoric reflexives in English, one stipulation of ToC and BE CLEAR! is that logophoric -self pronouns do not compete with regular pronouns in the same syntactic position. This assumption can be argued to fall out from the ToC and BE CLEAR! condition that the sentences these constraints may adjudicate between should have indistinguishable interpretations in a given context. According to Charnavel & Sportiche (2016), logophoric himself / herself are bound by a logphoric pronoun, pro_{LOG}, which refers to the logophoric center, namely the attitude holder or the empathy locus (the participant in the event with whom the speaker identifies) of the given context. In this sense, logophoric pronouns might have a different interpretation than regular pronouns like him/her. If sentences with logophors and sentences with regular pronouns have distinguishable interpretations, they do not enter the BE CLEAR! competition, and BE CLEAR! will then not predict disjoint reference effects for non-reflexive pronouns. However, the question of whether regular pronouns can express logophoric meanings in the same contexts as their logophoric reflexive counterparts requires further research, so I restrict BE CLEAR! to only adjudicate between sentences which do not involve logophoric reflexives.

As illustrated in this section, BE CLEAR! can successfully account for binding and referential patterns which constraints like Classic Principle B, Semantic Condition B, Rule I and the Coreference Rule can only partially capture.\(^{38}\) I do not stipulate that BE CLEAR! is the only constraint responsible for these patterns, and as we shall see in the next chapters, I argue that the competition modulated by BE CLEAR! is constrained by morpho-syntactic considerations.

The evidence in favor of BE CLEAR! comes from experimental work on the pro-

duction and comprehension of regular pronouns like *him* and *her* in Romanian, a language where Condition B effects do not obtain for pronouns. Before moving on to the psycholinguistic data, let us first review the pronominal system and pronominal referential patterns of Romanian.

### 2.4 The Romanian Pronominal System

Like its sister Romance languages Spanish and Italian, Romanian\(^{39}\) is a null subject language, as illustrated in (78) below, where the subject *ea* is optionally overt.

\[
(78) \quad (Ea_1) \ i_2 \ \ l_3- \ \ a \ \ prezentat \ \ (pe \ el_3) \ (lui_2).
\]

(she) DAT.CL MASC.ACC.CL has introduced (ACC him) (him.DAT)

‘She introduced him to him.’

Romanian also makes use of a full paradigm of clitic pronouns which can code accusative\(^{40}\) and dative arguments of the verb. The table in (79) lists all of the forms of regular pronouns and clitics in Romanian.\(^{41}\)

\(^{39}\)Romanian has free word order (Alboiu, 2002); some accounts take VSO to be the unmarked word order for Romanian (Dobrovie-Sorin, 1994; Sevcenco, 2006), but unmarked declarative sentences display both VSO and SVO word order, with SVO being more frequent (Pană-Dindelegan, 2013). Furthermore, Romanian is assumed to have V-to-T movement (Dobrovie-Sorin, 1994) and both postverbal and preverbal subjects, the latter of which are generally argued to be topics (e.g. Cornilescu, 2000).

\(^{40}\)The accusative case marker *pe* illustrated in (78) is analyzed as differential object marking in Romanian (Cornilescu, 2000).

\(^{41}\)The table in (79) excludes the Genitive forms, which can be both pronominal and adjectival, and which vary depending on the morphological feature of the possessor and the possessum. Pronominal forms are also marked by an enclitic definite article, which also varies according to the gender of the possessum. These forms are listed below.

(i) **Genitive Pronouns and Adjectives**

<table>
<thead>
<tr>
<th></th>
<th>MASC.SG</th>
<th>FEM.SG</th>
<th>MASC.PL</th>
<th>FEM.PL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1ST.SG</td>
<td>(al) meu</td>
<td>(a) mea</td>
<td>(ai) mei</td>
<td>(ale) mele</td>
</tr>
<tr>
<td>2ND.SG</td>
<td>(al) tău</td>
<td>(a) ta</td>
<td>(ai) tăi</td>
<td>(ale) tale</td>
</tr>
<tr>
<td>3RD.MASC.SG</td>
<td>(al) lui</td>
<td>(a) lui</td>
<td>(ai) lui</td>
<td>(ale) lui</td>
</tr>
<tr>
<td>3RD.FEM.SG</td>
<td>(al) ei</td>
<td>(a) ei</td>
<td>(ai) ei</td>
<td>(ale) ei</td>
</tr>
<tr>
<td>1ST.PL</td>
<td>(al) nostru</td>
<td>(a) noastră</td>
<td>(ai) noaștri</td>
<td>(ale) noaștre</td>
</tr>
<tr>
<td>2ND.PL</td>
<td>(al) vostru</td>
<td>(a) voastră</td>
<td>(ai) voaștri</td>
<td>(ale) voaștre</td>
</tr>
<tr>
<td>3RD.PL</td>
<td>(al) lor</td>
<td>(a) lor</td>
<td>(ai) lor</td>
<td>(ale) lor</td>
</tr>
</tbody>
</table>
Clitic doubling of direct and indirect objects is mandatory in Romanian, when the referents of these objects are animate (Tigău, 2015). The sentence in (78) also illustrates that clitic pronouns are optionally resumed by an overt direct or indirect object. Pronominal direct and indirect objects, may be expressed either via null (78) or overt pronouns (80). Clitics constrain the reference of these pronouns. Either personal pronouns, like el, reflexive pronouns, like sine, or emphatic reflexives like el însuși may double a reflexive clitic, as shown in (80a) below.

(80) a. Lockhart₁ *(se₁/₂) admira pe el₁/₂ / sine₁/₂ / el însuși₁/₂

   Lockhart   REF.CL admires ACC him / SELF / him himself

   ‘Lockhart admires himself’.

b. Lockhart₁ *(îl₂/₁) admiră pe el₂/₁ / *sine₁ / *el însuși₁/₂

   Lockhart       MASC.ACC.SG.CL admires ACC him / SELF / him himself

   ‘Lockhart admires him’.

However, only personal pronouns may double non-reflexive clitics. If the clitic is non-reflexive, as in (80b), then disjoint reference between the subject and el is
mandatory: *Lockhart must admire some other man. If the clitic is reflexive, like in (80a), *Lockhart and el necessarily refer to the same entity.

As illustrated above, clitics can be either reflexive or non-reflexive, and the Romanian pronominal inventory also includes 3rd person reflexive pronouns like sine, as well as emphatic reflexives like el însuşi. The reflexive pronoun is incompatible with plural referents (Sevcenco, 2006), as shown in (81).

(81) a. Narcisistul se admiră pe sine.
   narcissist.DEF REFLEXICLE admires ACC REFLEX
   ‘The narcissist admires himself.’

b. *Narcisţii se admiră pe sine.
   narcissists.DEF REFLEXICLE admire ACC REFLEX
   ‘The narcissists admires themselves.’

Therefore, while the reflexive clitic se can be used for both singular and plural referents, the reflexive pronoun sine, the only simplex reflexive in Romanian, is in fact merely a 3rd person singular reflexive which does not vary with respect to gender, person or number. The emphatic reflexive, however, agrees with the φ-features of its referent and is fully morphologically specified for all φ-features. The tables below list the forms of the 3rd person reflexive and of the emphatic reflexive forms available in Romanian.

(82) **3rd person reflexive pronouns**

<table>
<thead>
<tr>
<th></th>
<th>ACCUSATIVE</th>
<th></th>
<th>DATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRONOUN</td>
<td>CLITIC</td>
<td>PRONOUN CLITIC</td>
</tr>
<tr>
<td>MASC / FEM</td>
<td>sine</td>
<td>se, s-</td>
<td>sie, sieşi ľişi, şi-</td>
</tr>
</tbody>
</table>

---

Sevcenco (2006) argues that for some speakers, sine also allows for long distance binding in some contexts. However, as illustrated in her experimental results, long-distance binding of sine is not standard, and rarely accepted. Based on my own judgments and on those of 5 other native speakers of Romanian, I do not assume that sine is a long distance reflexive.
(83) **Emphatic Reflexives**

<table>
<thead>
<tr>
<th></th>
<th>Nominative</th>
<th>Accusative</th>
<th>Dative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1ST.SG.MASC</td>
<td>eu însumi</td>
<td>mine însumi</td>
<td>mie însumi</td>
</tr>
<tr>
<td>1ST.SG.FEM</td>
<td>eu înșâmi</td>
<td>mine înșâmi</td>
<td>mie înseși</td>
</tr>
<tr>
<td>2ND.SG.MASC</td>
<td>tu înșuți</td>
<td>tine înșuți</td>
<td>ție înseși</td>
</tr>
<tr>
<td>2ND.SG.FEM</td>
<td>tu înșâți</td>
<td>tine înșâți</td>
<td>ție înseși</td>
</tr>
<tr>
<td>3RD.MASC.SG</td>
<td>el înșuși</td>
<td>el înșuși</td>
<td>lui înșuși</td>
</tr>
<tr>
<td>3RD.FEM.SG</td>
<td>ea înșâșii</td>
<td>el înșâșii</td>
<td>ei înseșii</td>
</tr>
<tr>
<td>1ST.PL.MASC</td>
<td>noi înșine</td>
<td>noi înșine</td>
<td>nouă înșine</td>
</tr>
<tr>
<td>1ST.PL.FEM</td>
<td>noi înșene</td>
<td>noi înșene</td>
<td>nouă înșene</td>
</tr>
<tr>
<td>2ND.PL.MASC</td>
<td>voi înșivă</td>
<td>voi înșivă</td>
<td>vouă înșivă</td>
</tr>
<tr>
<td>2ND.PL.FEM</td>
<td>voi însevă</td>
<td>voi însevă</td>
<td>vouă însevă</td>
</tr>
<tr>
<td>3RD.PL.MASC</td>
<td>ei înșiși</td>
<td>ei înșiși</td>
<td>lor înșiși</td>
</tr>
<tr>
<td>3RD.PL.FEM</td>
<td>ele însele</td>
<td>ele însele</td>
<td>lor înseși</td>
</tr>
</tbody>
</table>

2.4.1 **Clitic Competition**

The data presented so far suggests that, in Romanian, reflexive clitics are necessarily subject-oriented, while non-reflexive clitics are anti-subject oriented. This is also evinced below. The only possible referent for reflexive clitics is the surface subject of the same clause: (84a) and (84b) illustrate the reflexive clitic cannot take a non-local subject as an antecedent, and that reflexive clitics cannot be logophoric or long-distance bound. In (84b), there are two reflexive clitics, both necessarily referring to *Trump*. In (84c), while there is no accusative reflexive clitic due to the fact that the sentence is in passive voice, the dative reflexive clitic must take the passive subject as an antecedent.
Ron has said that Lockhart praised himself.

‘Hillary said that Trump described himself to himself.’

‘Trump was described to himself (by himself).’

‘Lockhart praised himself to Ron.’

The Romanian reflexive clitic is a ‘well-behaved’ Condition A obeying anaphor, which is necessarily bound by a c-commanding DP in an argument position. Intervening c-commanding elements — via scrambling, for instance, as in (84d) — cannot serve as antecedents for the reflexive clitic. This fact substantiates the claim that reflexive clitics are subject-oriented.

Furthermore, the reflexive clitic se is exclusively bound by 3rd person subjects. As shown below, se cannot be used to refer to 1st or 2nd person antecedents.

\[(85)\]

\[a. \text{Eu}_1 \text{ se}_1 \text{ admire.1ST.SG ACC me} \quad \text{‘I admire myself’}.
\]

\[b. \text{Tu}_1 \text{ se}_1 \text{ admir}i \text{ ST. SG ACC me} \quad \text{‘You admire yourself’}.
\]
While both 3rd person pronominal and reflexive clitics can be resumed by pronouns, their roles are clear-cut in Romanian: reflexive clitics encode binding or coreference with the local subject, as in (86), while pronominal clitics, as in (87) necessarily give rise to disjoint referent interpretations.

(86) **LOCAL COREFERENCE**

a. Trump1 se1 iubește (pe el1).

   Trump REFL.CL loves  ACC him

b. Trump1 se1 iubește (pe sine1).

   Trump REFL.CL loves  ACC self

   ‘Trump loves himself.’

(87) **DISJOINT REFERENCE**

a. Trump1 îl2/∗1 iubește (pe el2/∗1).

   Trump MASC.CL loves  ACC him

b. Trump1 îl2/∗1 iubește (*pe sine1).

   Trump MASC.CL loves  ACC self

   ‘Trump loves him.’

I will argue that **BE CLEAR!** is responsible for the distribution of reflexive and pronominal clitics in Romanian. Assuming that pronominal clitics could also be bound by local subjects, (87a) would have two possible interpretations: *Trump loves himself* and *Trump loves some other man*. However, given that reflexive clitics are Condition A obeyors, (86a) only has the former reading, therefore the set of possible interpretations for (86a) is a proper subset of the interpretations of the alternative (87a). Their set/subset interpretation relations are schematized in (88) below. According to **BE CLEAR!**, in a context where the two sentences would express the same reading, namely that *Trump loves himself*, (86a) would be chosen. The **BE CLEAR!** constraint only allows for (87a) to be chosen in a context where the
intended meaning is not a reflexive one. Therefore, (87a) is only used to express disjoint reference.

(88) *Interpretations for (86a) and (87a)*

\[ S': \text{Trump se iubeşte} \]

\[ S: \text{Trump îl iubeşte} \]

Set of possible interpretations for \( S' \) is a proper subset of those for \( S \): \( S' \) must be spoken for \( \text{loves(Tump,Trump)} \)

As we saw in Section 2.3.2, an initial argument in favor of the assumption that competition gives rise to disjoint reference effects comes from 1st and 2nd person clitics. Romanian does not have a specialized reflexive pronoun or clitic for 1st and 2nd person persons; thus, there is no competition for BE CLEAR! to adjudicate, and the same form can be used to render both disjoint reference and local coreference readings.

(89) **LOCAL COREFERENCE**

a. \( E\text{u}_1 \ mă \ iubesc \ (pe \ mine) \).

\( I \ 1\text{ST.ACC.CL} \text{love ACC} \text{me} \)

‘I love myself.’

b. \( T\text{u}_1 \ te \ iubeşti \ (pe \ tine) \).

\( \text{you 2ND.ACC.CL love ACC} \text{you} \)

‘You love yourself.’
Thus, Be Clear! accurately predicts the necessarily disjoint reference effects of 3rd person pronominal clitics based on the assumption that the 3rd person reflexive clitic se obeys Condition A, as well as the fact that 1st and 2nd person pronouns and clitics may express both reflexive and disjoint reference readings. Furthermore, Be Clear! also predicts that the sentences in (91) should all be viable options of rendering the bound variable meaning below.

The alternatives in (91) have indistinguishable meanings - they all express a bound variable relation.\footnote{The felicity of these particular constructions is not affected by the de se/de re status of the scenario. The se clitic itself does not seem to be read necessarily de se: the clitic does not track acquaintance, etc.} Since there are no differences in meaning, then Be Clear! will
not affect the acceptability of any of the utterances above. According to BE CLEAR!, each of the constructions ‘wins’, and they can all be felicitously used in a neutral context.  

In sum, BE CLEAR! accurately predicts the reference patterns of clitics and object pronouns in transitive predicates. The reason for this neat distribution, however, is that the object pronouns necessarily refer to the same entity as the clitic they double. Thus, in particular, BE CLEAR! is accurate with respect to the interpretations of Romanian clitics. In a situation where there are no competitors, like for 1st and 2nd person clitics, there is no competition, consequently, these 1st and 2nd person clitics are used to express both reflexive and non-reflexive readings. With respect to 3rd person clitics, the competition is only between two alternatives: reflexive clitics and non-reflexive clitics. Given that reflexive clitics obey Condition A and are thus necessarily bound, they can express a proper subset of the range of meanings that non-reflexive clitics might have. BE CLEAR! then, predicts the division of labor between the two clitics, with non-reflexive clitics becoming specialized for disjoint reference readings. The question at this point, however, is whether BE CLEAR! can make accurate predictions when more than two alternatives are available. For this reason, we now turn to prepositional phrases in Romanian.

2.4.2 The PP puzzle

Objects of prepositional phrases are not clitic-doubled in Romanian, since Romanian has no oblique clitics. Therefore, the interpretation of PP objects is not disambiguated by a clitic exponent, as in the case of (di)transitive constructions. Non-reflexive personal pronouns, like in (92a), can be assigned both local and disjoint
reference interpretations. All the sentences in (92) are felicitous in a context where Rita is talking about Rita.

(92)  

a.  \[ \text{Rita}_1 \hodoroge\step{\text{ea}}_{1/2}. \]
    \[
    \text{Rita yaps about her}
    \]

b.  \[ \text{Rita}_1 \hodoroge\step{\text{sine}}_{1/\ast 2}. \]
    \[
    \text{Rita yaps about self}
    \]

c.  \[ \text{Rita}_1 \hodoroge\step{\text{ea \ins\breve{s}i}}_{1/\ast 2}. \]
    \[
    \text{Rita yaps about her herself}
    \]
    \[
    \text{‘Rita is yapping about herself’.}
    \]

The same judgments hold for sentences with QP subjects, as illustrated below.

(93)  

a.  \[ \text{Nici o reporteri\breve{t}ã}_1 \ nu \ hodoroge\step{\text{ea}}_{1/2}. \]
    \[
    \text{not a reporter.FEM not yaps about her}
    \]

b.  \[ \text{Nici o reporteri\breve{t}ã}_1 \ nu \ hodoroge\step{\text{sine}}_{1/\ast 2}. \]
    \[
    \text{not a reporter.FEM not yaps about self}
    \]

c.  \[ \text{Nici o reporteri\breve{t}ã}_1 \ nu \ hodoroge\step{\text{ea \ins\breve{s}i}}_{1/\ast 2}. \]
    \[
    \text{not a reporter.FEM not yaps about her herself}
    \]
    \[
    \text{‘No reporter is yapping about herself’}.
    \]

These sentences are problematic for Binding Theory accounts in the following ways. Firstly, with respect to Classic Binding Theory, Büring (2005)‘s Condition B disallows the binding of a pronoun in its coargument domain. In Büring (2005)‘s account, the preposition \textit{despre} ‘about’ is semantically inert: the pronoun receives its \(\theta\)-role from the verb. Consequently, (92a) is a \textit{Condition B} violation. Given that \textit{ea} can be bound by a quantified phrase, like \textit{no reporter}, the quantified subject equivalent of (92a) in (93a) is also a \textit{Semantic Condition B} violation.

Secondly, \textit{Rule I} and the \textit{Coreference Rule} do not distinguish between binding alternatives if all of the alternatives in question include bound variable relations
— this task is assigned to Semantic Condition B. Consequently, Rule I and the Coreference Rule predict that all of the sentences in (92) should be equally acceptable, irrespective of context, by virtue of the fact that they all convey a bound variable reading. This is true in the neutral context assumed in (92), however, as we shall see below, context does play a role in adjudicating between the alternatives in sentences like (92).

Thirdly, a critical cross-linguistic prediction of morphosyntactic competition based accounts (Safir, 2004; Rooryck & vanden Wyngaerd, 2011; Safir, 2014) is that disjoint reference effects obtain for regular pronouns like *her* if the language has a dedicated reflexive form that could have been used in the same syntactic position. Although, in these accounts, complex emphatic reflexives are assumed *not* to compete with regular pronouns, as we shall see in more detail in Chapter 4, the reflexive *sine* would count as a dedicated reflexive form for 3rd person singular referents, like *Rita*, given that it is an anaphor which obeys Condition A. Consequently, the pronoun *ea* is wrongly predicted to *not* have a bound variable reading in (92a). I discuss evidence against these approaches in Chapter 3, and I provide further arguments against Rooryck & vanden Wyngaerd (2011) in the Appendix.

Lastly, the sentences in (92) also pose a problem for pragmatic competition based accounts in general, but also to BE CLEAR!. According to BE CLEAR!, the interpretations associated with (92b) and (92c) (namely, *Rita* $\lambda x [x \text { is talking about } x]$) are a proper subset of those associated with (92a), which can also have a disjoint reference reading. In this case, BE CLEAR! would wrongly predict that (92c) and (92b) would always ‘win’ over (92a).

Therefore, the fact that regular personal pronouns like *ea* in (92a) can express both a bound variable reading as well as disjoint reference is a puzzle for all of the Binding Theory approaches discussed in this chapter, including the pragmatic constraint proposed in Section 2.3.3, BE CLEAR!. The task at hand is understanding
why BE CLEAR! can account for the interpretation of 1st and 2nd person pronouns as well as clitics in Romanian, but is insufficient when it comes to object pronouns which are not clitic doubled. Under the assumption that these pronominal forms compete, and that this competition is modulated by BE CLEAR!, what other factors come into play in the production and comprehension of pronominal forms?

2.4.3 The search for BE CLEAR!

Some evidence that BE CLEAR! constrains the competition between regular pronouns, reflexives and emphatic reflexives in PP object position comes from the bound variable scenario discussed for German in Section 2.3.2. This scenario, as well as the German and Romanian judgments are given in (94) below.

(94) **Context:** Ava, Beth and Claire went voting yesterday. Ava voted for Beth, Beth for Claire, and Claire for herself. Later, Dorothy asks Alex whether Claire voted, and Alex replies: yes, but...

a. *Nur sie₁ λ₁ t₁ hat für sie₁ gestimmt.*  
   only she has voted for her  
   ‘Only she voted for her.’

b. *Nur sie₁ λ₁ t₁ hat für sich₁ gestimmt.*  
   only she has voted for self  
   ‘Only she voted for herself.’

(Stanford & Johnson, 2019, ex. (43-44), p. 7, 09/17/19)

c. #Doar ea₁ a votat pentru ea₁.  
   only she have voted for her  
   ‘*Only she voted for her.’

d. Doar ea₁ a votat pentru sine₁ / ea însăși₁.  
   only she have voted for self / her herself  
   ‘Only she voted for herself.’
In a neutral context, (94c), unlike its German counterpart in (94a), is ambiguous between three readings: a disjoint reading, a coreferential reading and a bound variable reading. However, in the context above, (94c) is not felicitous. This context\textsuperscript{45} disallows for a coreferential reading of the 3rd person pronoun, since Claire, the referent of German \textit{sie} and Romanian \textit{ea}, has been voted for by someone other than herself, as well. At the same time, the only available reading for (94d), as well as the German (94b), is a bound variable reading. Therefore, in this particular context, the pronoun \textit{ea} is ambiguous between a felicitous reading, and a reading which is purposefully excluded by this scenario, namely the coreferential reading. Given that the reflexive \textit{sine} and the emphatic \textit{ea însăși} only allow for the intended bound variable reading, \textbf{BE CLEAR!} correctly ranks (94d) above (94c).

The observation is that in terms of the competition between pronominal and reflexive clitics in Romanian, as well as that of non-logophoric reflexive pronouns and regular pronouns in English, as discussed in \textit{Section 2.3.3}, \textbf{BE CLEAR!} leads to grammaticized preferences: in positions where a Romanian reflexive clitic or an English reflexive pronoun would have been available, non-reflexive clitics and English non-reflexive pronouns may not express a bound variable reading. There is a difference, then, between how \textbf{BE CLEAR!} affects these competitions, and how it comes into play with respect to pronominal expressions in non-clitic doubled positions in Romanian. In the latter, the interpretations are not grammaticized, although, as illustrated in (94), \textbf{BE CLEAR!} does have an effect in these environments. In order to refine our assumptions about constraints on reference, and in particular, how these constraints operate in Romanian, the task at hand is understanding why (92a) survives, despite \textbf{BE CLEAR!} disfavoring this alternative. For this reason, I use data from two production and two comprehension experiments to investigate the effects of \textbf{BE CLEAR!} on the competition between the three pronominal forms

\footnotesize{\textsuperscript{45}Designed by Kyle Johnson.}
Chapter 3 provides experimental evidence from production supporting a role for BE CLEAR! in the pronominal choices speakers make in Romanian. The experimental data also shows that, in unambiguously reflexive contexts, speakers have a slight preference towards regular pronouns el/ea ‘him/her’ as opposed to the more complex emphatic reflexives. Based on the empirical facts, in Chapter 3 I further extend the proposal by introducing a syntactic economy based constraint, BE SMALL!, which ranks less syntactically complex forms over more complex ones.

Other than providing the evidence needed for the refinement of the analysis of pronominal reference in Romanian, the experiments discussed in Chapter 3 also bridge the theoretical and the psycholinguistic literature. BE CLEAR! is an implementation of pragmatic accounts which view the selection of a reflexive over a regular pronoun as a matter of ambiguity avoidance. In parallel, the psycholinguistic literature provides evidence that ambiguity avoidance plays a role in production, with respect to pronouns targeting a referent from a previous sentence. Chapter 3 merges these two literatures and tests the hypothesis that the production of pronouns targeting an intrasentential referent is also affected by ambiguity avoidance.

In Chapter 4, I discuss the results from the comprehension experiments, which show that the expected preference for bound variable readings predicted by constraints like Rule I and the Coreference Rule does not hold, at least in Romanian. Given that there is no preference for interpreting ambiguous pronouns as disjoint in reference from a local antecedent, which would have been expected under a purely pragmatic account, the data also aligns with the view that BE CLEAR! is not the only constraint which impacts the interpretation of pronominal forms.

Furthermore, Chapter 4 also provides evidence, contra Safir (2004) and Rooryck & vanden Wyngaerd (2011), that emphatic reflexives do compete with regular pronouns in the same syntactic position, as assumed by BE SMALL! and BE CLEAR!,
and that, when the availability of the *emphatic reflexive* form is increased, comprehenders opt for disjoint reference readings of regular pronouns more often.

In sum, the experimental evidence overviewed in the chapters to come indicates that: (i) there is competition between pronominal forms in PP object position including between emphatic reflexives and regular pronouns; (ii) this competition is modulated by a number of constraints; (iii) one pragmatic constraint, **BE CLEAR!** regulates this competition by preferring the least ambiguous form; (iv) other constraints might reflect different pressures, from syntactic economy to pronominal form frequency; (v) the interpretation and use of pronominal forms is *jointly* determined by pragmatic and morphosyntactic constraints.
As discussed in Chapter 2, the main puzzle that remains to be addressed is why a pragmatic constraint like \textit{Be Clear!} leads to grammaticized interpretations in the case of Romanian clitics, but not in the case of non-clitic doubled regular pronouns. To determine the extent to which \textit{Be Clear!} is active in the case of regular pronouns in prepositional phrase object position, we turn to the production of pronouns in these syntactic environments. Is there evidence that \textit{Be Clear!} impacts the choice of pronominal forms in PP object position in Romanian?

The choice between reflexive and regular pronouns in a given syntactic and discourse context is couched in an important larger question, namely: how do speakers choose between different referring expressions? There is psycholinguistic evidence that the more accessible (or prominent) a referent, the more likely it is that it will be pronominalized, whereas more complex expressions are preferred for less accessible antecedents (Givón, 1983; Ariel, 1990; Gundel et al., 1993; Grosz et al., 1995; Arnold, 1998; Fukumura & van Gompel, 2015). One factor that affects the accessibility of any given referent, among others, concerns contextual ambiguity. There is a number of studies which show that \textit{ambiguity avoidance} strategies affect the production rate of pronouns in cross-sentential contexts (Arnold et al., 2000; Fukumura & van Gompel, 2010; Fukumura et al., 2011, a.o).
Despite the large body of work in the psycholinguistic literature concerning the production of pronouns referring to antecedents in a previous sentence, it is yet unknown whether speakers employ ambiguity avoidance strategies when these pronouns refer to a clausemate antecedent. This gap in the psycholinguistic literature is especially surprising given that, as discussed in Chapter 2 the theoretical literature on pronominal reference has featured ambiguity avoidance ever since Bolinger (1979), and more prominently, Dowty (1980) and Levinson (1987).

The investigation of the effect of ambiguity avoidance on intrasentential pronoun production is a straightforward extension of existing psycholinguistic work on cross-sentential contexts and of the well established theoretical intuition that a pragmatic principle regulates the choice between reflexive and non-reflexive pronouns in ambiguous contexts. At the same time, it is perhaps understandable that this extension is lacking in the literature given the fact that within sentence choices are normally not that variable, as they are dominated by strict grammatical principles, such as the binding constraints. The production literature also assumes a division of labor between intrasentential and cross-sentential reference. According to Almor & Nair (2007), the choice of reference across sentences reflects preferences, while reference to a clausemate antecedent is governed by syntactic constraints.

Reinhart (1983b, 2006); Roelofsen (2010, etc.) argue that only coreference with referential subjects is under the purview of pragmatic considerations. By assumption, the bound variable interpretation of pronouns targeting quantified antecedents is restricted by syntactic constraints - Condition B: binding is prohibited syntactically, coreference is dispreferred post-syntactically. In this sense, although there are theoretical grounds to expect that ambiguity avoidance strategies might impact the choice of pronominal expressions in the case of coreference, it is not predicted that a similar ambiguity avoidance effect should obtain for bound variable relationships. On the other hand, Be CLEAR! predicts that ambiguity avoidance should be
observed for pronouns targeting both referential and quantificational antecedents.

The two production experiments reported in this chapter quantify the distribution of pronominal choice for locally bound and disjoint pronouns, for both referential (Experiment 1) and quantified subject antecedents (Experiment 2). The ‘ambiguity’ factor is controlled for by manipulating whether all mentioned antecedents had matching, or mismatching gender (Arnold, 2010). The experimental results support pronominal competition: Romanian speakers preferred to use regular pronouns in coreference, bound variable and disjoint reference interpretations alike in unambiguous contexts. However, whenever a pronoun was potentially ambiguous in context, speakers showed an ambiguity avoidance strategy, using reflexives or names more often than in the unambiguous conditions. Crucially, these results also show that the pragmatic principle which regulates the choice of a pronoun applies to local binding and coreference alike: the same patterns hold for both types of antecedent-pronoun relations, as expected under BE CLEAR!.

This chapter is organized as follows. Section 3.1 lays out the assumptions of the two production experiments, briefly summarizing the findings from the psycholinguistic literature on pronoun production in 3.1.1, and sketching the background of the relevant theoretical literature on (co)reference in 3.1.2; subsection 3.1.3 provides a short overview of the relevant Romanian facts concerning pronouns, and subsection 3.1.4 outlines the overall hypothesis and predictions for the production study. The second section, 3.2, describes Experiment 1, the production task with referential subjects, section 3.3 outlines Experiment 2, the production task with the quantified subjects, and, finally, the fourth section, 3.4, compares the results of the two experiments and discusses the main findings.
3.1 Experimental Assumptions

The two production experiments in this chapter ask whether the choice between regular pronouns like him and reflexive pronouns like himself is consistently impacted by contextual ambiguity in disjoint reference, coreference and bound variable environments, as predicted by the proposed pragmatic constraint in Chapter 2, BE CLEAR!. These experiments were conducted on Romanian, which, as discussed in Section 2.4, is a language with a rich pronominal system allowing for constructions where the regular pronoun him/her would be ambiguous between a reflexive and a non-reflexive interpretation. I build upon findings from the psycholinguistic literature regarding cross-sentential pronoun production and hypotheses regarding the effect of pragmatic context from the theoretical literature on the Binding Theory. This section lays out the main assumptions of the production study, bridges the psycholinguistic and theoretical literature, and sets the stage for the discussion of each experiment.

3.1.1 Pronoun Production

Establishing reference is a key part of discourse in natural language: speakers typically set up referents and then refer back to them, either in the same sentence or across sentences in any given discourse. The question of how speakers choose between different referential expressions has also been addressed in production studies in the psycholinguistic literature. The notion of competition between different referring expressions is not new. Olson (1970) argues that the identification of an intended referent is "relative to the set of alternatives" (Olson, 1970, p. 272) in a given context. This intuition, alongside the Grice (1975) cooperative principle that speakers design utterances so as to be maximally informative to their addressees, is often referred to in the production literature as the audience design hypothesis. Un-
der the assumption that speakers aim for addressees to understand their references (Ariel, 1990; Gundel et al., 1993; Almor & Nair, 2007; Arnold, 2010; Ferreira, 2019, a.o.), there is evidence that more complex definite descriptions tend to be used more often in ambiguous contexts. For instance, studies have found that in a context where two referents overlap in some features, like one where there are two apples, one green and one red, speakers tend to avoid using an ambiguous DP, such as the apple, and prefer more explicit referential competitors, like the green apple (Givón, 1983; Ariel, 1990; Nadig & Sedivy, 2002, a.o.).

There is also a great deal of evidence (Ferreira & Dell, 2000; Schafer et al., 2000; Snedeker & Trueswell, 2003; Ferreira et al., 2005) that speakers employ ambiguity avoidance strategies when they are attentive to potential competitors in the discourse. Zooming in on the competition between pronouns and more complex definite descriptions, experimental research has shown that speakers use fewer pronouns to refer to a cross-sentential antecedent when the use of this pronoun would lead to ambiguity (Arnold, 1998; Arnold et al., 2000; Fukumura & van Gompel, 2010; Fukumura et al., 2011, a.o.). To illustrate, consider the following experiment from an Arnold & Griffin (2007) study. In this experiment, participants were asked to continue a story based on a two-panel cartoon featuring well known animated characters. Participants would be provided with a cartoon and with a leading sentence to describe the events, as in (95) below.

(95)  Sample Item from Arnold & Griffin (2007)

a. DIFFERENT GENDER CONDITION
b. **SAME GENDER CONDITION**

Mickey went for a walk with Donald in the hills the other day.

The cartoon in (95a) centers around *Mickey Mouse*, who is male, and *Daisy Duck*, who is female, and the leading sentence describes the first panel: one where Mickey and Daisy are shown going for a walk in the hills. The experimental task is for participants to continue the story by describing the lower panel, which in the case of (95) indicates that Mickey is tired. By manipulating the gender of the second character in the given picture, two conditions were created: **DIFFERENT GENDER** (with Mickey and Daisy, in (95a)) and **SAME GENDER** (with Mickey and Donald, in (95b)). Arnold & Griffin (2007) were interested in knowing how often participants would refer to Mickey by means of a pronoun, and whether the pronoun production rate would be affected by contextual ambiguity. For instance, possible continuations to this scenario, based on the cartoon in the lower panel, could be *He got tired* or *Mickey got tired* (among many others). Whereas the sentence with the pronoun *he* would be unambiguous in the **DIFFERENT GENDER** condition, it could lead to ambiguity in the **SAME GENDER** condition.

With respect to the continuations produced by the participants, by analyzing the sentences in which the first character referred to is Mickey and comparing how often speakers used a name (like *Mickey*) and how often they used a pronoun (like *he*), Arnold & Griffin (2007) established the production rate of pronouns in the two conditions. In the **DIFFERENT GENDER** condition, participants produced a sentence
with a pronoun 48% of the time. In the SAME GENDER CONDITION, participants produced a sentence with a pronoun 23% of the time. These results, depicted in the graph in (96) below, illustrate a significant ($p < 0.001$) ambiguity effect.

(96)  

Arnold & Griffin (2007) ambiguity avoidance results

As Arnold & Griffin (2007) point out, the effect observed in (96), however, need not necessarily be taken as an argument in favor of audience design. Fukumura & van Gompel (2012), for instance, provide evidence that in production, a speaker considers the accessibility of a referent in their own discourse model, as opposed to their addressee’s. In other words, in the case of repeated reference, when choosing between different definite descriptions to refer to an antecedent introduced in a previous sentence, speakers reserve pronouns for accessible or prominent referents (Givón, 1983; Gundel et al., 1993; Grosz et al., 1995; Arnold, 1998, a.o.). Arnold (2010) identifies four factors that contribute to accessibility: givenness, recency, syntactic prominence, and thematic prominence. Previous studies have shown that pronouns are more frequently used when: referents had already been given, or introduced in the discourse (Prince, 1981), they had been more recently mentioned (Givón, 1983; Ariel, 1990; Arnold, 1998), the referents are in subject position (Arnold, 2001; Arnold et al., 2000; Fukumura & van Gompel, 2010) or topicalized (Ariel, 1990; Walker et al., 1994; Grosz et al., 1995), and when the referents are themati-
Arnold & Griffin (2007) also argue that ambiguity avoidance effects may be due to the speaker’s own discourse representation, and not evidence in favor of audience design. As shown above, Arnold & Griffin (2007) replicate the ambiguity avoidance effect reported in previous literature; however, they also show that the presence of an additional character in the discourse, irrespective of their gender, leads to the use of fewer pronouns. This finding lends further support to the hypothesis that the accessibility of a referent in the speaker’s mental representation is an important factor in the choice of a referring expression.

(97) Examples of visual stimuli from the main study in Arnold & Griffin (2007)

The sample stimuli in (97) exemplify the two conditions of interest in the main study of Arnold & Griffin (2007). The cartoon on the left, with Mickey and Daisy, represents the two character context, and the one on the right illustrates the single character context. The results indicate a significant difference between the two conditions: on average, participants produced 46% more pronouns in the single-character context than in the two-character context. The authors conclude that the two-character effect (Arnold & Griffin, 2007, p. 532) stems from a speaker internal constraint, and not from consideration to their listener’s discourse model, since the use the pronoun he in either context would have been unambiguous.

Irrespective of whether this effect is a matter of speaker-internal constraints or

\(^1\)Referents introduced as a Stimulus argument were more often pronominalized than those introduced as Goals or Sources.
of speaker-hearer considerations, there is psycholinguistic evidence that speakers use less pronouns across sentences when it comes to ambiguous contexts. A question that immediately arises at this point, then, is whether speakers employ ambiguity avoidance strategies when they refer to clausemate antecedents. Given the grammatical constraints which are assumed to operate on pronouns targeting intrasentential antecedents, it is not obvious that the ambiguity avoidance effect should extend to Condition B environments. Furthermore, experimental evidence shows that speakers do not always avoid syntactic ambiguity, like garden path sentences (Arnold et al., 2004; Ferreira & Hudson, 2011; Ferreira & Schotter, 2013; Jaeger, 2010). Nevertheless, the investigation of pronominal reference in Romanian is not only relevant to the psycholinguistic literature, by extending the existing work on pronoun production, but also to the theoretical literature on the Binding Theory.

3.1.2 Pronouns in Competition

Even though there is little to no experimental evidence in favor of ambiguity avoidance strategies being employed at the intrasentential level, there is a considerable body of work in the theoretical literature on pronominal reference which mirrors this hypothesis. As we saw in the previous chapter, inspired by Grice (1975), Dowty (1980) suggests that reflexive pronouns like himself and pronouns like him compete in certain syntactic environments and that this competition favors the least ambiguous form. In a discourse context where Lockhart admires Lockhart, the alternative sentence with the reflexive himself unambiguously renders this reading. Dowty (1980)'s intuition was the main inspiration for the BE CLEAR! constraint proposed in Chapter 2. The pragmatic reasoning behind Dowty (1980) and BE CLEAR! can be formally schematized as below.
Sentence 1 (S1): Lockhart admires himself.
Sentence 2 (S2): Lockhart admires him.

i. S1 is only compatible with the reading that Lockhart admires Lockhart.

ii. S2 is compatible with any reading where Lockhart admires some relevant male in the discourse: Albus, Snape, Ron, ..., Lockhart

iii. The meaning conveyed by S2 is a superset of that conveyed by S1.

iv. The speaker is cooperative, and following the Maxim of Quantity\(^2\). Therefore, the speaker is being maximally informative.

v. If the speaker used S2 instead of S1, which unambiguously means that Lockhart admired Lockhart, then the speaker either believes S1 to be false or they do not have sufficient evidence to assert it.

vi. **Implicature**: Lockhart admires someone other than himself.

One of the steps in (98) references the set-subset relationship between the two alternative sentences. While Lockhart admires himself can only mean that Lockhart admires Lockhart, Lockhart admires him can refer to any male referent in the discourse: Dumbledore, Snape, Voldemort, Ron, or whomever else. Crucially, Lockhart admires him has an object that can also logically refer to Lockhart, since Lockhart is also a male referent in the given context. Dowty (1980) argues that by virtue of this pragmatic reasoning speakers choose the unambiguous himself to express a reflexive event. Consequently, disjoint reference effects are obtained for pronouns which compete for the same syntactic position as a reflexive.

In Reinhart (1983a) and Grodzinsky & Reinhart (1993), Dowty (1980)'s avoid am-

\(^2\) *The Maxim of Quantity (Grice 1975)*

a. Make your contribution to the conversation as informative as required.

b. Do not make your contribution more informative than is required.
biguity principle is translated into a general preference for unambiguously bound variables over unbound variables. As discussed in Chapter 2, one of the core assumptions of Reinhart (1983a) is that binding relations are a syntactic phenomenon, whereas coreference is constrained by pragmatic considerations: bound variables are subject to syntactic-semantic constraints, while the interpretation of unbound pronouns is achieved via pragmatic reasoning.

(99) **RULE I: INTRASENTENTIAL COREFERENCE**

NP A cannot corefer with NP B if replacing A with C, a variable A-bound by B, yields an indistinguishable interpretation.

(Grodzinsky & Reinhart, 1993, ex. (20), p.79)

*Rule I* blocks coreference if a sentence with a bound variable can express the same meaning. Following Reinhart, Heim (1993, 1998) and later Roelofsen (2010) adapt *Rule I* into the Coreference Rule constraint, which serves the same purpose: to prefer LFs with bound variables, as opposed to unbound ones, if they have the same interpretation in a given context.

(100) **COREFERENCE RULE**

A speaker will never use a logical form LF in a context C if the LF is semantically indistinguishable from one of its binding alternatives.

(Roelofsen, 2010, p.119)

The two constraints in (99) and (100) were designed to account for disjoint reference effects for pronouns targeting a local referential antecedent, such as Lockhart or the professor. The assumption is that in the case of syntactic-semantic binding proper, Condition B rules out LFs like the one in (101): pronouns cannot be bound.

(101) *Every boy$_1$ λ$_1$ [t$_1$ talked about him$_1$].

In the example above, after the subject, *every boy*, undergoes movement, it λ-binds its trace, as well as the pronoun *him* with which it is coindexed. The same reasoning
applies to (102a), where him has the same index as the λ-binder. Condition B deems (102a) ungrammatical, but not (102b), where no pronoun binding takes place.

(102)  
  a. \textbf{\*Lockhart}_1 \lambda_1 \, [t_1 \text{ talked about } \textit{him}_1].
  
  b. \textbf{Lockhart}_1 \lambda_2 \, [t_2 \text{ talked about } \textit{him}_1].

In the LF in (102b), the trace of Lockhart, t₂, and him₁ do not share the same index. Therefore, Lockhart does not λ-bind him, although Lockhart and him are coindexed. It is precisely cases like these that Rule I and the Coreference Rule apply to. In a context where Lockhart talked about Lockhart, the two LFs in (102) arguably have indistinguishable interpretations. According to the definitions in (99) and (100), then, the unbound LF in (102b) is dispreferred by virtue of the existence of its binding alternative, (102a) (which is separately ruled out by Condition B).

As shown above, constraints like Rule I and the Coreference Rule stipulate a preference for bound variables over coreference: coreferent LFs always compete with their bound variable counterparts. This stipulation leads to a preference of expressing reflexive meaning by means of bound variables.\(^3\) Given the assumption that Conditions A and B regulate the pronominal form of a bound variable, Rule I and the Coreference Rule do not distinguish between different bound variable LFs. In other words, these constraints predict that contextual ambiguity should not play a role in the selection of a pronominal form for a bound variable with respect to cases like (103) below, where both of the alternatives involve binding.

(103)  
  a. Every \textbf{boy}_1 \lambda_1 \, [t_1 \text{ talked about } \textit{him}_1].
  
  b. Every \textbf{boy}_1 \lambda_1 \, [t_1 \text{ talked about } \textit{himself}_1].

Given the assumption that only coreference is subject to pragmatic considerations, Rule I and the Coreference Rule predict that contextual ambiguity should only play a

\(^3\)Syntactic-based competition accounts of the Binding Theory (Safir 2004, 2014; Rooryck & van-den Wyngaerd, 2011;) obtain a similar effect as a consequence of their assumptions about the syntactic-semantic make up of pronouns.
role in the selection of a pronominal form targeting a local referential antecedent. The question to ask at this point, then, is twofold: (1) is there any evidence that Gricean reasoning affects the production rate of pronouns in Condition B environments, and (2) is this effect only observed when the local subject is referential?

As the inspiration for many modern binding theories, it is theoretically important to ascertain whether ambiguity avoidance strategies apply to within-sentence pronouns. To effectively test this hypothesis, we need to look at languages where both the reflexive and the non-reflexive interpretations of personal pronouns like *him* and *her* are grammatical, which is why we turn to Romanian.

### 3.1.3 Romanian pronouns

As shown in *Chapter 2*, Romanian pronouns do not obey Condition B, providing the perfect testing ground for intrasentential ambiguity avoidance strategies.

For transitive sentences, the presence of the reflexive clitic *se* renders the sentence with the overt personal pronoun *el* unambiguously reflexive, as in (104).

(104) a. \textbf{Lockhart}\textsubscript{1} se\textsubscript{1/2} \text{admire\textsubscript{1}} (pe \textsubscript{1} el\textsubscript{1/2}).

\textit{Lockhart admires himself}.

b. \textbf{Lockhart}\textsubscript{1} \textit{îl}\textsubscript{2/1} \text{admire\textsubscript{2}} (pe \textsubscript{2} el\textsubscript{2/1}).

\textit{Lockhart admires someone else}.

Romanian has no oblique clitics, however, which means that when it comes to non-transitive predicates, personal pronouns are ambiguous between a reflexive and a disjoint reading. This is also the case for pronouns which serve as prepositional objects, as below.
The sentence in (105) includes the same pronoun as in (104), but no clitic. As a result, this sentence is compatible with the two different readings illustrated above. The two pictures depict a conversation between two male characters: Snape and Lockhart. The blond character, Lockhart, is talking, and the speech bubble features the topic of conversation. As for the picture on the left, Lockhart is shown talking about Lockhart. The picture on the right displays a similar scenario, in this case, however, the speech bubble features Snape, which means that Lockhart is talking about Snape. The sentence in (105) is ambiguous between the two readings.

The ambiguity of personal pronouns in Romanian is especially surprising given the fact that this language does not lack reflexive anaphors. In fact, in the morphosyntactic competition-based theoretical literature (Safir, 2004; Rooryck & vanden Wyngaerd, 2011), as well as with respect to BE CLEAR!, the expectation is that regular pronouns should give rise to condition B effects in syntactic contexts where dedicated reflexives are available, as we saw in the previous chapter. The availability of a reflexive reading for a sentence like (105), then, where the pronoun el is used, is unexpected, since Romanian also has unambiguously reflexive expressions like the emphatic complex reflexive el însuși ‘himself’, illustrated in (106b), as well as a genderless simplex reflexive pronoun, sine ‘self’ shown in (106c).
a. **Lockhart** a vorbit despre **el**.  
   Lockhart has talked about him  
   *Lockhart talked about him / himself.*

b. **Lockhart** a vorbit despre **el  însuși**.  
   Lockhart has talked about him himself  
   *Lockhart talked about himself.*

c. **Lockhart** a vorbit despre **sine**.  
   Lockhart has talked about self  
   *Lockhart talked about himself.*

Crucially, in Romanian, unlike in English, personal pronouns can be bound by clause-mate antecedents. As shown in (107b), where the subject is a quantified expression, **el** is yet again ambiguous between a bound variable and a disjoint reading, even though the alternatives in (107a) can unambiguously express the bound variable interpretation.

(107)  

a. **Fiecare candidat**₁ vorbise despre **sine**₁/₂ / **el** ₁/₂ ₁/₂.  
   every candidate talked about self / him in-self  
   ‘Every candidate talked about himself’.

b. **Fiecare candidat**₁ vorbise despre **el**₁/₂.  
   every candidate talked about him  
   ‘Every candidate talked about him / himself’.

While **Rule I** and the **Coreference Rule** would not predict contextual ambiguity to play any role in the choice between (107b) or of (107a), since both LFs involve bound variable constructions, they predict an ambiguity effect to obtain in the case of sentences with referential subjects, like (106), which arguably involve coreference.

Our ultimate question is: what forms do Romanian speakers prefer to express local coreference, and bound variables, and is this preference influenced by the
pragmatic context? To clearly measure the effect of AMBIGUITY with respect to the production and interpretation of regular pronouns, the focus should be on a syntactic environment which allows for both reflexive and non-reflexive interpretations. To satisfy this requirement, we look at intransitive predicates with prepositional objects in Romanian, precisely due to their flexibility in interpretation.

3.1.4 The current study

The goal of the two production experiments is to determine whether within-sentence binding dependencies are subject to the same pragmatic pressures as cross-sentential anaphoric reference. Given the assumption in the theoretical literature regarding the difference in the semantic mechanism between coreference and binding, we look at both scenarios to see whether the two differ with respect to the effect of pragmatic context. Crucially, binding, a direct logical relation between a variable and an antecedent, should not be affected by pragmatic considerations.

I hypothesize that the selection of a form for a locally bound variable reflects economy, processing and pragmatic considerations. One pragmatic constraint is ambiguity avoidance: speakers attempt to minimize ambiguity by selecting the pronominal form that best distinguishes the target antecedent in a given context (Reinhart, 1983a; Arnold, 2010). In Chapter 2, I proposed an ambiguity avoidance constraint, \textit{BE CLEAR!}, the definition of which is repeated in (3.1.4). Like its predecessor, the Coreference Rule, \textit{BE CLEAR!} is a pragmatic constraint which compares alternative sentences with indistinguishable interpretations. The key difference is that \textit{BE CLEAR!}, a Gricean constraint more closely related to Dowty (1980)’s initial intuition regarding ambiguity avoidance effects, compares pronominal forms, rather than LFs, and does not stipulate the preference of bound variable LFs over LFs expressing coreference.
Given a context $C$, when choosing between two alternative sentences, $S$ and $S'$, both of which include a non-logophoric pronominal form in the same syntactic position, speak $S'$ iff:

i. $S$ and $S'$ have *indistinguishable interpretations* in $C$, and

ii. the set of possible interpretations for $S'$ is a **proper subset** of the set of possible interpretations for $S$.

**Predictions**

As shown in *Chapter 2*, **Be CLEAR!** can straightforwardly account for the division of labor of reflexive and non-reflexive clitics in Romanian. The graph above fleshes out this competition. As outlined in *Chapter 2*, like its English counterpart, *Lockhart admires himself*, the Romanian sentence with the reflexive clitic in (104a) can only have a bound variable reading: $\text{Lockhart } \lambda x \ [x \text{ admires } x]$. The assumption is that the Romanian sentence with the non-reflexive clitic in (104b) can refer to any relevant male referent in the context, and that it may express a bound variable relation, like (104a), as well as coreference ($\text{Lockhart } \lambda x \ [x \text{ admires Lockhart}]$) and disjoint reference.
(Lockhart $\lambda x \ [x \textit{admires } y]$, where $y$ is male.) Therefore, the set of possible interpretations for $S'$, the reflexive clitic sentence, is a proper subset of the set of interpretations for $S$. According to Be CLEAR!, in a context where the two sentences have indistinguishable interpretations (Lockhart admires Lockhart), $S'$ must be spoken.

Previous constraints on intrasentential pronominal reference do not predict that contextual ambiguity should play a role in the selection of a pronominal form for a bound variable with respect to cases like (103) and (107) above. Unlike its predecessors, Be CLEAR! predicts there to be ambiguity avoidance effects for sentences with referential subjects, like in (106), as well as for sentences with quantified subjects like (107). The production experiments were designed to target this difference.

The two experiments differ in that the subject of the target sentence is either referential or quantified. The first experiment was designed to investigate cases where the subject is a referential DP. All referents are given in the context by means of proper names. The role of this experiment is to determine whether the rate of pronoun production is affected by context ambiguity in the case of coreference with the local subject. The second experiment only includes items where the subject is a quantified DP, like every boy. Here the question is whether the rate of pronoun production is affected by context ambiguity in the case of variables bound by the local subject. This manipulation will allow us to distinguish between the Coreference Rule and the more generic Be CLEAR!, since under the assumption of the former, context is not expected to impact the production rate of regular pronouns targeting quantified subjects.

Be CLEAR! predicts that participants should use fewer regular pronouns in ambiguous contexts both in the case of coreference and in the case of bound variables. In other words, we expect an ambiguity avoidance effect in both experiments. Furthermore, a generic ambiguity avoidance strategy also predicts that speakers will use fewer regular pronouns in ambiguous disjoint contexts as well. This secondary
prediction is in line with the evidence in the psycholinguistic literature regarding ambiguity avoidance effects at the level of pronouns which refer to cross-sentential antecedents. Given the parallel between pronouns targeting antecedents in a previous sentence and pronouns which are disjoint from the local subject, the expectation is that similar ambiguity avoidance effects should obtain for these pronouns in locally disjoint contexts in Romanian.

### 3.1.5 Design Considerations: Pronoun Resolution Factors

As mentioned in the previous chapters, a main goal of this dissertation is to investigate both the production and comprehension of Romanian pronouns in the same syntactic environment, by using virtually identical stimuli across these studies. Given this desideratum, the experimental stimuli were carefully constructed so as to allow for both locally bound and disjoint interpretations and to avoid biasing the potential speaker or hearer towards one particular interpretation or one particular pronominal form. Therefore, the following considerations and observations from the psycholinguistic literature were also taken into account.

A hypothesis that has received much support in the literature is that a referent’s prominence or salience, which directly impacts pronoun production and resolution, is determined by an interplay of factors (Ariel, 1990; Gordon et al., 1993; Arnold, 1998, 2001; Kaiser & Trueswell, 2008; Arnold, 2010; Fukumura & van Gompel, 2015, a.m.o). These factors include (but are not limited to) syntactic gender (McDonald & MacWhinney, 1995; Garnham et al., 1995; Badecker & Straub, 2002; Nieuwland, 2014), order of mention (Gernsbacher & Hargreaves, 1988; Gernsbacher et al., 1989), topicality (Gordon et al., 1993; Grosz et al., 1995; Gundel, 1999), syntactic role (Gordon et al., 1993; Kaiser & Trueswell, 2008; Fukumura & van Gompel, 2015).

According to some accounts, the first mentioned referent in a sentence is the most prominent (Gernsbacher & Hargreaves, 1988; Gernsbacher et al., 1989). This
effect can be confounded with subjecthood, given that in English, subjects are often sentence-initial. However, Gernsbacher & Hargreaves (1988), and later Carreiras et al. (1995) in a study on Spanish, argue that the advantage of being the first mentioned referent holds irrespective of syntactic position, providing evidence that the effect of first-mention is still observable for Tina in the sentence below, even though Tina is not the sentence subject.

(110) Because of Tina, Lisa was evicted from the apartment. She....

The effect of first-mention found by Gernsbacher & Hargreaves (1988) in sentences like (110) can also be argued to be confounded with that of topicality. Like sentence subjects, preposed PPs such as because of Tina in (110) have been assumed to topicalize discourse referents (Chafe, 1976; Prince, 1981; Ward & Birner, 2004). There is evidence that comprehenders prefer to resolve pronouns to Topic antecedents, with topics being assumed to be prominent in the discourse, due to conveying given information (Ariel, 1990; Gordon et al., 1993; Grosz et al., 1995; Gundel, 1999).

Prominence has also been argued to be of a syntactic nature. Crawley et al. (1990), Frederiksen (1981), and Gordon et al. (1993) found that participants preferred to resolve pronouns to antecedents that were in a subject position, but in most of these studies grammatical role was also confounded with order of mention: the subject was mentioned first. Given that Finnish has both SVO and OVS word order, Järvikivi et al. (2005) manipulate the first-mentioned antecedent in a visual world eye-tracking experiment on ambiguous cross-sentential subject pronouns in Finnish (Tony Blair (subject) shook hands with George Bush (object). He... vs. George Bush (object) shook hands with George Bush. He...). The results of Järvikivi et al. (2005) illustrate that both first-mention and subjecthood are significant factors for pronoun resolution. However, in a similar experiment on pronoun comprehension, Kaiser & Trueswell (2008) find an effect of grammatical role, but no effect of first-mention, rendering the first mention advantage unreliable. Fukumura & van Gompel (2015)
provide further evidence that both the production and comprehension of regular pronouns are primarily affected by the antecedent’s syntactic role, rather than by antecedent position. Like Gernsbacher & Hargreaves (1988), Fukumura & van Gompel (2015) manipulate the order of the subject and an adjunct prepositional phrase in order to compare the subjecthood and first-mention effects in English (Barry/Sally was in debt like Sally/Barry. He... vs. Like Barry/Sally, Sally/Barry was in debt. He...). The results of their eye-tracking experiment indicate that pronouns whose antecedent was a grammatical subject (rather than a prepositional object) were easier to process, irrespective of word order.

In sum, there is experimental evidence showing that subjecthood, topicality, and order of mention may all affect pronoun resolution preferences and processing. Given these observations, the experimental items in the Romanian comprehension studies discussed in this chapter include a preposed topic prepositional phrase immediately followed by the sentence subject, as in (111).

(111) Acasă la Mihai, Andrei a vorbit despre el.

At Mihai’s house, Andrei talked about him(self)." Following the assumptions outlined above, the two referents in (111) can both be argued to be prominent. Both Mihai and Andrei are introduced in topic positions: Mihai is the object of a preposed topic prepositional phrase, and Andrei is the preverbal sentence subject, which is assumed to be a syntactic topic position in Romanian (Cornilescu, 2000). Should subjecthood indeed be more impactful than order of mention, as found in Kaiser & Trueswell (2008) and Fukumura & van Gompel (2015), a prediction would be that comprehenders will resolve the pronoun to the subject referent more often than to the referent introduced by the prepositional

---

4In the same study, Fukumura & van Gompel (2015) observe that repeated names are more strongly affected by the linear position of the antecedent, rather than its syntactic role.
phrase. Should order of mention also be a significant factor, however, this would balance the scale of prominence between the two referents in (111).

3.2 Experiment 1: Referential Subjects

The main question this first experiment asks is whether the production rate of regular pronouns is affected by contextual ambiguity in the case of coreference with the local subject. As previously mentioned, a secondary question is whether the same effect is obtained in contexts which express disjoint reference with the local subject. This is important for two reasons: given the evidence from the psycholinguistic literature in favor of ambiguity avoidance in pronouns in crosssentential contexts, we expect all pronouns which are disjoint in reference from a local antecedent to be subject to a similar constraint. Secondly, the size of the ambiguity avoidance effect in the disjoint reference case serves as a control for the coreference conditions.

(112) **Be Clear! Prediction for regular pronouns**

The hypothesis is that Be Clear! is a pragmatic constraint which holds of both local coreference and disjoint reference environments. Under this hypothesis, the following predictions are made. Firstly, participants are expected to use overall fewer regular pronouns like el ‘him’ and ea ‘her’ in ambiguous contexts. Since Be Clear!
is an ambiguity avoidance constraint, we might expect that the effect observed for the production rate of pronouns referring to a cross-sentential antecedent will replicate in the case of pronouns referencing a clausemate antecedent. Another prediction Be CLEAR! makes is that more reflexive pronouns will be used in ambiguous reflexive contexts than in unambiguous ones, since reflexives would unambiguously identify the referent. Similarly, a version of Be CLEAR! that would extend to the competition between pronouns and names, would also predict that participants would use more names in ambiguous disjoint contexts than in unambiguous disjoint contexts.

3.2.1 Design

The experiment is based on a picture description task with a 2 x 2 factorial design (PICTURE TYPE x AMBIGUITY). Participants were presented with a picture and were asked to continue a sentence based on the events depicted within the picture. The PICTURE TYPE factor teases apart two scenarios: local coreference and disjoint reference with the sentence subject. The AMBIGUITY factor, following Arnold & Griffin (2007), is a simple gender manipulation with respect to whether the characters have the same gender (Match) or different genders (Mismatch).

3.2.2 Participants

Sixty-eight participants (62 female) were recruited from the University of Bucharest undergraduate community in exchange for monetary compensation (30 RON - roughly $8 USD). All participants were native speakers of Romanian and gave informed written consent for the use of their data. The age range was between 18 and 30, with an average age of 20.4. Three participants were excluded from the analysis due to a low rate of target responses (< 50%). The remaining 65 participants had an average rate of 91.8% target responses, which individually ranged
between a minimum of 50% and a maximum of 100%.

### 3.2.3 Materials

16 experimental items were constructed. Each item involved a target sentence and a target picture. Each target picture and sentence set was preceded by a short context to introduce the relevant discourse referents, alongside their portraits, in a random order. Then, the target picture and completion prompt were both presented on the screen. An example of an entire trial, including the context screen, is given in (113) below.

(113)  

(a. **Context Screen:**

<table>
<thead>
<tr>
<th>Acesta este Andrei.</th>
<th>Acesta este Mihai.</th>
</tr>
</thead>
<tbody>
<tr>
<td>this is Andrei</td>
<td>this is Mihai</td>
</tr>
<tr>
<td>‘This is Andrei.’</td>
<td>‘This is Mihai.’</td>
</tr>
</tbody>
</table>

(b. **Target Screen:**
Each target sentence consists of a topic prepositional phrase (PP) which names one of the referents (at X’s party, in X’s garden) introduced in the short context, an overt subject which refers to the other antecedent by name, and a predicate which takes a PP object (laugh at, cook for) and is equally plausible with a reflexive and non-reflexive continuation. I confirmed that both reflexive and disjoint interpretations were plausible for the 16 items by checking with 4 naive native speakers prior to running the experiment. Eight of the predicates used in the 16 items were communication verbs (talk, chatter, narrate, etc.) The rest can be translated as follows: lie about, cook for, write about, joke about, dream about, think about, read about, laugh at. No transitive verbs were used to avoid clitic doubling.

The experiment included a total of eight characters: 4 male and 4 female. For each of the 16 experimental items 4 conditions were constructed, arranged in a 2 x 2 design crossing PICTURE TYPE (Local Coreferent / Local Disjoint) with AMBIGUITY (Gender Match/Mismatch). The PICTURE TYPE factor indicated whether the target picture included a speech (or thought) bubble depicting an event in which the speaker was thinking or speaking about themselves (LOCAL COREFERENT) or about the other discourse referent introduced in the topic prepositional phrase (LOCAL DISJOINT). The AMBIGUITY factor refers to whether the topic PP referent had the same gender (MATCH) or differed in gender (MISMATCH) with the speaker. For each item, the speaker remained the same across the 4 conditions. An example of a single item, in all four experimental conditions, is illustrated in Table 3.1. The gender of the speaker was counterbalanced across the items: 8 items with male speakers, 8 items with female speakers. The referent pairs were also balanced: each of the eight characters served as the speaker only for two items and
their partners were different in each item.

As shown in Table 3.1, each condition had a different target picture, and each picture was paired with a target sentence lead-in. The PICTURE TYPE factor did not affect the context and target sentence lead-in. However, the target sentence lead-in did vary across the levels of the AMBIGUITY factor: the MATCH and MISMATCH conditions differed from each other with respect to the context and the target sentence. Table 3.1 illustrates this contrast for the item in (113). The pre-critical context screen introduced the two referents in each sentence in a random order.

The items were distributed in four Latin Squared Lists and interspersed with 20 fillers, which were all grammatical and similar to the test items in terms of struc-
tural complexity. The filler items only introduced a single character in the context preceding the picture-sentence set. 10 of the fillers referenced objects or abstract concepts in the speech/thought bubble disallowing a reflexive interpretation. 8 of the fillers used an adjective phrase predicate (proud of, disappointed in, etc.) which could be construed as reflexive, though not necessarily (proud of his achievement, proud of himself). Thus, each participant would be exposed to at most 16 reflexive scenarios (out of a total of 36 sentences). 18 out of 20 fillers were subject-initial and did not include a topic PP. I also constructed 3 more items modeled after (but different from) our experimental items: 2 practice items and an item used in the Instructions. The item used in the Instructions simulated a Local Coreferent Mismatch condition; the two practice items were modeled after a Local Disjoint Mismatch condition and a single antecedent filler item, respectively. The Instructions and practice items were not repeats of any of the 16 critical items or fillers. The full list of items, fillers and practice items is given in the Appendix Chapter.

3.2.4 Procedure

The experiment took place at the Faculty of Foreign Languages and Literatures (Facultatea de Limbi și Literaturi Străine - FLLS) of the University of Bucharest. Participants were recruited through flyers, class announcements and on the online platform of FLLS. Consequently, most of the participants were FLLS students: about 9 in 10 FLLS students are female and this led to most of our participants being female, as well.

The experiment was coded in PsychoPy on a 2013 Macbook Air and run on the same laptop. After giving informed consent, participants’ responses were recorded using the Macbook’s audio recorder, as well as a Tascam DR-60DmkII recorder with a Shure omnidirectional lavalier microphone. Participants were walked through the

5I thank Octavian Roske and the American Studies division of the English department of FLLS for allowing us to run the entire experiment in one of their offices.
instructions in PsychoPy and told that their task is to identify the topic of conversation or contemplation depicted in the speech or thought bubble of each picture. For each item, the context introducing the relevant discourse referents (alongside their portraits) was coded to remain on the screen for 9 seconds; the context screen was followed by a one second break (blank screen) after which the target picture and target sentence would be displayed at the same time. Participants were instructed to examine the target picture and silently read the target sentence before choosing a continuation, in order to avoid prosodic breaks between the completion prompt and the rest of the sentence. After having chosen a continuation and having uttered the entire sentence, participants would press the space bar to continue to the next item (with a 1 second break between items). Both the target picture and sentence would continue to be displayed on the screen until the participant pressed the space bar. After the instructions, the participants would go through two practice items, 36 items (experimental and filler), 2 exit poll items, and, finally, an exit interview with the experimenter. The entire process lasted, on average, around 45 minutes for each participant, 15-20 minutes of which were taken up by the experiment itself, depending on how fast any individual participant was.

3.2.5 Analysis

Participant responses were transcribed and annotated. Responses were coded as ‘on target’ when they correctly identified the referent in the target picture; target responses were pronouns (regular, reflexive, emphatic, etc.), names, and any noun or DP that referred to the character in the speech/thought bubble. I coded embedded sentence completions such as ‘how he feels’, nouns that did not identify the character in the bubble (like ‘feelings’), pronominal constructions which referred to the wrong antecedent, and possessive constructions as ‘non-target.’ Non-target responses were excluded from the analysis. 15 responses were lost due to a PsychoPy
In total, 11.27% responses out of the collected data were excluded from the statistical analysis. Consequently, of the 1073 total responses, data analysis was performed on 952 target responses.

Given that regular pronouns are ambiguous between coreferent and disjoint readings, the rate of regular pronoun production can be used to measure the effect of AMBIGUITY for both picture types. In all of the analyses run for the data in this experiment, both participants and items were taken as random factors.

For the on-target responses, I used logistic mixed effects regression to model the effect of AMBIGUITY (Match/Mismatch), the effect of PICTURE TYPE, as well as the interaction, with the use of pronouns as the dependent variable, AMBIGUITY and PICTURE TYPE as fixed effects, and Item and participants as random effects. I also fitted a second nested model to estimate the size of the AMBIGUITY effect within each picture type, with the use of pronouns as the dependent variable, PICTURE TYPE/MISMATCH as the fixed effect. In order to analyze the effect of BE CLEAR! on the production of proper names and reflexive pronouns, logistic mixed effects regression was also fitted to model the effect of AMBIGUITY within each PICTURE TYPE on the use of names and reflexives. In this case, the analysis was conducted only on the responses in the Local Disjoint conditions for proper names, and only the Local Coreferent conditions, respectively, for the reflexives. The dependent variable was the rate of proper names / reflexive expressions, with AMBIGUITY as the sole the fixed effect, and item and participants as random factors.

I ran a post-hoc, exploratory model to test for differences between conditions in the rate of on-target responses. In this model, the dependent variable was whether the response was ‘on target’, with PICTURE TYPE and AMBIGUITY as fixed effects, and Item and participants as random factors. Finally, given that most of the participants were female, gender was also added as a factor in a generalized linear model analysis. The gender of the participants was not significant. I also checked for or-
Table 3.2: Rate of Production by participant Response Type in Experiment 1. Translations of Participants’ Responses as follows. PRONOUN: ‘him’ / ‘her’ - el / ea; REFLEXIVE: ‘himself’ / ‘herself’ - el însuși / ea însuși, ‘self’ - sine, ‘own person’ - propria persoană; DEMONSTRATIVE: ‘this one’ - acesta / aceasta.

<table>
<thead>
<tr>
<th>RESPONSE TYPE</th>
<th>PRONOUN</th>
<th>REFLEXIVE</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>him</td>
<td>himself</td>
<td>self</td>
</tr>
<tr>
<td>COREFERENT MISMATCH</td>
<td>54.5%</td>
<td>33.9%</td>
<td>5%</td>
</tr>
<tr>
<td>COREFERENT MATCH</td>
<td>39.1%</td>
<td>48.9%</td>
<td>6.7%</td>
</tr>
<tr>
<td>DISJOINT MISMATCH</td>
<td>49.6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>DISJOINT MATCH</td>
<td>23%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 3.2: Rate of Production by participant Response Type in Experiment 1. Translations of Participants’ Responses as follows. PRONOUN: ‘him’ / ‘her’ - el / ea; REFLEXIVE: ‘himself’ / ‘herself’ - el însuși / ea însuși, ‘self’ - sine, ‘own person’ - propria persoană; DEMONSTRATIVE: ‘this one’ - acesta / aceasta.

der effects for the items by including the item order as a factor in the analysis. Item order was not a significant factor either.

3.2.6 Results

The rate of production for each response type within the four conditions is given in Table 3.2. The highlighted column represents the rate of regular pronoun production. A graphical representation of the production counts of each response type is given in Figure 3.1. Significantly fewer pronouns were used in the Match conditions for both Local Coreferent and Local Disjoint contexts. To visualize this effect more clearly, Figure 3.2 illustrates the rate of regular pronoun production across the four conditions. Table 3.3 lists the results of the main analysis.

Logistic mixed effects regressions revealed a main effect of AMBIGUITY ($\beta = 1.24, z = 5.05, SE = 0.24, p < 0.001$), a main effect of PICTURE TYPE ($\beta = -0.82, z = -2.9, SE = 0.29, p < 0.01$) and an effect of the interaction between the two factors ($\beta = 0.85, z = 2.37, SE = 0.36, p < 0.05$). The nested model reveals a reliable effect of AMBIGUITY for both Local Disjoint ($z = 5.35, SE = 0.31, p < 0.001$) and Local Coreferent ($z = 2.75, SE = 0.29, p < 0.01$) conditions; the impact is more modest for Local Coreferent than for Local Disjoint scenarios.

Secondly, the logisitic mixed effects regression model used to determine the effect of AMBIGUITY on the rate of reflexive pronouns and proper names also revealed
**Figure 3.1:** Response Type Count in Experiment 1.

### Logistic Mixed Effects Model

<table>
<thead>
<tr>
<th>Factor</th>
<th>Estimate</th>
<th>SE</th>
<th>z value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambiguity</td>
<td>1.24</td>
<td>0.24</td>
<td>5.05***</td>
</tr>
<tr>
<td>Picture Type</td>
<td>-0.82</td>
<td>0.29</td>
<td>-2.81**</td>
</tr>
<tr>
<td>Ambiguity x Picture Type</td>
<td>0.85</td>
<td>0.36</td>
<td>2.37*</td>
</tr>
</tbody>
</table>

**Nested Model: Effect of Ambiguity**

<table>
<thead>
<tr>
<th>Picture Type</th>
<th>Estimate</th>
<th>SE</th>
<th>z value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Coreferent</td>
<td>0.81</td>
<td>0.29</td>
<td>2.75**</td>
</tr>
<tr>
<td>Local Disjoint</td>
<td>1.67</td>
<td>0.31</td>
<td>5.35***</td>
</tr>
</tbody>
</table>

**Table 3.3:** Logistic Mixed Effects Model Estimates in Experiment 1. All significant effects are bolded. Legend: * p < 0.05, ** p < 0.01, *** p < 0.001.
**Figure 3.2:** Rate of regular pronoun production in Experiment 1.

<table>
<thead>
<tr>
<th>Response Type</th>
<th>Effect of Ambiguity</th>
<th>SE</th>
<th>z value</th>
</tr>
</thead>
<tbody>
<tr>
<td>REFLEXIVE EXPRESSIONS</td>
<td>-0.96</td>
<td>0.28</td>
<td>-3.44***</td>
</tr>
<tr>
<td>PROPER NAMES</td>
<td>-1.75</td>
<td>0.31</td>
<td>-5.6***</td>
</tr>
</tbody>
</table>

**Table 3.4:** Logistic Mixed Effects Model Estimates in Experiment 1 for the production of reflexive pronouns (Local Coreferent) and proper names (Local Disjoint). All significant effects are bolded. Legend: * p < 0.05, ** p < 0.01, *** p < 0.001.
reliable effects, the details of which are listed in Table 3.4. There was a significant
effect of AMBIGUITY for both the rate of reflexive expressions in the Local Coreferent
conditions ($z = -3.44, SE = 0.28, p < 0.001$) and the rate of proper names in the Local Disjoint
conditions $z = -5.6, SE = 0.31, p < 0.001$).

With respect to the on-target responses, the Local Coreferent Match condition had
the lowest rate (84.7%), while the other three conditions ranged between 89.6% and
92.2%. The on-target response rate and the counts of target responses for each
condition is given in Table 3.5. The post-hoc exploratory model that was run to test
for differences between conditions for the rate of target responses reveals that there
is an effect of AMBIGUITY ($\beta = 0.8618, SE = 0.3556, z = 2.424, p < 0.05$), but no effect
of PICTURE TYPE and no interaction.

### 3.2.7 Discussion

The first experiment revealed three primary results of interest. Firstly, there was
an overall main effect of AMBIGUITY ($p < 0.001$): participants used fewer regular
pronouns in ambiguous contexts (Match) than in unambiguous contexts (Mismatch)
conditions. This is in line with the predictions of the hypothesis that a
generic ambiguity avoidance constraint regulates the production of pronouns in
contexts targeting an intrasentential antecedent. The nested model revealed that
there was a significant difference in pronoun use for both the Local Coreferent
conditions (15.4%), as well as the Local Disjoint conditions (26.3%).

Secondly, as expected, AMBIGUITY also plays a role in the production of proper

<table>
<thead>
<tr>
<th>Condition</th>
<th>On-Target Rate</th>
<th>Target Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coreferent Mismatch</td>
<td>91.7%</td>
<td>244</td>
</tr>
<tr>
<td>Coreferent Match</td>
<td>84.7%</td>
<td>227</td>
</tr>
<tr>
<td>Disjoint Mismatch</td>
<td>92.2%</td>
<td>248</td>
</tr>
<tr>
<td>Disjoint Match</td>
<td>89.6%</td>
<td>242</td>
</tr>
</tbody>
</table>

*Table 3.5:* On-Target Response Rate by Condition in Experiment 1.
names and of unambiguously reflexive pronouns. The rate of proper name production sees a significant ($p < 0.001$) increase of 27.3% from the *Disjoint Mismatch* to the *Disjoint Match* conditions. Similarly, the experimental results also a significant ($p < 0.001$) increase of 16.7% in the production of reflexive expressions from the *Local Coreferent Mismatch* to the *Local Coreferent Match* conditions. A significant ($p < 0.01$) increase of 15% is also observed in the rate of production for the emphatic reflexive el însuși.

Thirdly, the main effect of PICTURE TYPE observed indicates that participants generally used more regular pronouns in the *Local Coreferent* than in the *Local Disjoint* conditions. Although the difference in the production rate of el/ea between the *Coreferent Mismatch* and the *Disjoint Mismatch* conditions is marginal (5.1%), participants produced significantly more regular pronouns in *Coreferent Match* than in the *Disjoint Match* condition. The significant interaction between the two factors, PICTURE TYPE and AMBIGUITY, suggests that the ambiguity avoidance effect was stronger in the *Local Disjoint* scenarios. One possible motivation behind this discrepancy might be that regular pronouns are the preferred means of expressing local coreference and bound variables. Hence, despite the fact that ambiguity avoidance constrains the production of pronouns in both locally coreferent and locally disjoint contexts, due to the special status of regular pronouns as exponents of bound variable relations, the effect of AMBIGUITY is smaller in the *Coreferent Match* condition than in *Disjoint Match*.

Interestingly, the experimental results show that the pronoun el/ea is the preferred means (>50% of the on-target response types, on average) of expressing coreference as well as disjoint reference in unambiguous contexts, with names and emphatic reflexives taking the lead in ambiguous scenarios. This preference for personal pronouns in syntactic positions which would normally be subject to *Condition B* and *Rule I* is reminiscent of morpho-syntactic competition based accounts
of the *Binding Theory* (Safir, 2004, 2014; Rooryck & vanden Wyngaerd, 2011), which predict *smaller* pronominal forms to be favored as bound variable expressions. I return to this line of reasoning in Section 3.5.

Finally, the post-hoc exploratory model on the rate of on-target responses revealed a significant effect of *Ambiguity* (*p* < 0.05): participants produced more on-target responses in the *Mismatch* conditions. This also suggests that ambiguous contexts were perhaps more difficult for participants, and the increased rate of non-target responses indicates yet another strategy of dealing with ambiguity.

Crucially, the effect of *BE CLEAR!* for pronouns which are coreferent or disjoint from an intrasentential referential subject was qualitatively the same as the ambiguity avoidance effect found in the psycholinguistic literature for pronouns targeting a cross-sentential antecedent. The effect of contextual ambiguity on the production rates of pronouns expressing coreference with a local referential antecedent is expected under the *BE CLEAR!* constraint, as well as Reinhart (1983a)’s *Rule I* and Roelofsen (2010)’s *Coreference Rule*. However, a surprising finding to the latter accounts would be if a similar effect obtains for locally bound variables. The experiment in the following subsection distinguishes these approaches.

### 3.3 Experiment 2: Quantified Subjects

According to Reinhart (1983a, 2006); Grodzinsky & Reinhart (1993); Roelofsen (2010, a.o.), context may play a role in the selection of a form of a pronoun which is coreferent with a local referential subject. However, in the case of variables bound by a local quantified subject, *Semantic Condition B* is assumed to affect their surface form, and not pragmatic considerations. Crucially, the semantic interpretation of the syntactic relationship between a bound variable and its antecedent remains the same, irrespective of the inventory of discourse referents in a given context.

With respect to *BE CLEAR!*, however, irrespective of whether the antecedent
binds the pronoun or whether the two DPs are merely coreferent, the choice of pronominal form is affected by potential contextual ambiguity. The main question the second experiment asks, then, is whether contextual ambiguity affects the rate of regular pronouns in the case of variables bound by a local subject. To ensure that participants are interpreting these variables as locally bound, the sentence subjects are always quantified expressions. In order to be able to compare the results of Experiment 1 and 2, the latter also asks if a similar ambiguity avoidance effect is obtained for pronouns which are disjoint in reference from a local quantified subject. The main hypothesis is that BE CLEAR! is a pragmatic constraint which is taken into account in the computation of all types of reference relations: bound variables, coreference and disjoint reference. The predictions parallel those in Experiment 1. If speakers’ choices are modulated by BE CLEAR!, they will attempt to choose less ambiguous forms when the context is open to interpretation. Consequently, the expectation is that the production rate of regular pronouns el and ea will be lower in ambiguous conditions, for both disjoint reference and locally bound scenarios. Once again, under the assumption of a generic ambiguity avoidance constraint, a higher rate of names and reflexive expressions is expected in ambiguous disjoint and ambiguous bound contexts, respectively.

3.3.1 Design

The experiment consisted of a picture description production task, along the lines of Experiment 1, the main difference being that all sentence subjects in Experiment 2 are quantificational. In order to ensure that the results of the two experiments did not differ solely because we sampled from different populations, some participants were included in both Experiment 1 and Experiment 2. Less than one third of the total number of participants in Experiment 2 participated in both experiments. The experiments were conducted 4-5 months apart, so it is unlikely that the per-
formance of these participants was affected by having been exposed to the items in *Experiment 1*.

### 3.3.2 Participants

Sixty-eight participants (60 female) were recruited from the University of Bucharest undergraduate community in exchange for compensation (30 RON - roughly $8 USD). All participants were native speakers of Romanian and gave informed written consent for the use of their data. For the sake of comparison, twenty of them were recruited from the population which took part in *Experiment 1*. The age range was between 18 and 33, with a mean of 21.28. No participants were excluded from the analysis. The average rate of target responses was 98.2%. This ranged between a minimum of 81.2% and a maximum of 100%.

### 3.3.3 Materials

16 experimental items were constructed. Each item involved a target picture which depicted an event that participants would describe by continuing a target sentence fragment. Each target picture and sentence set was preceded by a two-sentence context to introduce the relevant discourse referents. The first sentence in the context always gives the name of one discourse referent and sets the location for the event; the second sentence presents the other three referents and their connection to the context. A sample item set is given in (114). The sentence subjects (and agents of the event) are always a set of three discourse referents which match in gender and age (3 boys or 3 girls), all of which were named in the preceding context. The fourth referent is an older relative. The subject is a quantified DP which targets the three young agents of the event (*every boy/girl*). The topic PP always referred to the older relative by name (*at Aunt Diana’s house, in Grandpa Paul’s library*). With the exception of the referents, most of the item sentences were exactly the same as in
Experiment 1. For constraints related to consistent picture size and exposition, the predicates in the *read about*, *write about* and *dream about* items were replaced with 3 other communication predicates. Thus, Experiment 2 used *talk*, *chatter* type verbs in 11 out of the 16 items. The topic PPs for the 3 replaced items were also changed to match the sentence context.

(114) a. **Context Screen:**

\[
\text{Bunica Laura a fost vizitat\u2640 recent de câtre familie. Monica, Elena și Irina au fost și ele prezente.}
\]

‘Grandma Laura was recently visited by his family. Monica, Elena and Irina were present too.’

b. **Target Screen:**

\[
\text{Acasă la bunica Laura, fiecare fată a vorbit despre ...}
\]

‘At Grandma Laura’s house, every girl talked about ...’

The experiment revolved around eight older characters (2 grandmas, 2 grandpas, 2 aunts, 2 uncles) and six younger characters (3 boys and 3 girls). All of these characters and their accompanying portraits were introduced individually in the Instructions. For each of the 16 items, four conditions were created by virtue
of the same 2 x 2 design as in Experiment 1: PICTURE TYPE (Local Bound / Local Disjoint) was crossed with AMBIGUITY (Gender Match/Mismatch). The target pictures for each condition are illustrated in Table 3.6. Each picture includes a speech (or thought) bubble depicting an event which is either about the three speakers (LOCAL BOUND) or about the discourse referent mentioned in the topic PP (LOCAL DISJOINT). The speakers are invariant across the 4 conditions. The topic PP referent either has the same gender (MATCH) or differs in gender (MISMATCH) with the three speakers. In eight of the sixteen items the speakers were all female (Monica, Elena, Irina), while in the other eight they were all male (Mihai, Daniel, Andrei). The relational noun nepot / nepoată stands both for nephew / niece and grandchild in Romanian. Consequently, the subjects were referred to by every boy, every girl, every nephew and every niece, each construction being used in four different items.

As shown in Table 3.6, each condition is associated with a different target picture. The PICTURE TYPE factor (Bound / Disjoint) did not affect the context and target sentence, as illustrated in Table 3.6 for the item in (114). Male character names are underlined, female character names are in bold. Across the four conditions, the target contexts differed solely in the name (and gender) of the older relative. As for the picture, the order of the three younger characters (and subjects of the event) matched the order in which they were introduced in the context sentence. In eight of the items, the older relative (and referent of the topic PP) was the second character depicted in the target picture from left to right. In the other half, as in (114), the older relative is the third character in the picture. This manipulation was done so that the "disjoint reference" character was not always in the same position in the target picture.

The items were distributed in four Latin Squared Lists and interspersed with 20 fillers. Due to the complexity of the items (universal quantifiers with four-character scenes), the fillers constructed were slightly more intricate than the ones in Experiment 1.
Table 3.6: Sample Item Pictures & Target Sentences by Condition for Experiment 2. Male character names are underlined, female character names are in bold.
The filler items included between 2 and 4 characters in each picture and preceding context. Thirteen of these depict three young characters which never match in gender (2 girls and one boy or 2 boys and one girl), unlike the experimental items where the young characters always match in gender. Six of the fillers could be construed as reflexive events, three necessarily as disjoint, and eleven necessarily referenced objects and abstract concepts. 10 filler items used a range of quantifiers like some, two of the nephews, etc. accompanied by pictures with 3 young characters. Five of the filler sentences started off with a topic PP which referenced one of the characters, similarly to the experimental items; for five of the fillers, the sentence initial topic PP did not refer to a character (e.g. after the movie); the other ten were subject initial. Of the latter, five fillers used sentence embedding (One of the nephews told Uncle George that he’s interested in...). Two practice items were also constructed, and one more item which was used in the Instructions. The item constructed for the Instructions portion of the experiment simulated a Bound Mismatch condition; the two practice items were modeled after a Disjoint Mismatch condition and a two-character filler item, respectively. No Instructions or practice items were repeated in the experimental trials or in the fillers.

3.3.4 Procedure

Once again, the experiment took place at the Faculty of Foreign Languages and Literatures (FLLS) of the University of Bucharest\textsuperscript{6} and participants were recruited through flyers, class announcements, and via the FLLS Facebook group. For Experiment 2, we also e-mailed all of the Experiment 1 participants to ask if they would be interested in participating in another experiment. The first 20 students to reply were recruited for the second experiment as well.

The experiment was coded in PsychoPy on a 2013 Macbook Air (lent from UMass

\textsuperscript{6}We thank Alexandra Cornilescu, Larisa Avram, Anca Sevcenco, and the Linguistics division of the English department of FLLS for allowing us to run the entire experiment in one of their offices.
IT for the duration of the experiment) and ran on the same laptop. After having given informed consent, participants’ responses were recorded using the Macbook’s audio recorder, as well as a Tascam DR-60DmkII recorder with a Shure omnidirectional lavalier microphone. Participants were walked through the instructions in PsychoPy and told that their task is to identify the topic of conversation or contemplation depicted in the speech or thought bubble of each picture. The experimental procedure was identical to Experiment 1 with the following changes. Since Experiment 2 involves four different discourse referents in each item, the portraits of the characters were not included on the context screen so as not to lead the participants into thinking the experiment tests their memory. Given the greater number of characters than in Experiment 1, in this experiment the participants were introduced to all of the 14 characters (6 children, 8 older relatives) during the instructions: their names and respective portraits were presented on the same screen, as in Figure 3.3. For each item, the two-sentence context introducing the relevant discourse referents was coded to remain on the center screen for 7.5 seconds; the context would disappear, and the target picture would be displayed on the screen immediately afterwards. 2 seconds later, the target sentence would appear below the picture. Unlike in Experiment 1, there is no 1 second delay between the context and the target picture due to the fact that the context screen no longer includes images. Participants were instructed to examine the target picture and silently read the target sentence before choosing a continuation, in order to avoid prosodic breaks between the completion prompt and the rest of the sentence. After having chosen a continuation and having uttered the entire sentence, participants would press the space bar to continue to the next item (with a 0.5 second break between items; again, in Experiment 1 the break was 1 second due to the fact that both the context and target screen included pictures). Both the target picture and sentence would continue to be displayed on the screen until the participant pressed the space bar.
After the instructions, the participants would go through two practice items, 36 items (experimental and filler), 4 exit poll items, and, finally, an exit interview with the experimenter. The entire process lasted, on average, around 45 minutes for each participant, 15-20 minutes of which were taken up by the experiment itself.

3.3.5 Analysis

I transcribed and annotated participant responses and used the same coding procedure as in Experiment 1. Responses were coded as ‘on target’ when they correctly identified the referent in the target picture; target responses were pronominal expressions, names, and any noun or DP that referred to the character in the speech/thought bubble. As in Experiment 1, non-target responses were excluded from the analysis. No participants were excluded from the analysis, as the lowest on-target rate by participant was 81.25%.\(^7\) In total, only 1.83% of the collected data was excluded. Consequently, of the 1088 total responses, data analysis was performed on 1068 target responses.

To parallel Experiment 1, a planned logistic mixed effects regression model was

\(^7\)The improved rate of target responses in comparison to Experiment 1 is in part due to having tweaked the instructions to emphasize that the experiment was not a test of participants’ creativity.
run to determine the effect of AMBIGUITY (Match/Mismatch), the effect of PICTURE TYPE (Bound / Disjoint), as well as the interaction, with the use of pronouns as the dependent variable, AMBIGUITY and PICTURE TYPE as fixed effects, and Item and participants as random effects. A second nested model was fitted to estimate the size of the AMBIGUITY effect within each PICTURE TYPE scenario, with the use of pronouns as the dependent variable, and PICTURE TYPE/MISMATCH as the fixed effect. Similarly to the analysis for Experiment 1, logistic mixed effects regression was also fitted to model the effect of AMBIGUITY within each PICTURE TYPE on the use of names and reflexives. In this case, the analysis was conducted only on the responses in the Local Disjoint conditions for proper names, and only the Local Bound conditions, respectively, for the reflexives. The dependent variable was the rate of proper names / reflexive expressions, with AMBIGUITY as the sole the fixed effect, and item and participants as random factors.

I again ran a post-hoc, exploratory model to test for differences between conditions in the rate of on-target responses. In this model, the dependent variable was whether the response was ‘on target’, with PICTURE TYPE and AMBIGUITY as fixed effects, and Item and participants as random factors. Finally, given that most of the participants were female, gender was also added as a factor in a generalized linear model analysis. The analysis revealed that participant gender was not a significant factor. Order effects were also checked for, and the order of the items did not prove to be a significant factor either.

3.3.6 Results

The rate of production for each response type within the four conditions is given in Table 3.7. The rate of regular pronoun, which can be used to measure the effect of AMBIGUITY across all conditions, is highlighted. A graphical representation of the production counts of each response type is given in Figure 3.4. Significantly
fewer pronouns were used in the Match conditions for both Local Bound and Local Disjoint contexts. To visualize this effect more clearly, Figure 3.5 illustrates the rate of regular pronoun production across the four conditions, while Table 3.8 lists the results of the main analysis.

Logistic mixed effects regression again revealed a main effect of AMBIGUITY ($z = 6.654, SE = 0.24, p < 0.001$), a main effect of Picture Type ($z = -3.1, SE = 0.47, p < 0.01$), but, unlike in Experiment 1, the analysis did not reveal a significant effect of the interaction between the two factors. The nested model reveals a reliable effect for both Local Bound ($z = 5.2, SE = 0.3, p < 0.001$) and Local Disjoint ($z = 5.1, SE = 0.32, p < 0.001$) conditions; the effect of AMBIGUITY was of comparable magnitude.

Table 3.7: Rate of Production by participant Response Type in Experiment 2.

<table>
<thead>
<tr>
<th>Response Type</th>
<th>PRONOUN</th>
<th>REFLEXIVE</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>him</td>
<td>himself</td>
<td>self</td>
</tr>
<tr>
<td>Bound Mismatch</td>
<td>52.6%</td>
<td>35.6%</td>
<td>11%</td>
</tr>
<tr>
<td>Bound Match</td>
<td>32.5%</td>
<td>48.7%</td>
<td>16.5%</td>
</tr>
<tr>
<td>Disjoint Mismatch</td>
<td>34.2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Disjoint Match</td>
<td>16.6%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 3.8: Logistic Mixed Effects Model Estimates in Experiment 2. All significant effects are bolded. Legend: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Estimate</th>
<th>SE</th>
<th>z value</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMBIGUITY</td>
<td>1.61</td>
<td>0.24</td>
<td>6.77***</td>
</tr>
<tr>
<td>PICTURE TYPE</td>
<td>-1.5</td>
<td>0.48</td>
<td>-3.12**</td>
</tr>
<tr>
<td>AMBIGUITY x PICTURE TYPE</td>
<td>0.1</td>
<td>0.4</td>
<td>0.246</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Picture Type</th>
<th>Estimate</th>
<th>SE</th>
<th>z value</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOCAL BOUND</td>
<td>1.56</td>
<td>0.3</td>
<td>5.21***</td>
</tr>
<tr>
<td>LOCAL DISJOINT</td>
<td>1.66</td>
<td>0.32</td>
<td>5.09***</td>
</tr>
</tbody>
</table>
Figure 3.4: Response Type Count in Experiment 2.

Figure 3.5: Rate of regular pronoun production in Experiment 2.
across the two picture types.

Secondly, the logistic mixed effects regression model used to determine the effect of AMBIGUITY on the rate of reflexive pronouns and proper names also revealed reliable effects, the details of which are listed in Table 3.9. There was a significant effect of AMBIGUITY for both the rate of reflexive expressions in the Local Bound conditions ($z = -4.93, SE = 0.33, p < 0.001$), as well as the rate of proper names in the Local Disjoint conditions ($z = -5.49, SE = 0.29, p < 0.001$).

Similarly to Experiment 1, with respect to the on-target responses, the Bound Match condition had the lowest rate (96%), however the target rates for the other three conditions were not significantly higher, ranging between 97% and 100%. The on-target response rate and the counts of target responses for each condition is given in Table 3.10. The post-hoc exploratory model that was run to test for differences between conditions for the rate of target responses revealed no significant effects of AMBIGUITY, PICTURE TYPE, and no significant interaction.
3.3.7 Discussion

*Experiment 2*, similarly to its counterpart for *referential subjects*, also revealed three primary results of interest. First, there was an overall main effect of *Ambiguity* ($p < 0.001$), with participants producing more regular pronouns in the *Mismatch* conditions than in the *Match* conditions. The nested model also revealed a significant difference in pronoun use between the *Mismatch* and *Match* conditions for both the *Local Bound* scenarios (20.1%), as well as for the *Local Disjoint* contexts (17.6%).

Second, as also predicted by *BE CLEAR!*, there is an effect of *Ambiguity* on the production of proper names and reflexive pronouns, as well. The rate of proper name production sees a significant ($p < 0.001$) increase of 25.9% from the *Disjoint Mismatch* to the *Disjoint Match* conditions. Reflexives are also more frequently used in ambiguous scenarios: a significant ($p < 0.01$) overall increase of 18.6% was observed from the *Local Bound Mismatch* to the *Local Bound Match* conditions across the various reflexive pronominal expressions produced (emphatic reflexives, the simplex reflexive *sine*, other reflexive constructions like *propria persoana* ‘own person’). A significant ($p < 0.01$) increase of 13.1% is also observed in the rate of production for the emphatic reflexive *el însuși*.

Third, as in *Experiment 1*, there was a main effect of *Picture Type* due to the overall higher rate of regular pronouns *el/ea* in the *Local Bound* conditions than in *Local Disjoint*. Comparing the *Mismatch* conditions, the difference in the production rate of *el/ea* between the *Local Bound* and the *Local Disjoint* conditions is 18.4%, and the difference between these two scenarios is 15.9% for the *Match* conditions. This indicates that when it comes to more complex contexts, with 4 relevant discourse referents, participants are less likely to use a pronoun to express disjoint reference from the local (quantified) subject.

Unlike in the first experiment, which targeted coreference and disjoint reference with *referential subjects*, there was no significant interaction between the *AM-
BIGUITY and PICTURE TYPE factors, the effect of AMBIGUITY being of comparable magnitude in the Local Bound ($z = 5.2$, $SE = 0.3$, $p < 0.001$) and Local Disjoint ($z = 5.1$, $SE = 0.32$, $p < 0.001$) conditions. The lack of this interaction is in line with the assumption that BE CLEAR! is taken into account in the reference computations of pronouns irrespective of their relationship with the local subject.

The results from Experiment 2 indicate that the regular pronoun el/ea is the preferred surface form of bound variables in Romanian, as far as unambiguous contexts are concerned, with a production rate of 52.6% of all on-target response types for the Local Bound Mismatch condition. Unambiguously bound anaphors represent the rest of 47.4% in this condition, with the emphatic reflexive el însuși being the preferred reflexive form of the three (35.6%). Once again, this finding supports morpho-syntactic competition based accounts of the Binding Theory Burzio (1989); Safir (2004, 2014); Rooryck & vanden Wyngaerd (2011), which derive the binding constraints by means of considerations regarding the morphosyntactic differences between pronominal forms. I return to this line of reasoning in Section 3.5.

The comprehension experiments in Chapter 4 provide further evidence in favor of pragmatic and economy constraints jointly determining the pronominal form of bound variables.

The key finding of Experiment 2 is that, surprisingly for accounts like Reinhart (1983a, 2006) and Roelofsen (2010), ambiguity avoidance strategies are also employed in the choice of surface form for variables bound by a local subject. In a language like Romanian, even though BE CLEAR! does not lead to grammaticized preferences like in English, it still has an effect on the reference computations of pronominals in the case of coreference and binding alike.
3.4 General Discussion

The aim of the two production experiments was to quantify the effect of AMBIGUITY on the choice of a pronominal form in intrasentential contexts. Dowty (1980)’s suggestion that ambiguity avoidance modulates the competition between reflexive and non-reflexive pronouns in the same syntactic environments serves as the inspiration for BE CLEAR!. Despite the large body of work in the psycholinguistic literature showing that ambiguity avoidance affects the choice of referring expression cross-sententially, there was a lack of evidence that the same strategy applies intrasententially. The two experiments provided evidence that a generic ambiguity avoidance constraint, BE CLEAR!, is substantiated. The effect of AMBIGUITY was qualitatively the same as the ambiguity avoidance effect found in the psycholinguistic literature for pronouns targeting a cross-sentential antecedent. Furthermore, the effect was of the same magnitude for coreferent and bound variable contexts, suggesting BE CLEAR! operates in the same manner in both syntactic contexts. This section discusses compares the results of the two experiments and discusses their theoretical contribution.

3.4.1 Disjoint Reference

The production study contributes to the psycholinguistic literature by investigating the role of contextual ambiguity in the production of pronouns which refer to a clausemate antecedent. As shown in Figure 3.6, there was a clear effect of AMBIGUITY in disjoint reference contexts. These results mirror existing experimental evidence in the psycholinguistic literature concerning pronouns targeting a referent in a previous sentence (Arnold et al., 2000; Fukumura et al., 2011, a.o.). The results from an Arnold & Griffin (2007) study are repeated in (115) for comparison.
The effect of AMBIGUITY with respect to the production of pronouns which express disjoint reference is of comparable magnitude across the two experiments, whether the local subject is referential or quantificational. This effect is also qualitatively and quantitatively similar to the one reported in the literature for pronouns in English which refer to a cross-sentential antecedent, like Arnold & Griffin (2007). Despite the effect of AMBIGUITY being of the same size in the disjoint reference
conditions of the two experiments, participants produced fewer pronouns in the unambiguous condition in Experiment 2. Descriptively, while the production rate of pronouns in the Disjoint Mismatch condition was of 50% in Experiment 1, pronouns were used in the same condition in 34.2% of the target responses in Experiment 2.

One possible motivation for this difference concerns not the type of subject (referential or quantified), but the number of referents in the given context. In Experiment 1, there were only two referents in all of the items, while in Experiment 2, there were four. The main finding of Arnold & Griffin (2007) is that participants were less likely to use a pronoun to refer to an antecedent introduced in a previous sentence if there were two referents in the context, irrespective of their gender. By manipulating the number of characters in their items, they found a higher mean of the use of pronouns in the single-character context, than in the two-character context, even if the pronoun would unambiguously pick out a referent. As mentioned above, Arnold & Griffin (2007) take this result as evidence against hypotheses which claim that ambiguity avoidance is a matter of audience design, and in favor of hypotheses which view this effect as resulting from the speaker’s own accessibility of referents.

Arnold & Griffin (2007) conclude that the presence of additional characters in the context is correlated with a lower rate of pronouns in production. Based on their finding, it is perhaps expected that a drop in regular pronoun usage should occur in the Disjoint Mismatch condition in Experiment 2, where the discourse context included 2 additional referents. A follow-up experiment on Romanian comparing these two conditions directly (2 referents vs. 4 referents) should find a similar effect. Such an effect would bolster the evidence in favor of ambiguity avoid-

---

8The "additional character" effect discussed in Arnold & Griffin (2007) might be responsible for the drop in pronoun use in the Disjoint conditions in Experiment 2 compared to Experiment 1, but there is no indication that this effect obtains for the Bound conditions. Under the assumption that bound variable LFs already unambiguously pick out a referent (Reinhart, 1984, 2006), the number of characters in a context would not be expected to impact the rate of pronoun production.
3.4.2 Regular and reflexive pronouns

With respect to ambiguity avoidance playing a role in the reference computations of pronouns targeting a local antecedent, *Experiment 1* provides evidence that this strategy is at play when the regular pronoun expresses coreference with the local subject, while the results of *Experiment 2* show that locally bound variables are subject to the same pragmatic pressures. Jointly, these two experiments indicate that the same pragmatic constraint, which I defined as *BE CLEAR!*, applies in Condition B environments irrespective of the syntactic relationship between the pronoun and the local subject: bound or coreferent.

In unambiguous coreferent and unambiguous bound contexts, the pronouns
el/ea were the preferred pronominal form, with a rate of roughly 50% cross-experimentally, as illustrated in *Figure 3.7*. Crucially, in these unambiguous environments, reflexive expressions where not the preferred form. However, in pragmatic contexts where using a regular pronoun would have led to potential ambiguity, the emphatic reflexive was the most frequent. A side-by-side comparison of the production rates for reflexive forms (including the emphatic reflexive *el însuși*, the simplex reflexive *sine*, and rare constructions *propria persoana* ‘own person’) in the *Local Coreferent* and *Local Bound* conditions in the two experiments is given in *Figure 3.8*. As predicted by *BE CLEAR!*, participants opted for reflexive pronouns more often in ambiguous contexts.

One surprising finding of both experiments concerned the low production rates of the simplex reflexive *sine*. In *Experiment 1*, *sine* made up 5% of the target responses in the *Coreferent Mismatch* condition, and 6.6% of the target responses in

---

**Figure 3.8**: Overall rate of reflexive pronoun production for local coreference (*Experiment 1*: Referential Subjects) and locally bound variables (*Experiment 2*: Quantified Subjects).
the Coreferent Match condition. Similarly, in Experiment 2, participants produced *sine* in 11% of the target responses in the Bound Mismatch condition and in 16.5% of the target responses in the Bound Match condition. Like the emphatic reflexive, *el însuși*, the reflexive *sine* is a bound anaphor which unambiguously refers to the local subject. Given *economy* assumptions, the simplex reflexive should be preferred over *el însuși* from the standpoint of its morphosyntactic form, as well as its morphosemantic content (*sine* is *smaller*).

However, as the post-experimental interviews with the participants in the two experiments suggest, the simplex reflexive *sine* is now infrequent in spoken Romanian, particularly in informal environments (participants were instructed to imagine they were speaking to a friend). The average age of the participants was 20.4-21.4. Older generations, including mine, use *sine* more frequently in natural speech. I surmise that the Romanian anaphora system is in flux. This development regarding language change, at least at the level of register, might have played a role in how often the regular pronouns *el/ea* take on reflexive interpretations. According to syntactic-based competition accounts, specifically Rooryck & vanden Wyngaerd (2011), languages with dedicated reflexive anaphora should exhibit Condition B effects. Romanian *does* employ a variety of reflexive expressions, however, if the simplex reflexive *sine* is becoming underutilized, then it could be argued that the lack of Condition B effects for Romanian regular pronouns can indeed be captured by competition based accounts of the Binding Theory. On the other hand, this cannot be the only factor: participants who used *sine* also used regular pronouns in Local Coreferent and Local Bound scenarios. A longitudinal corpus study regarding pronominal expressions and the reference of *el/ea* in older versions of Romanian might shed some light on whether Condition B effects existed and whether their presence is correlated with the frequency of *sine*. 

128
3.4.3 Ambiguity Effects

The main hypothesis of the production study was that a generic ambiguity avoidance constraint, \textit{BE CLEAR!}, is employed in the choice of pronouns targeting antecedents within the same sentence. The prediction was that contextual ambiguity should lead to lower rates of regular pronouns \textit{el/ea} in disjoint reference, coreference and bound variable environments. Figure 3.9 illustrates the effect size of \textsc{Ambiguity} across the two experiments, as measured by means of the production rates of \textit{el/ea}, in all four scenarios: local coreference, disjoint reference from a local referential subject, variables bound by a local quantified subject, and disjoint reference from a local quantified subject. As predicted, \textit{BE CLEAR!}, is taken into account in the production rate of regular pronouns, with effect sizes of comparable magnitude for disjoint reference and locally bound variables. However, the effect of \textit{BE CLEAR!} in the case of coreference is smaller, which might be due to an interaction between pragmatic and syntactic factors.

In the case of \textit{Experiment 1}, as shown in the sample item (116), sentences were
only ambiguous between two readings: one where Andrei talks about himself (reflexive), and one where Andrei talks about Mihai (disjoint).

(116) **Sample Item Experiment 1**

![Image of children talking]

*A casă la Mihai, Andrei a vorbit despre el*

home at Mihai, Andrei has talked about him

‘At Mihai’s house, Andrei talked about him’

A sample item from *Experiment 2* (with a regular pronoun continuation) is repeated in (117) below. This sentence is in fact compatible with 5 different interpretations in Romanian: one where every girl talked about herself (reflexive), one where every girl talked about her grandmother (disjoint), one where every girl talked about Monica, one where they all talked about Elena, and one where they all talked about Irina. Even though the 3 latter interpretations are perhaps less salient, they are still available. In this sense, then, the *Match* conditions in *Experiment 2* were the most ambiguous, hence BE CLEAR! could have arguably had an overall stronger effect in the second experiment. However, despite the difference in complexity between *Experiment 1* and *Experiment 2*, the effect of AMBIGUITY in the Disjoint conditions is comparable across the two experiments. Thus, it is unlikely that the difference in contextual complexity is the only factor in the lower effect size in the case of local coreference.
Another speculation with respect to the difference between the two conditions in Experiment 1 is that there is a bias for pronouns to express locally coreferent readings, which leads to a lower effect of AMBIGUITY in the Local Coreferent condition. As evinced by the rate of production of pronominal forms in unambiguous contexts, regular pronouns are the preferred means of expressing bound variables in Romanian. As I suggest in the following section, this preference can be captured by economy constraints which rank smaller pronouns above more complex ones (Safir, 2004, 2014; Patel-Grosz & Grosz, 2017). However, again, if this was the only factor motivating the different effect sizes, an expectation would have been for this difference to replicate in Experiment 4: a smaller effect of AMBIGUITY would have been expected in the Bound condition than in the Disjoint condition. This line of reasoning, of course, requires further experimental investigation.

3.4.4 Repeated Participants

Twenty of the 68 participants in Experiment 2 had also taken part in Experiment 1. This subsection is an exploratory posthoc analysis of the results which compares
the results of the two subgroups: naive participants and repeat participants. Including repetition as a factor in the analysis of the results from Experiment 2 did not prove to be statistically significant. However, due to the low sample size, a statistical analysis should be taken at face value and not assumed to generalize.

Descriptively, the pattern is as follows. The figure in Figure 3.10 provides a side-by-side comparison of the performance of the 20 participants in Experiment 1 (on the left), and of their performance in Experiment 2 (on the right). The results indicate that the same 20 participants used more regular pronouns in the Local Coreferent conditions in Experiment 1 (54.3% Mismatch, 35.4% Match) than they did in the Local Bound scenarios in Experiment 2 (35.4% Mismatch, 13.9% Match), and fewer regular pronouns in the Local Disjoint conditions in Experiment 1 (45.5% Mismatch, 20.9% Match) than in Experiment 2 (55% Mismatch, 29.1% Match). Given the small sample size, this difference between the two experiments might be due to factors other than their exposure to the first experiment.

However, when comparing the performance of the 20 repeat participants to that of the naive 48 participants in Experiment 2, as shown in Figure 3.11, it appears that the participants who also took part in Experiment 1 used fewer regular pronouns in the Local Bound conditions and more pronouns in the Local Disjoint conditions than the group of naive participants. The difference between the two populations
Figure 3.11: Experiment 2: Repeated Participants (left) vs. New Participants (right)

suggests that the exposure to the first experiment on ambiguity avoidance led to participants using regular pronouns to express reflexive readings less often, and preferring to use these pronouns in disjoint reference scenarios. This observation is once again related to competition: if a speaker consistently uses a regular pronoun to express a bound variable reading, then the use of this pronoun in disjoint reference environments decreases (naive participants in Experiment 2). Similarly, if a speaker develops a type of Condition B effect, whereby regular pronouns are dispreferred as expressions of bound variables, pronouns are selected to express disjoint reference more often (repeated participants in Experiment 2). Nevertheless, both populations exhibit ambiguity avoidance effects.

Although interesting, the results reported in this subsection are not statistically informative. However, this pattern is related to the assumption of syntactic competition based accounts of the Binding Theory (Safir, 2004, 2014; Rooryck & vanden Wyngaerd, 2011, a.o.) that the competition between pronouns and reflexive pronouns is at the level of their morphosemantic content. While the two production experiments in this chapter focused on the competition between alternative sentences with reflexive and non-reflexive pronouns at the level of meaning (in line with pragmatic competition based accounts), the comprehension study in Chapter 4 investigates how this competition is modulated by the form of these pronominals.
3.5 Refining the competition

The experiments discussed in this chapter provide evidence in favor of Be CLEAR! modulating the competition between regular pronouns, reflexive pronouns and emphatic reflexives. At the same time, as discussed in Chapter 2, Be CLEAR! can only account for preferences in the case of pronominal forms in PP object positions, while in the case of clitics, it leads to rigid effects. Although participants used the less ambiguous sine and el İnsuşî more often in contexts where the regular pronoun el would have been ambiguous, participants preferred the regular pronoun el in contexts disambiguated by virtue of the gender of the referents.

I hypothesize that the selection of a pronominal form is not only constrained by Be CLEAR!, but also by a syntactic economy constraint, Be SMALL!, which ranks less syntactically complex expressions over more complex ones. Before introducing this constraint, let us consider the case of the French emphatic reflexive lui-même, which would also be affected by the hypothesized Be SMALL!.

In Safir (2004)'s system, although himself competes with him in English, the French emphatic lui-même is argued not to enter the competition with lui. Based on the data in (118), Safir (2004, p. 208) following Zribi-Hertz (1990), concludes that -mème unambiguously enforces a coconstrued interpretation in contexts where lui would have preferentially been resolved to a non-local antecedent.

(118) a. Pierre est jaloux de lui-*(mème).

Pierre is jealous of him-SAME
‘Pierre is jealous of himself.’

b. Pierre bavarde avec lui-*(mème).

Pierre chats with him-SAME
‘Pierre is chatting with himself.’

(Safir, 2004, ex. (39), p.208)

Comparing (118) with (119), it becomes apparent that -mème is obligatory only
when a coreferent interpretation would be unexpected. When the predicate comes with no bias against a reflexive reading, like in (119), -mêne is optional.

(119)  
\begin{align*}
\text{Pierre parle souvent de lui-}(mêne). & \quad \text{Pierre talks often about him-SAME} \\
\text{Pierre} & \quad \text{‘Pierre often talks about himself.’}
\end{align*}

\begin{align*}
\text{Pierre travaille pour lui-}(mêne). & \quad \text{Pierre works for him-SAME} \\
\text{Pierre} & \quad \text{‘Pierre works for himself.’}
\end{align*}

(Safir, 2004, ex. (39), p.208)

According to Safir (2004), -mêne is an adjunct\(^9\) and not an argument head, like the pronoun lui. In Safir (2004)’s system, complex pronouns and simplex pronouns do not compete. Consequently, disjoint reference effects are not obtained for lui in the examples in (119), since there is no competition between the regular pronoun and its emphatic counterpart. Like in French, Romanian emphatic pronouns may be used to disambiguate a reflexive reading. The examples in (120) below are modeled after the French (119) and (118) above.

(120)  
\begin{align*}
\text{Pierre vorbeşte despre el-}(însuşi). & \quad \text{Pierre talks often about him-SAME} \\
\text{Pierre} & \quad \text{‘Pierre often talks about himself.’}
\end{align*}

\begin{align*}
\text{Pierre muneşte pentru el-}(însuşi). & \quad \text{Pierre works for him-SAME} \\
\text{Pierre} & \quad \text{‘Pierre works for himself.’}
\end{align*}

---

\(^9\)As illustrated by the structural possibilities Safir (2004) provides below.

(i)  
\begin{align*}
\text{Safir (2004)’s possible structures for lui-mêne} & \\
\text{a. } & \left[ \text{DP}_d \text{ DP}_e \text{ NP}_a \text{ AP} \text{ SAME} \right] \\
\text{b. } & \left[ \text{DP}_d \text{ NP}_a \text{ pronoun} \text{ SAME} \right] \\
\text{c. } & \left[ \text{DP}_d \text{ pro} \text{ DP}_e \text{ NP}_a \text{ e} \text{ AP} \text{ SAME} \right]
\end{align*}

(Safir, 2004, ex. (41), p.208)
c. *Pierre este gelos pe el-*(însuși).

Pierre is jealous of him-SAME
‘Pierre is jealous of himself.’


Pierre chats with him-SAME
‘Pierre is chatting with himself.’

Safir (2004)’s approach to French emphatic pronouns can be extended to Romanian. According to Safir (2004)’s system, then, emphatic reflexive pronouns like *el înșuși will not compete with regular pronouns like *el, which predicts that the interpretation of regular pronouns should not be affected by the activation of emphatic reflexives. The comprehension experiments discussed in Chapter 4 test this prediction and find evidence, contra Safir (2004), in favor of the competition between these two referential forms.

Like Safir (2004) and Rooryck & vanden Wyngaerd (2011), I assume that *lui-même and *el înșuși are more complex in their syntactic structure, including an AP adjunct même / înșuși, which, in Romanian, also agrees in φ-features with the pronoun it modifies.

(121) *Simplified Syntactic Structures*

a. Regular Pronoun

\[
\begin{array}{c}
\text{DP} \\
\text{D} \\
\text{el} \\
\end{array}
\]

φ-features

b. Emphatic Reflexive

\[
\begin{array}{c}
\text{DP} \\
\text{D} \\
\text{el} \\
\text{NP} \\
\text{AP} \\
\end{array}
\]

φ-features

însuși

However, unlike Safir (2004) and Rooryck & vanden Wyngaerd (2011), I propose
that regular pronouns and complex reflexives do compete, and, furthermore, that this competition is restricted by a syntactic economy constraint, along the lines of Burzio (1989, 1991). The formulation of the violable economy constraint below is adapted from Patel-Grosz & Grosz (2017)’s *Minimize DP*, which in turn is inspired by Schlenker (2005) and Johnson (2013)’s *Minimize Restrictors*!.

10 Although formulated differently, the competition between referential expressions is also modulated by constraints like BE CLEAR! and BE SMALL! in Ivan (2018) and Dillon & Johnson (2019).

11 A more general effect of the third condition can also be derived by means of the competition between structurally derived contextual alternatives (Fox, 2011; Katzir, 2007), as Marty (2018) does in his reinterpretation of Johnson (2013) aiming to capture Principle C-like disjoint reference effects.

(122) **BE SMALL!**

For any two DPs A and B, choose A iff:

i. A and B have the same denotation

ii. both A and B are grammatical in this position, and

iii. A has a proper subset of the syntactic nodes that B has.

Given the derivations in (121), BE SMALL! predicts that when it comes to the competition between *el* and *el însuși, el*, the smaller DP, is preferred in contexts where these two pronominal forms achieve the same interpretation. On the other hand, BE CLEAR! would favor the emphatic reflexive over the regular pronoun. Under the assumption that both BE CLEAR! and BE SMALL! are active, these two violable constraints lead to different winners in the case of PP object pronouns. I argue that, given that the two constraints cannot converge on a sole winner, both forms are available in a neutral context, as shown by the experimental results in the unambiguous conditions of the production study. In the case of ambiguous contexts, like in the *Match* conditions in the production experiments, the effect of BE CLEAR! becomes apparent, participants having preferred the emphatic reflexive for the expression of a bound variable reading.

I further argue that the rigidity of the use and interpretation of Romanian clitics is also an artefact of the application of BE SMALL! and BE CLEAR!. The reflexive
and non-reflexive clitics are equally syntactically complex, which means that BE SMALL! cannot distinguish between them. In this case, the effect of BE CLEAR! becomes grammaticized: unambiguous reflexive clitics are always preferred to ambiguous non-reflexive clitics.

The same reasoning applies to the competition between *him* and *himself* in English. Like Safir (2004) and Rooryck & vanden Wyngaerd (2011), I assume that *him* and *himself* have the same syntactic structure. Therefore, BE SMALL! cannot distinguish between the two alternatives, and the competition is only restricted by BE CLEAR!, which, like in the case of Romanian clitics, leads to a grammaticized preference of expressing reflexive readings via the reflexive pronoun.

Further evidence that both BE CLEAR! and BE SMALL! are active in English, comes from diachronic data. Similarly to Frisian and Middle Dutch, pronouns in Old English could express both disjoint reference as well as local coreference. The examples below illustrate that both the simplex *hine* as well as the complex *hine selfne*, where *self* is taken to be an emphatic adjunct which agrees with the pronoun, can be used reflexively. Furthermore, Rooryck & vanden Wyngaerd (2011) present evidence that the *self*-form was an intensifier: *hine selfne* can be used reflexively as well as non-reflexively.

(123)  *Þa behydde Adam hine & his wif eac swa dyde* [Genesis 3.9, Crawford 1922]

‘and Adam hid *himself* and his wife did the same’

(König & Siemund, 2000, ex. (32), p.56)

(124)  a. *Ne lufad se hine selfne se ðe hine mid synnum bebint.*

‘He who loads *himself* with sin does not love *himself*.’

b. *Moyses, se ðe wæs Gode sua weord ðæt he oft wið hine selfne spræc ...*

‘Therefore Moses, who was in such honor with God that he often spoke to *him*...’

(Rooryck & vanden Wyngaerd, 2011, ex. (36), p. 23)
As observed by Van Gelderen (2000) and König & Siemund (2000), in the course of development from Old English to Modern English, pronouns and the emphatic intensifier *self* were combined into a complex reflexive anaphor, *himself / herself*, that could unambiguously express coreference. Van Gelderen (2000) shows that Old English pronouns have inherent case, and that regular pronouns can be used reflexively. By Late Old English, verbal agreement disappears and the accusative case marking for first and second person is lost. While in Old English regular pronouns are used anaphorically in all syntactic environments (Van Gelderen, 2000, p. 109), in Early Middle English, *self* appears to preferentially be used with 3rd person pronouns expressing coreference. Van Gelderen (2000) argues that this shift can be explained due the gradual change of *self* from an adjective to a noun, as well as the change in morphology, namely the loss of case endings. The correlation between the loss of case endings in English and the transition of regular pronouns to lose their ability of expressing reflexive readings is also observed by Sinar (2006).

Similarly to Safir (2004), Rooryck & vanden Wyngaerd (2011) argue that competition does not take place between regular simplex pronouns and complex reflexive DPs, which is why, in their view, *Principle B* effects did not arise in Old English. However, I argue that in Old English, like in Romanian, complex reflexives and regular pronouns *did* compete, and that this competition is modulated by both *Be Clear!* and *Be Small!*:. Given that these two forms differ in terms of syntactic structure, *Be Clear!* and *Be Small!* do not converge: *Be Clear!* favors the complex *hine selfne*, while *Be Small!* favors the simplex *hine*. Similarly to Romanian, this competition does not lead to a clear winner, so both forms survive, with the effects of *Be Clear!* only being observed in ambiguous contexts.

One final wrinkle that should be addressed at this point concerns the simplex

---

12Inherent Case, which was present in Old English, is lost by the middle of the 13th century (Van Gelderen, 2000, p. 221). Under Reinhart & Reuland (1993), and later Reuland (2011)’s Chain Condition, if case is inherent, then pronouns are expected to be interpreted reflexively.
reflexive pronoun *sine* in Romanian. According to BE CLEAR! *sine* should be favored over the regular pronoun *el*, since it unambiguously expresses a reflexive relation. Furthermore, BE SMALL! would not distinguish between *el* and *sine*: these forms are equally complex. In essence, the prediction of BE SMALL! and BE CLEAR! is that *sine* should be the preferred form for reflexive expression in Romanian, and Principle B effects should obtain for the regular pronoun *el*, as in the case of the competition between *him* and *himself* in English. However, as observed in the experimental data, participants only opted for *sine* 5%-16.5% of the time, depending on the complexity of the context.

I take this as evidence that in the competition between different referential expressions, a form’s frequency is also taken into account. I speculate that the infrequency of this pronoun, as evinced by the experimental data, and as reported anecdotally by participants who mentioned that *sine* is infrequently used in natural speech, is due to the fact that *sine* is not specified for gender, while the paradigm of regular pronouns and emphatic reflexives, as shown in Chapter 2, includes different forms for all φ-feature combinations. The dispreference for *sine*, then, could come from a morphological constraint which, like Rooryck & vanden Wyngaerd (2011)’s *Subset Principle*, requires that the chosen morphological exponent for a given pronominal should be the one that realizes the largest set of morphological features. However, I do not have evidence to support this claim, and leave the further exploration of *sine*’s cost for further research.

Given the infrequency of the reflexive *sine*, the comprehension experiments in Chapter 4 focus on the competition between regular pronouns like *el* and emphatic reflexives like *el ȋnsuși*. Under the hypothesis that pronoun comprehension is a function of pronoun production (Rohde & Kehler, 2014; Rohde, 2019), the effects of BE CLEAR! and BE SMALL! might also be observed in comprehension. The experimental data reported in the next chapter provides evidence that, contra Safir
(2004) and Rooryck & vanden Wyngaerd (2011), complex reflexives and regular pronouns do compete, and, furthermore, that this competition, modulated by BE CLEAR! and BE SMALL!, leads to a higher rate of disjoint reference interpretation of ambiguous regular pronouns when the emphatic reflexive is activated.
Chapter 4

Pronoun Comprehension

Pronominal resolution is a topic that has seen a significant amount of interest in the theoretical and psycholinguistic literatures alike. More often than not, the latter focuses on the resolution preferences of pronouns which refer to an antecedent in a previous sentence (Ehrlich, 1980; Corbett & Chang, 1983; Maryellen & MacWhinney, 1990; Ariel, 1990; Gordon et al., 1993; Grosz et al., 1995; Gundel, 1999; Arnold et al., 2000; van Gompel & Majid, 2004; Fukumura & van Gompel, 2015, a.m.o.).

With respect to pronouns targeting an intrasentential antecedent, the scales are tipped in favor of research which concerns the processing of pronouns and binding constraints, and the time-course of antecedent retrieval (e.g. Nicol & Swinney, 1989; Badecker & Straub, 2002; Sturt, 2003; Xiang et al., 2009; Dillon, 2011; Clackson et al., 2011; Dillon et al., 2013; Kush, 2013; Chow et al., 2014; Cunnings & Sturt, 2014; Kush et al., 2015; Cunnings & Sturt, 2018), as opposed to the resolution of pronouns ambiguous between a reflexive and a non-reflexive interpretation (e.g. Kaiser & Trueswell, 2008; Kaiser et al., 2009; Conroy et al., 2009; Kaiser, 2013; Cunnings & Sturt, 2018). The main reason behind the skewed distribution of studies on intrasentential and intersentential pronominal resolution has to do with the fact that most psycholinguistic work is employed in English or English-like languages, where Condition B (Chomsky, 1986; Büring, 2005) is an active constraint. Given that
there is a strong, theoretically and experimentally documented (Nicol & Swinney, 1989; Gordon & Hendrick, 1997) bias for pronouns to be interpreted as disjoint in reference from a local clausemate antecedent, the investigation of pronominal reference in intrasentential contexts in English is less accessible.

In some languages, like Frisian (Everaert, 1986), Chamorro (Wagers et al., 2018), and Romanian, in which Condition B is not a grammaticized constraint, regular pronouns like *him* allow for both reflexive and non-reflexive interpretations. The aim of this chapter is to investigate the comprehension of pronouns in contexts where they are ambiguous between reflexive and non-reflexive interpretations, thereby extending the cross-linguistic psycholinguistic literature on pronominal reference, as well as testing the predictions of theoretical accounts of the *Binding Theory*. The main question, then, is how Romanian speakers, in particular, interpret pronouns which are ambiguous between reflexive and non-reflexive interpretations. A secondary question concerns how competition between different pronominal forms affects pronoun processing and resolution.

### 4.1 Resolving the ambiguity: three possibilities

With respect to the question regarding the interpretation of pronouns ambiguous between a reflexive and non-reflexive reading, there are three alternatives I consider. The first alternative falls under the *Binding is Easy* hypothesis (Wagers et al., 2018), which predicts that comprehenders will preferentially interpret the ambiguous pronouns as reflexive, given the assumption that bound variable LFs are ‘easy’, or less costly to compute than reference relations established at the level of discourse (Reinhart, 1983a; Reuland, 2001, 2011).

The second theoretically motivated alternative is that the preferred interpretation of ambiguous 3rd person pronouns will be that of disjoint reference, as predicted by pragmatic competition based accounts of disjoint reference effects Dowty
(1980); Levinson (1987). Under the assumption that speakers avoid ambiguity for the sake of cooperative communication, comprehenders would more readily interpret the regular pronoun *el* as disjoint, given that an unambiguous alternative, *el însuși* ‘him himself’ is available.

Finally, the third alternative is that the interpretation of regular pronouns is a function of how these pronouns are used in production. According to Rohde & Kehler (2014) and Kehler & Rohde (2019), the relationship between production and interpretation is of a Bayesian nature: comprehenders calculate the probability of a pronoun being used by a speaker to achieve a certain interpretation. According to this view, the experimental results in Chapter 3 should predict the comprehension results. In order to test this hypothesis, the two comprehension experiments discussed in this chapter investigate the same syntactic and discourse contexts as the production studies in Chapter 3.

The subsections below present these three alternatives in detail.

### 4.1.1 Binding is easy

As discussed in Chapter 2, Rule I (Reinhart, 1983a; Grodzinsky & Reinhart, 1993) and the Coreference Rule Roelofsen (2008, 2010) are grammatical constraints which state that, if a bound variable LF can achieve the desired meaning, then a speaker will choose the bound variable LF over other structures which might achieve the same meaning. While in Reinhart (1983b) the argumentation rests on pragmatic considerations, the underlying premise of Rule I is a matter of economy: bound variable LFs are preferred to coreference. This economy-based preference has been argued to be of a morphosyntactic nature (Burzio, 1989, 1991, 1996; Safir, 2004; Rooryck & vanden Wyngaerd, 2011, a.o.), or related to processing costs (Reinhart, 1983b; Reuland, 2001, 2011, 2017, a.o.). The core idea of the latter is that dependencies can be resolved at different levels (syntax, semantics, discourse) and that, at
the same time, there exists an economical hierarchy of the subsystems involved in binding computations, as in Reuland (2011), where \( \alpha < \beta \) is taken to mean ‘\( \alpha \) is less costly than \( \beta \)’.

(125) **Economy of encoding**

\[
\text{Narrow syntax} < \text{syntax/semantics} < \text{discourse}
\]

(adapted from Reuland, 2011, ex. (6), p.125)

According to (125), mechanisms deployed in narrow syntax are less costly than procedures deployed at the syntax-semantics interface, which in turn are less costly than pragmatic considerations. Consequently, coreference, which is a discourse procedure, carries the heaviest processing load, and variable binding, which is a syntactic-semantic mechanism, is less costly than coreference.

Considering this perspective in the context of comprehension, bound variable LFs are ‘easier’ to construct, since, via the same reasoning employed above, comprehenders would achieve the bound variable parse syntactically, while coreference and disjoint reference would be computed at the level of discourse. Under this hypothesis, we might expect the reflexive/non-reflexive ambiguity in cases like (126) to be resolved as a reflexive interpretation, since comprehenders would achieve this reading by giving the string a bound variable parse, without referring to the discourse context.

(126) *Acasă la Mihai\textsubscript{1}, Andrei\textsubscript{2} a vorbit despre el\textsubscript{1/2}.*

‘At Mihai’s house, Andrei talked about himself.’

This approach is also investigated in Wagers et al. (2018), as the *Binding is Easy* hypothesis, for which they provide evidence from an experimental study on Chamorro. Like Romanian, Chamorro is a language where the 3rd person pronoun, *gui’*, can be associated with both reflexive and non-reflexive readings, as illustrated in (127)
and (128) below. Wagers et al. (2018) propose that comprehenders adopt a bound variable interpretation of the gui’ “virtually by default” (Wagers et al., 2018, p. 16), and that when permitted by the grammar, this interpretation is sometimes revised to disjoint. The experimental results from Wagers et al. (2018)’s picture-matching task shows that participants preferred to construe overt pronouns as coreferent with a local subject, despite the grammatical availability of both a disjoint and a reflexive reading.

(127) **Reflexive Readings**

a. *Kada påtgun ha pula’ gui’ gi kuatton-ña.*

   each child AGR undress him LOC room-AGR

   ‘Each child undressed himself in his room.’

   (Wagers et al., 2018, ex. (13a), p.7)

b. *Put ennao na e sakrificia yu’.*

   because that COMP AGR sacrifice me

   ‘For that reason, I sacrifice myself.’

   (Wagers et al., 2018, ex. (3a), p.4)

(128) **Disjoint Readings**

a. *Kao un arerekla (gui’ ) esta?*

   Q AGR fix.PROG him/her already

   ‘Have you already fixed him/her/*it up?’

   (Wagers et al., 2018, ex. (2b), p.3)

b. *Ti måttu yu’ gi gipot-mu sa’ un na’bubu yu’.*

   not AGR.come I LOC party-AGR because AGR make.angry me

   ‘I did not come to your party because you made me angry’

   (Wagers et al., 2018, ex. (2c), p.3)

In Chamorro, animate direct object and intransitive subject pronouns may be either null or overt; when overt in these syntactic positions, they are realized as weak
pronouns (Wagers et al., 2018). Crucially, Wagers et al. (2018) point out that a reflexive complement of the verb must be overt, irrespective of whether the referent is animate or inanimate. In this sense, replacing the bolded pronouns in (127) with null pronouns would render the sentences ungrammatical. Pronouns bound by an antecedent in a higher sentence may be either null or overt (Wagers et al., 2018, p. 8); when it comes to PP arguments, the ordinary independent pronoun is used.

(129)  Si Jose ha na’takkilu’ i aliña giya guiya.

UNM Jose AGR make.high the pride LOC him

‘Jose takes pride in himself.’

(Wagers et al., 2018, ex. (6b), p.5)

According to Wagers et al. (2018), maisa, an adverb which forms a prosodic word with the verb and which can, in some contexts, also mean by oneself, is an optional reflexive marker on the verb.¹

(130)  MAISA REFLEXIVE MARKING

a.  Ha [tokcha’ maisa] gui’ ni pakin tokcha’.

AGR spear SELF him OBL gun.L spear

‘He poked himself with the spear gun.’

(Wagers et al., 2018, ex. (4a), p.4)


AGR watch self.PROG I

‘I’m looking at myself.’

(Wagers et al., 2018, ex. (4c), p.4)

Chamorro is also subject to a Person Animacy Hierarchy which disallows non-pronominal subjects in sentences with animate pronouns in the direct object position (Chung,

¹The maisa data is compatible with Ahn (2010)’s description of emphatic VP markers.
However, as shown in (127), reflexive and bound variable pronouns are exempt from this constraint. This observation leads to the assumption in Wagers et al. (2018) that Chamorro reflexives are minimal pronouns (whose only inherent feature is an index), which get their φ-features post-syntactically, via agreement with their antecedent. Consequently, in Chamorro, morphologically overt pronouns are ambiguous between minimal and natural-born pronouns (Wagers et al., 2018, p. 9). Guided by competition-based accounts of the Binding Theory, like Safir (2014), Wagers et al. (2018) argue that "natural-born" pronouns always lose the competition to minimal pronouns. Under the hypothesis that bound variable LFs are preferred to coreference relations (Reinhart, 1983a; Reuland, 2011) ambiguous pronouns are predicted to be preferentially interpreted as reflexive.

(131) **Sample Stimulus in Wagers et al. (2018)**

a. **Context Screen Sample**

![Context Screen](image)

Unasagna si Felipe yan si Chai. Umatgumemenu i dos ni atdit ya mampus lalålù i dos. *Felipe and Chai* are married. The two are arguing sharply and they’re very angry.

b. **Critical Stimulus Type**

i. **Carrier Instruction**

*Chonnik i puti’un guatu gi atyu na litratu ...*

push the star there at that picture ...

‘Push the star to that picture ...’
ii. **Target sentence**

\[
\text{anai ha patmåmada } ((\text{maisaisa}) \text{ gui}') \text{ ni panak lålu'} (si Felipe).
\]

where AGR is.slapping SELF him with fly.swatter Felipe

‘where (Felipe) is slapping him(self) with a fly-swatter.’

adapted from Wagers et al. (2018, ex. (16), p. 10)

c. **Target Screen**

To test this prediction, Wagers et al. (2018) conducted a finger-tracking picture selection comprehension experiment of the 3rd person pronoun gui’ in direct object position. As shown above, in the sample target sentence, the picture selection task had a 3 x 2 factorial design, crossing the PRONOUN TYPE factor with POTENTIAL BINDER. The 3 conditions of PRONOUN TYPE are Null, where no overt pronoun was used, Gui’, where the personal pronoun gui’ surfaced in direct object position, and Maisa Gui’, which featured both the reflexive marker maisa as well as the 3rd person pronoun gui’. The Potential Binder factor manipulated whether the subject, was overt (si Felipe in the sample stimulus) or null.

The rate of reflexive interpretation for each condition is given in Table 4.1.2 The rate of reflexive interpretation for the personal pronoun gui’ is highlighted in blue.

---

2The results in the gray cell (7%), associated with the condition crossing a null direct object pronoun with a null pronoun binder, in fact reflect the results for what Wagers et al. (2018) call the **Non-reflexive Baseline**. Borja, the Chamorro co-author, found the initial sentence in this condition pragmatically odd, so they modified the experimental sentence from ha patmåmada ni panak lålu’
The logistic regression analysis, conducted only on the $\text{Gui'}$ and $\text{Maisa Gui'}$ conditions, revealed a significant effect ($p < 0.001$) of the POTENTIAL BINDER factor, participants having chosen reflexive pictures more often when the subject was overt, and a significant effect of PRONOUN TYPE ($p \approx 0$), participants having chosen reflexive pictures more often in the $\text{Maisa Gui'}$ condition. With respect to the RT data, Wagers et al. (2018) found that reflexive responses were given most quickly in the $\text{Maisa Gui'}$ condition, that reflexive and disjoint readings for $\text{gui'}$ have comparable initiation times, and that reflexive responses to $\text{gui'}$ have comparable reaction times to disjoint responses in the $\text{Null}$ condition.

The high rate of reflexive interpretations for the $\text{Maisa Gui'}$ condition was expected, given that $\text{maisa}$ is a reflexive marker. As for $\text{gui'}$, Wagers et al. (2018) concluded that the reflexive interpretation is preferred, even though the unambiguously reflexive $\text{maisa gui'}$ construction is a competitor of the simple overt pronoun.

Romanian, like Chamorro, allows for null pronouns in direct object position, while pronominal objects of prepositional phrases must be overt. Under Wagers et al. (2018)’s proposal that bound variable interpretation is “virtually by default”, a similar strong preference for a bound variable reading should also be found in PP contexts in both Chamorro or Romanian.

While Wagers et al. (2018)’s findings regarding the resolution of ambiguous pronouns in Chamorro lend some support for the Binding is Easy hypothesis, the Wagers et al. (2018) results cannot be clearly attributed to speakers having reached

---

**Table 4.1:** Percentage of Reflexive Picture Choices in Wagers et al. (2018).

<table>
<thead>
<tr>
<th></th>
<th>Overt Potential Binder</th>
<th>No Overt Potential Binder</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\text{Gui'}$</td>
<td>88%</td>
<td>79%</td>
</tr>
<tr>
<td>$\text{Maisa Gui'}$</td>
<td>99%</td>
<td>96%</td>
</tr>
<tr>
<td>$\text{Null}$</td>
<td>13%</td>
<td>7%</td>
</tr>
</tbody>
</table>

---

‘he/she is slapping him/her with a fly-swatter’ to ha patmåmada ni panak lålu’ i fasun Felipe ‘he/she is slapping Felipe’s face with a fly-swatter’. Grammatically, the revised target sentence can only receive a non-reflexive reading.
a bound variable interpretation, as predicted by the *Binding is Easy* hypothesis. In Wagers et al. (2018), the critical items feature referential antecedents: the reflexive reading can be achieved by means of coreference as well. Moreover, the preferential status of bound variable LFs is disputed in the psycholinguistic literature. For instance, Frazier & Clifton (2000) and Cunnings et al. (2014) provide experimental against a general principle which prefers bound variable LF. In the Frazier & Clifton (2000) and Cunnings et al. (2014) items, the reflexive reading can only be achieved by means of a bound variable LF, since the target antecedent is a quantified expression.

Following the assumptions laid out in Reinhart (1983b) and Grodzinsky & Reinhart (1993) with respect to *Rule I*, Frazier & Clifton (2000) test the *LF Only Hypothesis*, given in (132) below, according to which there is an overall advantage for bound variable interpretations over coreferential interpretations.

(132)  **LF only/first hypothesis:**

> Bound-variable interpretations are preferred because the perceiver need only consult the LF representation (not the discourse representation) in order to identify the bound-variable analysis of the sentence.

(Frazier & Clifton, 2000, ex. (3), p.126)

Like *Binding is Easy*, the hypothesis above predicts that there should be a general preference for bound variable interpretation of ambiguous pronouns. Although Frazier & Clifton (2000) find evidence that bound variable interpretations are processed faster than coreferential interpretations in VP ellipsis contexts, this advantage does not extend to other contexts, such as those below.

(133)

a. John says that everyone’s mother loves him.

b. Jill says that everyone’s mother loves him.

c. According to Sam, everyone loves his sister.
d. According to Ann, everyone loves his sister.

(Frazier & Clifton, 2000, ex. (11-12), p.134)

Frazier & Clifton (2000) investigated the interpretation of sentences like those in (133), which, in (133a) and (133c), are ambiguous between a bound variable reading, where him and his covary with everyone, and a coreference interpretation, where him and his refer to John and Sam, respectively. Contrary to the predictions of the LF Only Hypothesis, Frazier & Clifton (2000) find that in sentences where the pronoun was ambiguous between a bound variable and a coreference reading, as in (133a) and (133c), a bound variable interpretation was chosen 31% of the time, with coreference being the preferred interpretation in 67% of the tested scenarios.

With respect to sentences where the gender of the antecedent blocks a coreferential reading, such as (133b) and (133d), which might arguably provide further advantage to the bound variable reading, only 39% of the chosen interpretations corresponded to bound variable LFs. Instead, 47% of the chosen interpretations were those where the pronoun resolved to an extrasentential antecedent, not present in the discourse, and despite the gender mismatch, 14% of the pronoun interpretations were coreferential with the grammatically improbable antecedent (Jill/Ann).

Given that coreferential interpretation, which requires access to the discourse representation, was the overall preferred reading in contexts which allowed for both a coreferential and a bound variable reading, Frazier & Clifton (2000) conclude that their experimental findings clearly disconfirm the LF Only Hypothesis.

In a similar investigation, Cunnings et al. (2014) test the Reuland (2001, 2011) hypothesis that bound variable relations are established before coreference by means of an eye-tracking study, with items like those in (134), which include both a quantified phrase in subject position, in (134) every soldier, as well as a referential subject which does not c-command the pronoun, James/Helen. According to Cunnings et al. (2014), should variable binder antecedents be accessed before coreference an-
tecedents, the prediction would be that comprehenders initially attempt to resolve the pronoun to the quantifier phrase, which would lead to longer reading times in (134c) and (134d), where there is a gender mismatch between the pronoun and the stereotypical gender of the set of referents introduced by the quantifier phrase.

(134) Cunnings et al. (2014) Eye-Tracking Sample Item

a. *QP Match, Name Match*
   The squadron paraded through town. Every soldier who knew that James was watching was convinced that he should wave as the parade passed. The entire town was extremely proud that day.

b. *QP Match, Name Mismatch*
   The squadron paraded through town. Every soldier who knew that Helen was watching was convinced that he should wave as the parade passed. The entire town was extremely proud that day.

c. *QP Mismatch, Name Match*
   The squadron paraded through town. Every soldier who knew that Helen was watching was convinced that she should wave as the parade passed. The entire town was extremely proud that day.

d. *QP Mismatch, Name Mismatch*
   The squadron paraded through town. Every soldier who knew that James was watching was convinced that she should wave as the parade passed. The entire town was extremely proud that day

(Cunnings et al., 2014, ex. (7), p.43)

The results of the eye-tracking study reported in Cunnings et al. (2014) revealed longer reading times in the *Name Mismatch* conditions, as in (134b) and (134d), than in the *Name Match* conditions. No significant effect of the gender of the quantified phrase was found. Cunnings et al. (2014) interpret these results as evidence that
readers prefer resolving the pronoun to the proper name, rather than to the quantifier phrase, which fails to support the hypothesis that variable binding relations are computed before coreference assignment.

Cunnings et al. (2014) also investigated the preferred interpretation of pronouns ambiguous between a bound variable reading and a coreference reading in items which manipulate the linear order of the name and the quantifier phrase, as in (135) below.

(135)  Cunnings et al. (2014)’s Linear Order Sample Item

a.  \textit{QP - Name}

The squadron paraded through town. Every soldier who knew that James was watching was convinced that he should wave as the parade passed.

b.  \textit{Name-QP}

The squadron paraded through town. It looked to James that every soldier was completely convinced that he should wave as the parade passed.

(Cunnings et al., 2014, ex. (9), p.49)

Cunnings et al. (2014) report that participants preferred to resolve the pronoun to the referential antecedent in (135a), and to the quantifier phrase in (135b). Cunnings et al. (2014) interpret these results as evidence that variable binding is preferred to coreference only when other factors, such as antecedent linear order, come into play, and conclude that their results do not support the theoretical hypothesis that variable binding is \textit{easier} or considered before coreference relations.

Although the evidence that a \textit{Binding is Easy} principle operates in comprehension is unclear, it is theoretically and empirically important to determine whether such a principle is active in Romanian. If the experimental results of the two comprehension studies discussed in this chapter reveal that comprehenders exhibit a
strong preference for bound variable readings, this would establish that the key assumption of Wagers et al. (2018)’s *Binding is Easy* hypothesis, and of grammatical constraints like Rule I / the Coreference Rule (Reinhart, 1983a; Grodzinsky & Reinhart, 1993; Roelofsen, 2010; Reuland, 2011), namely that bound variable LFs are prioritized, holds.

### 4.1.2 Pragmatic listeners: Avoid ambiguity

A prediction of pragmatic competition-based accounts of disjoint reference (Dowty, 1980; Levinson, 1987) is that, in comprehension, the preferred interpretation of pronouns ambiguous between a reflexive and non-reflexive reading should be that of disjoint reference. Under the assumption that speakers attempt to be *maximally informative*, the hearer’s strategy is to reject a reflexive interpretation of a non-reflexive pronoun. Should this pragmatic reasoning be consistently enforced, the prediction is that the experimental results will show an overwhelming preference for disjoint reference readings of ambiguous pronouns.

The production experiments discussed in Chapter 3 provide evidence in favor of a general pragmatic principle which applies to binding and coreference alike, **BE CLEAR!**. Unlike in the case of English or Romanian clitic-doubled pronouns, however, **BE CLEAR!** is not a decisive constraint in the case of non-clitic doubled pronouns in Romanian, given that Romanian regular pronouns are used to express both reflexive and non-reflexive readings. Nonetheless, the experimental results show that the production of regular pronouns like *el/ea* is modulated by contextual ambiguity: fewer regular pronouns were produced in ambiguous contexts than in unambiguous contexts.

(136) **BE CLEAR!**

Given a context C, when choosing between two alternative sentences, S and S’, both of which include a non-logophoric pronominal form in the same
syntactic position, speak S’ iff:

i. S and S’ have indistinguishable interpretations in C, and

ii. the set of possible interpretations for S’ is a proper subset of the set of possible interpretations for S.

The comprehension experiments discussed in this chapter provide a complementary test of the role of BE CLEAR! in Romanian. Under the assumption that hearers expect speakers to be maximally informative, if BE CLEAR were a hard or highly ranked constraint, the prediction would be that the use of a regular pronoun will, more often than not, generate a disjoint reference implicature.

4.1.3 Simple inference via Bayes’ rule

A third, minimal approach would be to assume that there is no hearer-specific principle guiding listeners behavior in resolving this particular pronominal ambiguity. One way that we can make precise this intuition is to adopt a probabilistic approach to reference (e.g. Frank & Goodman, 2012; Kehler et al., 2008), which holds that: (i) listeners will treat pronoun resolution as an inference problem, and (ii) that listeners will use implicit knowledge of their own production choices to guide that inference process. Rohde & Kehler (2014) provide one way of quantifying the interpretation bias of a pronoun by means of a Bayesian model\(^3\) of intersentential pronominal reference, given below.

\[(137) \quad \text{Bayes’ Rule for pronouns} \]

\[
P(\text{referent}|\text{pronoun}) = \frac{P(\text{pronoun}|\text{referent}) \cdot P(\text{referent})}{P(\text{pronoun})}
\]

\(^3\) Bayes’s Rule, in its most general form, is:

\[(i) \quad \text{Bayes’ Rule} \]

\[
P(A|B) = \frac{P(B|A) \cdot P(A)}{P(B)}
\]
Under this view, the term $P(\text{referent}|\text{pronoun})$, also called the \textit{interpretation bias}, represents the probability of the speaker intending to refer to a particular referent given that a pronoun occurred. $P(\text{pronoun}|\text{referent})$, on the other hand, represents the \textit{production bias}: the probability, assuming an intended referent, that a speaker would have used a pronoun. $P(\text{referent})$ is the probability that a particular referent will be mentioned next, while $P(\text{pronoun})$ represents the overall likelihood of a pronoun occurring. Rohde & Kehler (2014)’s Bayesian model posits that comprehenders’ interpretation bias will be a function of the likelihood of reference to an antecedent (see Arnold, 2010, as well), combined with knowledge about how likely speakers are to use a given pronoun type to refer to an antecedent.

The data from the experiments discussed in \textit{Chapter 3} represent the overall production bias: the probability that a pronoun will be used, given an intended referent. Having this data handy, \textit{Bayes’ Rule} provides a convenient way of calculating the interpretation bias, without the assumption of comprehension-specific pronoun interpretation biases on behalf of the comprehender other than the inferences licensed by \textit{Bayes’ Rule}. The production study in \textit{Chapter 3} consists of an experiment targeting referential subjects for reflexive interpretation, and of an experiment which looks at binding relations proper, with quantified subjects. Although the conditions of the production and comprehension experiments do not perfectly overlap, we can, however, rely on the overall production data to predict the overall comprehension data for each set of experiments. The table in Table 4.2 above lists the rate of production for the regular pronouns \textit{el/ea} ‘him/her’ in the four conditions for both production experiments.

Given the low number of observations per individual item, it is unlikely that accurate item-by-item predictions can be made based on the production data. In real-time comprehension, there are other factors that come into play, such as the probability of a reflexive reading given a specific predicate. However, \textit{Bayes’ Rule}
Table 4.2: Percentage of Regular Pronoun Production out of on-target Responses by Condition in Experiments 1 and 2.

<table>
<thead>
<tr>
<th></th>
<th>REFERENTIAL SUBJECTS</th>
<th>QUANTIFIED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflexive Mismatch</td>
<td>54.5%</td>
<td>52.6%</td>
</tr>
<tr>
<td>Reflexive Match</td>
<td>39.1%</td>
<td>32.5%</td>
</tr>
<tr>
<td>Disjoint Mismatch</td>
<td>49.6%</td>
<td>34.2%</td>
</tr>
<tr>
<td>Disjoint Match</td>
<td>23%</td>
<td>16.6%</td>
</tr>
<tr>
<td>Overall Reflexive</td>
<td>46.8%</td>
<td>42.55%</td>
</tr>
<tr>
<td>Overall Disjoint</td>
<td>36.3%</td>
<td>25.4%</td>
</tr>
<tr>
<td>Overall Pronoun Use</td>
<td>41.7%</td>
<td>33.89%</td>
</tr>
</tbody>
</table>

Table 4.3: Estimated Probabilities from Production Data.

<table>
<thead>
<tr>
<th></th>
<th>REFERENTIAL SUBJECTS</th>
<th>QUANTIFIED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Picture</td>
<td>P(el</td>
<td>reflexive)</td>
</tr>
<tr>
<td>Sample Picture</td>
<td>P(el</td>
<td>disjoint)</td>
</tr>
<tr>
<td>Sample Picture</td>
<td>P(el)</td>
<td>0.417</td>
</tr>
</tbody>
</table>

can be applied as a general probability equation, collapsing over items and conditions. Based on the results from the production experiments, we can estimate the probability that a speaker would use a regular pronoun to achieve a reflexive interpretation, namely \( P(\text{el} \mid \text{reflexive}) \), the probability of a regular pronoun to achieve a disjoint interpretation, \( P(\text{el} \mid \text{disjoint}) \), as well as \( P(\text{el}) \), the overall probability of a speaker using the pronoun \textit{el}. These probabilities are listed in Table 4.3.

By virtue of the design of the production and comprehension studies, we can also estimate the probability of an intended reading, namely \( P(\text{reflexive}) \) and \( P(\text{disjoint}) \). The predicates used in these items had been normed offline to ensure that there is no strong intrinsic bias towards a reflexive or a disjoint interpretation. This allows
for the assumption that the probabilities of a reflexive or a disjoint interpretation given any of these predicates are roughly equal. In addition, the experimental instructions asked participants to assume that the only referents in the context of each item are those presented in the target picture and sentence set, thereby minimizing the probability of referring to a referent outside the given discourse. While an exact estimate of $p(\text{reflexive})$ and $p(\text{disjoint})$ is out of reach, given the experimental setup which disallows other readings and the offline predicate norming, we can assume that $p(\text{reflexive}) = 1 - p(\text{disjoint})$. Furthermore, by means of conditional probabilities, given that we know $p(\text{el} \mid \text{reflexive})$, $p(\text{el} \mid \text{disjoint})$ and $p(\text{el})$, the production data also provides a way of calculating $p(\text{reflexive})$ and $p(\text{disjoint})$.

$$P(\text{el}) = P(\text{el} \mid \text{reflexive}) \times P(\text{reflexive}) + P(\text{el} \mid \text{disjoint}) \times P(\text{disjoint})$$

Replacing $p(\text{reflexive})$ with $1 - p(\text{disjoint})$, according to the assumption that there are no other available interpretations in the experimental setup, we obtain the following equivalence. Then, by inputting the data from Table 4.3 into this equation, we come to the estimated $p(\text{reflexive})$ and $p(\text{disjoint})$ given in Table 4.4. As mentioned above, the predicates used in the experimental items had been normed offline to ensure that both reflexive and disjoint interpretations are equally available.

$$P(\text{el}) = P(\text{el} \mid \text{reflexive}) \times (1 - P(\text{disjoint})) + P(\text{el} \mid \text{disjoint}) \times P(\text{disjoint})$$

The estimated $p(\text{reflexive})$ and $p(\text{disjoint})$ in Table 4.4 reflect the probabilities of these interpretations in the production experiments. With respect to the comprehension experiments, which have a similar design and the same stimuli as in the production tasks, it is likely that the values of $p(\text{reflexive})$ and $p(\text{disjoint})$ are similar to the estimated probabilities in the production task. However, instead of assuming that $p(\text{reflexive})$ and $p(\text{disjoint})$ in production are exactly replicated in
Table 4.4: Estimated Probabilities in the Production Experiments.

<table>
<thead>
<tr>
<th></th>
<th>Referential Subjects</th>
<th>Quantified Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Picture</td>
<td><img src="image" alt="Sample Picture" /></td>
<td><img src="image" alt="Sample Picture" /></td>
</tr>
<tr>
<td>P(\text{el} \mid \text{reflexive})</td>
<td>0.468</td>
<td>0.425</td>
</tr>
<tr>
<td>P(\text{el} \mid \text{disjoint})</td>
<td>0.363</td>
<td>0.254</td>
</tr>
<tr>
<td>P(\text{el})</td>
<td>0.417</td>
<td>0.3389</td>
</tr>
<tr>
<td>P(\text{reflexive})</td>
<td>0.5143</td>
<td>0.496</td>
</tr>
<tr>
<td>P(\text{disjoint})</td>
<td>0.4857</td>
<td>0.503</td>
</tr>
</tbody>
</table>

One wrinkle regarding these predictions concerns the simplification that the reflexive and disjoint readings are the only available interpretations across both sets of experiments. While this is true in the \textit{Referential Subjects} case, with respect to the \textit{Quantified Subjects} experiments, however, there are four characters in the picture.

- \textit{Referential Subjects}:
  - P(\text{el} \mid \text{reflexive}) = 0.468
  - P(\text{el} \mid \text{disjoint}) = 0.363
  - P(\text{el}) = 0.417

- \textit{Quantified Subjects}:
  - P(\text{el} \mid \text{reflexive}) = 0.425
  - P(\text{el} \mid \text{disjoint}) = 0.254
  - P(\text{el}) = 0.3389

For the reflexive interpretation, we can cautiously assume that in comprehension, these probabilities are within a [-0.1, +0.1] confidence interval with respect to their production counterparts.\(^4\) Under this assumption, we predict the ranges for the probabilities of reflexive or disjoint interpretation given the potentially ambiguous pronoun \textit{el} in Table 4.5.\(^5\)

- P(\text{reflexive} \mid \text{el})
- P(\text{disjoint} \mid \text{el})

have been normalized. For instance, P(\text{reflexive} \mid \text{el}) was obtained using the following equation:

\[
P(\text{reflexive} \mid \text{el}) = \frac{P(\text{el} \mid \text{reflexive}) \cdot P(\text{reflexive})}{P(\text{el} \mid \text{reflexive}) \cdot P(\text{reflexive}) + P(\text{el} \mid \text{disjoint}) \cdot P(\text{disjoint})}
\]

Consequently, instead of the denominator being P(\text{el}) = 0.4155 in the \textit{Referential Subjects} case and P(\text{el}) = 0.34 for \textit{Quantified Subjects}, the denominator ranged from 0.406 to 0.427, and 0.321 to 0.355, respectively.

\(^4\)This assumption is also borne out in item-by-item applications of Bayes’ Rule. Assuming the general P(\text{reflexive}) ranges between 0.4 and 0.6 for each item, the production data is a good predictor of comprehension. Despite the low number of observations for each of the 15 items in the comprehension study (22-24 observations per ambiguous predicate in Experiment 3, for instance), all predicates fall within 3 standard deviations of the predicted means of reflexive interpretations for each individual predicate. Of the 15 items, 14 fall within two standard deviations of the predicted means.

\(^5\)Given the estimated interval of P(\text{reflexive}) and P(\text{disjoint}), P(\text{reflexive} \mid \text{el}) and P(\text{disjoint} \mid \text{el})
ture and context, which means that a regular pronoun could, in principle, obtain 5 readings: the typical disjoint reading where all three speakers talk about the older character, the reflexive reading where each speaker talks about themselves, as well as three different readings where all 3 speakers talk about one of the younger referents (in this case, either about Monica, Elena, or Irina). However, given the design of the comprehension experiment, a sample item of which is given in (138) below, we can make the simplified assumption that the likelihood of each of the latter three readings in the overall experiment is low.

\begin{equation}
(138) \quad \text{a. Context Screen:}
\end{equation}

\begin{itemize}
  \item \textit{Bunica Laura a fost vizitată recent de către familie Monica, Elena şi Irina au fost şi ele prezente.}
  \item Grandma Laura has been visited recently by family Monica, Elena, and Irina have been and them present
  \item ‘Grandma Laura was recently visited by his family. Monica, Elena and Irina were present too.’
\end{itemize}
b. **Target sentence (presented auditorily):**

\[
\text{Acasă la bunica Laura, fiecare fată a vorbit despre ea.}
\]

‘At Grandma Laura’s house, every girl talked about her(selves).’

c. **Target Screen:**

As illustrated in (138), comprehenders are forced to choose between two readings: the reflexive reading, where the girls talk about themselves, and the disjoint reading, where the girls talk about Grandma Laura. Furthermore, the context which precedes the experimental items introduces the three girls as a set *Monica, Elena and Irina were present too*. The context, paired with the target sentence where the three girls are referenced as a set by means of a quantified expression, *every girl*, and the enforced availability of only two of the 5 potential readings for the pronoun *ea* in the sentence in (138), conspire against the three readings where all of the girls talk about either Monica, Elena or Irina. However, we cannot assume that these three potential interpretations are entirely disregarded in the computation of the meaning of the target sentence. Given this state of affairs, it means that the probability of a reflexive reading is lower than in the *Referential Subjects* experiment, and it is quite likely the probabilities of the desired reflexive and disjoint readings might differ from those predicted in *Table 4.5*.

Once again, the Bayesian model discussed in this section is not a proposal for pronoun comprehension, but merely a toy implementation of the hypothesis that comprehension patterns are best captured as a function of production biases. Prob-
abilistic inferencing, unlike the *Binding Is Easy* and *Pragmatic Listeners* alternatives, does not predict that comprehenders should exhibit a clear preference for reflexive or disjoint interpretations of ambiguous pronouns. Instead, we expect that the rate of reflexive interpretation should not greatly differ from the rate of disjoint interpretation across the two experiments.

### 4.2 Competition between forms

A secondary purpose of this chapter is to investigate whether comprehenders’ interpretation of a given pronominal form is affected by the set of possible referential expressions that could achieve the same meaning, as predicted by the assumption that referential forms compete in a given syntactic position.

Following Burzio (1989), Safir (2004), Safir (2014) and Rooryck & vanden Wyngaerd (2011) argue that referential expressions are ordered from least to most specified, and that this hierarchy corresponds to the choice of a morphological exponent of bound variables. Under this view, null pronouns (if available) are the preferred means of expressing bound variable relations, followed by specialized reflexive pronouns like *himself*, regular pronouns, and, lastly, referential DPs (or full NPs). While competition between forms is a general phenomenon, according to Safir (2004) and Rooryck & vanden Wyngaerd (2011), complex reflexives like the French *lui-même* do not compete with simplex pronouns like *lui*. Consequently, in their accounts, the interpretation of regular pronouns is not affected by the availability of a complex reflexive in the same syntactic position.

The complexity of emphatic reflexives like *lui-même*, and by extension the Romanian *el însuși*, is due to their syntactic structure (Safir, 2004). Comparing the two syntactic derivations given below, regular pronouns are *smaller* than emphatic reflexives. While regular pronoun DPs are only made up of a definite determiner and an NP which carries the \(\phi\)-feature bundle, emphatic reflexives also contain an AP.
adjunct that agrees in $\phi$-features with the NP.

(139) *Simplified Syntactic Structures*

a. *Regular Pronoun*  

\[
\begin{array}{c}
{\text{DP}} \\
{\text{D}} \quad {\text{NP}} \\
{\text{el}} \quad \phi\text{-features}
\end{array}
\]

b. *Emphatic Reflexive*  

\[
\begin{array}{c}
{\text{DP}} \\
{\text{D}} \quad {\text{NP}} \\
{\text{el}} \quad \phi\text{-features} \\
{\text{AP}} \quad \text{însuşi}
\end{array}
\]

However, as outlined in *Chapter 3*, I propose that regular pronouns and complex reflexives do compete, and, furthermore, that this competition is restricted by the following violable economy constraint, adapted from Patel-Grosz & Grosz (2017)'s *Minimize DP!*.

(140) **BE SMALL!**  

For any two DPs A and B, choose A iff:

i. A and B have the same denotation

ii. both A and B are grammatical in this position, and

iii. A has a proper subset of the syntactic nodes that B has.

In my system, both regular pronouns and emphatic reflexives are used to express a bound variable reading by virtue of the fact that the two constraints on the competition between these two forms, BE SMALL! and BE CLEAR!, do not converge. BE SMALL! predicts that when it comes to the competition between *el* and *el în-suşi*, *el*, the smaller DP, is preferred. Its pragmatic counterpart, BE CLEAR! predicts the opposite: *el în-suşi* should be preferred to the regular pronoun *el*. Under the
Table 4.6: Rate of Production by participant Response Type in Experiment 1. Translations of Participants’ Responses as follows. PRONOUN: ‘him’ / ‘her’ - el / ea; REFLEXIVE: ‘himself’ / ‘herself’ - el însuși / ea însăși, ‘self’ - sine, ‘own person’ - propria persoană; DEMONSTRATIVE: ‘this one’ - acesta / aceasta.

<table>
<thead>
<tr>
<th>RESPONSE TYPE</th>
<th>PRONOUN</th>
<th>REFLEXIVE</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>him</td>
<td>himself</td>
<td>self</td>
</tr>
<tr>
<td>COREFERENT MISMATCH</td>
<td>54.5%</td>
<td>33.9%</td>
<td>5%</td>
</tr>
<tr>
<td>COREFERENT MATCH</td>
<td>39.1%</td>
<td>48.9%</td>
<td>6.7%</td>
</tr>
<tr>
<td>DISJOINT MISMATCH</td>
<td>49.6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>DISJOINT MATCH</td>
<td>23%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 4.7: Rate of Production by participant Response Type in Experiment 2. Translations of Participants’ Responses as follows. PRONOUN: ‘him’ / ‘her’ - el / ea; REFLEXIVE: ‘himself’ / ‘herself’ - el însuși / ea însăși, ‘self’ - sine, ‘own person’ - propria persoană; DEMONSTRATIVE: ‘this one’ - acesta / aceasta.

<table>
<thead>
<tr>
<th>RESPONSE TYPE</th>
<th>PRONOUN</th>
<th>REFLEXIVE</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>him</td>
<td>himself</td>
<td>self</td>
</tr>
<tr>
<td>BOUND MISMATCH</td>
<td>52.6%</td>
<td>35.6%</td>
<td>11%</td>
</tr>
<tr>
<td>BOUND MATCH</td>
<td>32.5%</td>
<td>48.7%</td>
<td>16.5%</td>
</tr>
<tr>
<td>DISJOINT MISMATCH</td>
<td>34.2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>DISJOINT MATCH</td>
<td>16.6%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

assumption of Rohde & Kehler (2014) and Rohde (2019) that pronoun interpretation is a function of pronoun production, the comprehension experiments can also inform whether emphatic reflexives and regular pronouns compete when it comes to the expression of a reflexive reading. Based on the rates of use for these forms observed in the production experiments, repeated below in Table 4.6 and Table 4.7, we expect the competition between regular pronouns, emphatic reflexives and demonstratives to unfold as follows.

Across the two experiments, Romanian speakers gave el însuși 41.77% of the time for a reflexive interpretation, in the Coreferent and Bound conditions, and they never used el însuși in a disjoint context. This suggests that el însuși is very strongly associated with a reflexive meaning. With respect to demonstrative pronouns, we observe that in the production experiments Romanian speakers opted for acesta.
8.35% of the time across the Disjoint conditions in both studies, and 0.125% of the
time in reflexive contexts. While acesta is very strongly associated with disjoint
reference, it appears to be less strongly associated with disjoint reference than el
însuși is for reflexive reference. To quantify the strength of these associations, let
us suppose that comprehenders have an implicit knowledge of the probability of
different forms given a meaning, and allow the production percentages to serve as
provisional estimates of these probabilities.

\[\text{(141) Estimated Listener Prior Probabilities}\]
\[
\begin{align*}
P(\text{el însuși}|\text{reflexive}) &= 0.4177 \\
P(\text{el însuși}|\text{disjoint}) &= 0 \\
P(\text{acesta}|\text{reflexive}) &= 0.00125 \\
P(\text{acesta}|\text{disjoint}) &= 0.0835 \\
\end{align*}
\]

We can use these probabilities to quantify the strength of each form as a cue to its
preferred interpretation by computing Bayes Factors, which in this case, is the ratio
of the probabilities of the two interpretations, given a form. The Bayes Factors are
the odds of one interpretation over another:

\[\text{(142) Bayes Factors}\]
\[
\frac{P(\text{reflexive}|\text{el însuși})}{P(\text{disjoint}|\text{el însuși})} = \frac{P(\text{el însuși}|\text{reflexive}) \times P(\text{reflexive})}{P(\text{el însuși}|\text{disjoint}) \times P(\text{disjoint})}
\]
\[
\frac{P(\text{disjoint}|\text{acesta})}{P(\text{reflexive}|\text{acesta})} = \frac{P(\text{acesta}|\text{disjoint}) \times P(\text{disjoint})}{P(\text{acesta}|\text{reflexive}) \times P(\text{reflexive})}
\]

Note that we cannot use the production probabilities directly to calculate this ratio,
because we never observed any instances of el însuși in the disjoint condition (i.e.
P(el însuși | disjoint) = 0). Let us suppose for the sake of argument, then, that the
probability of using *el însuşi* in a disjoint context is as high as the probability of using *acesta* in a reflexive context. That is, we might take $P(\text{el însuşi} \mid \text{disjoint}) = 0.00125$ as an upper bound on this subjective probability.

(143) **Bayes Factors**

$$\frac{P(\text{reflexive} \mid \text{el însuşi})}{P(\text{disjoint} \mid \text{el însuşi})} = \frac{0.4177 \times P(\text{reflexive})}{0.00125 \times P(\text{disjoint})}$$

$$\frac{P(\text{disjoint} \mid \text{acesta})}{P(\text{reflexive} \mid \text{acesta})} = \frac{0.0835 \times P(\text{disjoint})}{0.00125 \times P(\text{reflexive})}$$

If we further assume that the prior probabilities on each interpretation are the same, then these Bayes Factor ratios reduce to the ratio of the production probabilities. This means that if a listener hears *acesta* in contexts like those we study here, and uses implicit knowledge of production probabilities to derive an interpretation of the pronoun, there is 66.8 to 1 odds that the intended interpretation is disjoint. That is a very strong, but by no means categorical preference for the disjoint interpretation. In contrast, *el însuşi* is a significantly stronger cue: the Bayes Factor in favor of the reflexive interpretation, given *el însuşi*, is 334.16. The odds of a reflexive interpretation given *el însuşi* are 334.16 to 1, which is potentially an underestimate of the true odds in favor of a reflexive interpretation.

We should remain somewhat skeptical of the precise values given here, given the uncertainty in how they were estimated. Still, we can characterize this result simply as: from the production data, we expect *el însuşi* to be a much stronger cue to reflexive interpretations than *acesta* is to disjoint interpretations. In other words, *el însuşi* has higher cue validity for reflexive readings, in the sense of Beach (1964), than does *acesta* for disjoint reference.

We can leverage these differences in cue validities to test whether there is an
implicit competition process during the interpretation of ambiguous regular pronouns. One way to test this is by factorially manipulating the availability of different referring expressions across contexts. We can do this by setting up two groups of participants: a *Form* group, and a *Gender* group. In the *Form* group, we will make salient both the emphatic reflexive and the demonstrative forms. Recall again that these forms differ substantially in their cue validity: *el însuși* is very strongly associated with reflexive interpretations, while *acesta* is less strongly associated with disjoint interpretations.

The two comprehension experiments investigate the interpretation of regular pronouns for both *referential* (Experiment 3) and *quantified subject antecedents* (Experiment 4). The *COMPETITION* factor is controlled for in a between-subject design, whereby participants are randomly assigned to two different groups. In this sense, the *COMPETITION* factor targets pronominal interpretation in two different situations: (i) one where the speaker disregards Be CLEAR! and only obeys Be SMALL! and (ii) a situation where the speaker is mostly cooperative, and obeys Be CLEAR! in two thirds of the critical items. In both situations, a third of the critical items include regular pronouns ambiguous between a reflexive and disjoint reading. In the first case, which corresponds to the *Gender* group of subjects, and in which, according to Be SMALL!, only regular pronouns are used, comprehenders may only rely on gender information to identify the referent in the unambiguous items. In the second situation, which corresponds to the *Form* group, and in which the experimental items also include emphatic reflexives and demonstratives, comprehenders may only disambiguate between the two readings by means of the pronominal form: emphatic reflexives give rise to reflexive readings, demonstratives give rise to disjoint reference readings, and regular pronouns are ambiguous.

If emphatic reflexives do not compete with regular pronouns, as argued by Safir (2004) and Rooryck & vanden Wyngaerd (2011), then we expect no difference
in the rate of reflexive interpretation of regular pronouns between the two participant groups, Gender and Form. However, under the hypothesis that there is a tacit competition process between these forms in comprehension, listeners in the Form group should be aware that there is a highly available, highly valid cue for reflexive interpretation that the speaker is using, namely el însuși, but only a moderately valid cue for disjoint interpretations, aceasta. On balance, this should bias listeners towards a disjoint interpretation of el in the Form group: had the speaker intended a reflexive interpretation, they would have used the form with very high cue validity for that interpretation, el însuși. While making aceasta highly available might plausibly exert a countervailing effect, biasing listeners towards reflexive interpretations, it is a less potent cue for disjoint reference, as evinced by the production data probability estimates. For this reason, if we assume that the strength of a cue moderates its influence in the competition — available competitors with high cue validity compete more strongly for a given interpretation — then on balance, by making the el însuși forms highly available in the experimental context for the Form group should bias listeners to interpret an ambiguous el as disjoint in reference with the local subject.

4.3 Experiment 3: Referential Subjects

4.3.1 Participants

Sixty-eight participants (62 female) were recruited from the University of Bucharest undergraduate community in exchange for monetary compensation (30 RON - roughly $8 USD). All participants were native speakers of Romanian and gave informed written consent for the use of their data. For the sake of comparing production and comprehension in the same syntactic and discourse context, half of the participants (34 total) were recruited from the population which took part in
the production study in *Experiment 1*. The age range was between 18 and 30, with a mean of 20.35. No participants were excluded from the analysis.

### 4.3.2 Materials & Design

The experiment is a sentence comprehension task with a 2 x 3 factorial design (*GROUP X AMBIGUITY*). Participants were presented with a sentence, auditorily, and were asked to choose one of two pictures displayed on the screen, based on their preferred interpretation for the sentence they heard. The *AMBIGUITY* factor concerns the possible interpretations of the target sentences: whether the sentence is *Ambiguous* between a reflexive and a disjoint reading, whether it is necessarily *Reflexive* or whether it is necessarily *Disjoint*, given the two pictures presented on the screen. The *GROUP* factor, which is between subjects, manipulates how sentences were disambiguated, which by hypothesis affects the competition between the different pronominal forms: the *Gender* group of subjects only heard sentences with the regular pronouns *el* ‘him’, *ea* ‘her’, while the *Form* group were exposed to sentences with regular pronouns, demonstratives, and emphatic reflexives. In this experiment, all items featured a referential subject, like *Anca*.

15 experimental items were constructed. Each item involved a target sentence and two target pictures. In order to compare the production and comprehension experiments, the comprehension stimuli were compiled based on those for *Experiment 1*, the production study. Each target picture and sentence set was preceded by a short context to introduce the relevant discourse referents, alongside their portraits, in a random order. Then, after the context disappeared from the screen, participants heard the target sentence while also being presented with two target pictures. The target sentence is only given auditorily: participants cannot see the target sentence written on the screen. An example of an entire trial, including the context screen, is given in (144) below.
Each target sentence consists of a topic prepositional phrase (PP) which names one of the referents (at X’s party, in X’s garden) introduced in the short context, an overt subject which refers to the other antecedent by name, and a predicate which takes a PP object (laugh at, cook for) and is equally plausible with a reflexive and non-reflexive continuation. Eight of the predicates used in the 15 items were communication verbs (talk, chatter, narrate, etc.) The rest are translated as follows: lie about, cook for, joke about, dream about, think about, read about, laugh at. No transitive verbs were used to avoid clitic doubling.
As in Experiment 1, the production counterpart of this study, participants saw a total of eight characters: 4 male and 4 female. For each of the 15 experimental items 5 conditions were constructed, arranged in a 2 x 3 design crossing GROUP (Gender/Form), the between subjects factor, with AMBIGUITY (Reflexive/Disjoint/Ambiguous), the within subjects factor. All conditions included two pictures differing solely in the target of the speech/thought bubble: one where the character in the thought bubble is the local subject, and one where the thought bubble targets the referent introduced in the topic PP. The AMBIGUITY factor manipulated the intended interpretation of the target sentence, which was either unambiguously Reflexive, unambiguously Disjoint from the local subject, or Ambiguous between the two readings.

As shown in Table 4.8, each condition is associated with a different target sentence. The GROUP factor is a between subjects manipulation: participants were randomly assigned to either the Gender group or the Form group. The target sentence and pictures for the Ambiguous condition were identical across the two participant groups, with matching gender for the two characters and regular pronoun in the target sentence. For the Gender group, the characters in the unambiguous conditions always mismatch in gender: one male and one female. In this sense, the grammatical gender on the regular pronoun el / ea ‘him / her’ suffices to disambiguate between a reflexive and a disjoint reading. For the Form group, the characters match in gender across the three conditions; in this case, the grammatical gender of the pronoun is not sufficient to decide between an interpretation for the unambiguous conditions, and participants can only rely on the pronoun type: either emphatic reflexive el însuși ‘him himself’ or demonstrative acesta ‘this one’.

Table 4.8 illustrates this contrast for the item in (113). The pre-critical context screen introduced the two referents in each sentence in a random order. For each item, the speaker remained the same across the five conditions. The gender of the speaker was counterbalanced across the items: 7 items with male speakers, 8 items with fe-
male speakers. The referent pairs were also balanced: each of the eight characters served as the speaker only for two items at most, and their partners were different in each item.

The items were distributed in six Latin Squared Lists for each of the two groups and interspersed with 15 fillers, which were all grammatical and similar to the critical items in terms of structural complexity. In order to mimic the ambiguity manipulation in the experimental items, the fillers differed in semantic complexity. 8 of the fillers only introduced one discourse referent in the preceding context, and the target sentence was only compatible with one of the two target pictures. Seven fillers were associated with two character contexts, and the referring expression (e.g. this boy, this girl, this person, one of them) in the target sentence was ambiguous between the two characters. All of the fillers referenced objects or abstract concepts in the speech/thought bubble, disallowing a reflexive interpretation. Thus, each participant would be exposed to at most 10 reflexive scenarios, including the ambiguous sentences (out of a total of 30 sentences). 7 out of 15 fillers were subject-initial and did not include a topicalized PP. I also constructed 5 more items modeled after (but distinct from) the experimental items: 3 practice items and two items used in the Instructions. The items used in the Instructions simulated a Reflexive condition: for the Gender group, the two characters mismatched in gender and the target sentence included the personal pronoun el, while for the Form group, the two characters matched in gender and the target sentence included the emphatic reflexive el ȋnsuşi. The three practice items were modeled after a Disjoint condition (personal pronoun for Gender group and demonstrative for Form group), and a single antecedent filler item, respectively. The Instructions and practice items did not repeat any of the 15 critical items or any of the 15 fillers. The full list of items, fillers and practice items is given in the Appendix.
Table 4.8: Sample Item Pictures & Target Sentences by Condition for Experiment 3. Female character names are underlined, male character names are in bold.
4.3.3 Procedure

The experiment took place at the Faculty of Foreign Languages and Literatures (Facultatea de Limbi și Literaturi Străine - FLLS) of the University of Bucharest. Participants were recruited through flyers, class announcements and on the online platform of FLLS. Half of the participants for this experiment were recruited via email, by reaching out to undergraduate students who also took part in Experiment 1, the production task. The repeated participants were evenly distributed across the two groups and six Latin Square lists.

The experiment was coded in PsychoPy on a 2013 Macbook Air and run on the same laptop. After giving informed consent, participants’ eye movements were also recorded by means of the Macbook’s webcam. Participants were walked through the instructions in PsychoPy and told that their task is to identify the topic of conversation or contemplation as described in the target sentence they heard, and choose the picture (one of two) that best matched their interpretation of the sentence. Participants were encouraged to trust their native speaker intuitions and not spend too much time on any given item.

For each item, the context introducing the relevant discourse referents (alongside their portraits) was coded to remain on the screen for 8 seconds; the context screen was followed by a one second break (blank screen) after which participants heard the target sentence and were immediately shown the two target pictures. Participants were instructed to examine the target pictures before choosing an interpretation, and encouraged to choose their preferred reading, even though both pictures might be compatible with the sentence. Participants were instructed to press D if they preferred the image on the left, and K if they preferred the image on the right. The keys associated with each picture were always listed under-

---

6I thank Octavian Roske and the American Studies division of the English department of FLLS for allowing us to run the entire experiment in one of their offices.
neath the item pictures. The target picture would continue to be displayed on the screen until the participant had made a decision. Finally, participants were asked to evaluate whether they had a strong preference for the picture they had chosen. If they strongly preferred an interpretation, they were asked to press Q; by pressing P they indicated that they only had a slight preference for the chosen image. The confidence assessment screen, which followed each picture choice, is given below, alongside its English translation.

(145) **Confidence Screen**

![Confidence Screen Image](image)

Do you prefer the image you chose?  
Pretty sure. Not very sure.  
Q P

After the instructions, participants would go through two practice items, 30 items (experimental and filler), 4 exit poll items, and, finally, an exit interview with the experimenter. The entire process lasted, on average, around 45 minutes for each participant, 15-20 minutes of which were taken up by the experiment itself.

### 4.3.4 Analysis

Participant responses were collected via the *PsychoPy* software. No participants or items were excluded from the analysis. For the reaction time (RT) data, response RTs measure the interval between the onset of the pronoun in the target sentence and the keypress signaling a choice of interpretation. Observations with RTs larger than 20 seconds were excluded from the analysis. Furthermore, RTs which exceeded 3 standard deviations from the average RT (by condition) were excluded from the analysis; this cutoff led to the exclusion of 2.25% of the data.
Consequently, out of the total of 1020 observations, data analysis was performed on 997 observations.

I fitted a nested logistic mixed effects regression model to estimate the effect of COMPETITION (between participant group differences) within each level of the AMBIGUITY factor (Ambiguous, Reflexive, Disjoint), with Reflexive Interpretation as the dependent variable, and CONDITION / COMPETITION as the fixed effect, and Item and Subject as random effects. In order to determine whether the rate of reflexive interpretation in the Reflexive and Disjoint conditions differs significantly from the Ambiguous condition, the model takes the Ambiguous condition as the baseline, and the Disjoint and Reflexive conditions have their own treatment contrasts, as illustrated in Table 4.9 above. Should the rate of reflexive interpretation in the Ambiguous condition differ from chance, the intercept will prove to be significant.

The same logistic mixed effects regression model was also fitted to determine whether there is a significant effect of COMPETITION on the Confidence which par-
participants indicated after choosing an interpretation, with Confidence as the dependent variable. In this case, quite sure regarding the choice was coded as 1, and not so sure as 0.

Given that the Ambiguous condition is the only condition where the stimulus is the same across the two participant groups, we can determine whether the presence of other pronominal forms has an effect on reaction time by analyzing the effect of COMPETITION in the Ambiguous condition. I fitted a nested linear mixed effects regression model to estimate the effect of COMPETITION for each interpretation (Reflexive or Disjoint) in the Ambiguous condition, with the log reaction time data as the dependent variable, and Subject and Item as random effects.

Lastly, given that most of the participants were female, gender was also added as a factor in post-hoc (logistic and linear, respectively) analyses of rate of reflexive interpretation, confidence and response time data. The gender of the participants was not significant. Item order was also added as a factor in the analyses; there were no significant order effects.

4.3.5 Results

The rate of reflexive interpretation within the six conditions is given in Table 4.10. The highlighted column represents the rate of reflexive interpretation in the Ambiguous condition, which consisted of the same stimuli, both visual and auditory, across the two participant groups. A graphical representation of the rate of reflexive interpretation for each condition is given in Figure 4.1. The two groups did not differ significantly in the rate of reflexive interpretation for the Ambiguous or for the Reflexive condition. Table 4.11 lists the results of the main analysis with the rate of the reflexive interpretation as the dependent variable.

The logistic mixed effects regression model revealed that the rate of reflexive interpretation in the Reflexive condition was significantly different ($\beta = 3.56, z =$
<table>
<thead>
<tr>
<th></th>
<th>FORM</th>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rate</strong></td>
<td><strong>Pronoun</strong></td>
<td><strong>Rate</strong></td>
</tr>
<tr>
<td>Ambiguous</td>
<td>52.2%</td>
<td>el / ea</td>
</tr>
<tr>
<td>Reflexive</td>
<td>95.7%</td>
<td>el însuși / ea însași</td>
</tr>
<tr>
<td>Disjoint</td>
<td>15.9%</td>
<td>acesta / aceasta</td>
</tr>
</tbody>
</table>

**Table 4.10**: Rate of Reflexive Interpretation by Condition in Experiment 3.

**PRONOUN**: el / ea - ‘him / her’; el însuși / ea însași - ‘him himself / her herself’;
acea / aceasta - ‘this one.MASC, this one.FEM.’

**Figure 4.1**: Rate of Reflexive Interpretation by Condition in Experiment 3.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Estimate</th>
<th>SE</th>
<th>z value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept: Ambiguous</td>
<td>0.52</td>
<td>0.21</td>
<td>2.49*</td>
</tr>
<tr>
<td>Reflexive</td>
<td>3.56</td>
<td>0.59</td>
<td>5.98***</td>
</tr>
<tr>
<td>Disjoint</td>
<td>-4.14</td>
<td>0.50</td>
<td>-8.18***</td>
</tr>
<tr>
<td>Ambiguous/Competition</td>
<td>-0.42</td>
<td>0.245</td>
<td>-1.72</td>
</tr>
<tr>
<td>Reflexive/Competition</td>
<td>0.46</td>
<td>0.92</td>
<td>0.50</td>
</tr>
<tr>
<td>Disjoint/Competition</td>
<td>1.59</td>
<td>0.57</td>
<td>2.79**</td>
</tr>
</tbody>
</table>

**Table 4.11**: Logistic Mixed Effects Model Estimates for the effect of Competition on the rate of Reflexive Interpretation in Experiment 3.

All significant effects are bolded. Legend: * p < 0.05, ** p < 0.01, *** p < 0.001.
5.98, \( SE = 0.59, p < 0.001 \) from the rate of reflexive interpretation in the *Ambiguous* condition, and that, similarly the rate of reflexive interpretation in the *Disjoint* condition was significantly different (\( \beta = -4.14, z = -8.18, SE = 0.50, p < 0.001 \)) from the *Ambiguous* condition. The model also revealed that the rate of reflexive interpretation in the *Ambiguous* condition, which was the intercept, was significantly different from chance (\( \beta = 0.52, z = 2.49, SE = 0.21, p = 0.05 \)).

Furthermore, the model revealed no significant effect of *COMPETITION* in the *Ambiguous* (\( p = 0.085 \)) or in the *Reflexive* (\( p = 0.62 \)) conditions. A significant effect of *COMPETITION* was registered in the *Disjoint* condition (\( \beta = 1.59, z = 2.79, SE = 0.57, p < 0.01 \)).

The mean, median and standard deviation reaction time (RT) data within the six conditions is given in Table 4.12. For the *Ambiguous* condition, which was constant across the two participant groups, the RT data for each interpretation (*Reflexive* and *Disjoint*).

<table>
<thead>
<tr>
<th>CONDITION</th>
<th>AMBIGUOUS</th>
<th>REFLEXIVE</th>
<th>DISJOINT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Form</td>
<td>Gender</td>
<td>Form</td>
</tr>
<tr>
<td>MEAN RT</td>
<td>4.88</td>
<td>4.14</td>
<td>3.83</td>
</tr>
<tr>
<td>MEDIAN RT</td>
<td>3.95</td>
<td>3.7</td>
<td>3.19</td>
</tr>
<tr>
<td>SD RT</td>
<td>2.66</td>
<td>1.94</td>
<td>2.24</td>
</tr>
<tr>
<td>OBSERVATIONS</td>
<td>161</td>
<td>169</td>
<td>164</td>
</tr>
</tbody>
</table>

**Table 4.12:** Mean, Median and Standard Deviation Reaction Time (in seconds) by condition in Experiment 3.

<table>
<thead>
<tr>
<th>INTERPRETATION</th>
<th>REFLEXIVE</th>
<th>DISJOINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAN RT</td>
<td>4.92</td>
<td>4.00</td>
</tr>
<tr>
<td>MEDIAN RT</td>
<td>3.79</td>
<td>3.39</td>
</tr>
<tr>
<td>STANDARD DEVIATION RT</td>
<td>2.97</td>
<td>1.99</td>
</tr>
<tr>
<td>OBSERVATIONS</td>
<td>84</td>
<td>105</td>
</tr>
</tbody>
</table>

**Table 4.13:** Mean, Median and Standard Deviation Reaction Time (in seconds) in the Ambiguous Condition by Interpretation in Experiment 3.
The two groups did not differ significantly in terms of RT when interpreting the *Ambiguous* condition as *Disjoint*. However, as suggested by the descriptive data, participants in the *Gender* group were faster than the *Form* group when choosing a *Reflexive* interpretation for the ambiguous stimuli; the statistical analysis confirms this finding. For the analysis, the RTs were log transformed. *Table 4.14* lists the results of the linear model with log RT as the dependent variable.

The nested linear model indicates that while *COMPETITION* had no significant effect on the reaction time of participants choosing a *Disjoint* interpretation for an *Ambiguous* item, there was a significant difference in terms of RTs between the two participant groups when choosing a *Reflexive* interpretation for an *Ambiguous* stimulus (*Reflexive Interpretation/Competition*: $\beta = 0.2$, $t = 2.02$, $SE = 0.1$, $p < 0.05$).
Furthermore, there was a significant effect of Reflexive Interpretation ($\beta = -0.145$, $t = -2.22$, $SE = 0.065$, $p < 0.05$): participants were overall faster when interpreting an ambiguous sentence as Reflexive than when choosing the Disjoint reading.

Lastly, a mixed effects logistic regression analysis was conducted on the confidence of participants’ interpretation choices. The confidence rate for all six conditions is given in Table 4.15. A graphical representation of these confidence rates across the six conditions can be found in Figure 4.2. For the Ambiguous condition, Table 4.16: Mean and Standard Deviation Confidence Rate in the Ambiguous Condition by Interpretation in Experiment 3.
the confidence level for each interpretation (Reflexive or Disjoint) is listed in Table 4.16. The two participant groups did not differ significantly for either interpretation in the Ambiguous condition. However, as suggested by the descriptive data, participants in the Form group were less confident than those in the Gender group when interpreting the stimuli in the Disjoint condition, and, as expected, participants were overall less confident in the Ambiguous conditions than in the other four. Table 4.17 lists the results of the model with confidence metrics as the dependent variable.

The model confirms that the confidence of a chosen interpretation is significantly affected by the AMBIGUITY factor: the Reflexive and Disjoint conditions show reliable effects (Reflexive: $z = 6.00, SE = 0.54, p < 0.001$, Disjoint: $z = 6.15, SE = 0.49, p < 0.001$). The nested model does not reveal a significant effect of COMPETITION within all levels of the AMBIGUITY factor. The only significant nested contrast, as also illustrated in Figure 4.3, is that between COMPETITION and the Disjoint condi-
### Nested Model: Condition/Competition

<table>
<thead>
<tr>
<th>Condition</th>
<th>Estimate</th>
<th>SE</th>
<th>z value</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERCEPT: AMBIGUOUS</td>
<td>0.486</td>
<td>0.30</td>
<td>1.58</td>
</tr>
<tr>
<td>REFLEXIVE</td>
<td>3.23</td>
<td>0.54</td>
<td>6.00***</td>
</tr>
<tr>
<td>DISJOINT</td>
<td>3.06</td>
<td>0.49</td>
<td>6.15***</td>
</tr>
<tr>
<td>AMBIGUOUS / COMPETITION</td>
<td>0.274</td>
<td>0.44</td>
<td>0.62</td>
</tr>
<tr>
<td>REFLEXIVE / COMPETITION</td>
<td>6.49</td>
<td>4.54</td>
<td>1.43</td>
</tr>
<tr>
<td>DISJOINT / COMPETITION</td>
<td>-1.71</td>
<td>0.68</td>
<td>-2.5*</td>
</tr>
</tbody>
</table>

**Table 4.17:** Logistic Mixed Effects Model Estimates for the effect of Competition on the Confidence Rate of Interpretation in Experiment 3. All significant effects are bolded. Legend: * p < 0.05, ** p < 0.01, *** p < 0.001.

#### 4.3.6 Discussion

With respect to the overall interpretation of ambiguous pronouns across the two participant groups, there were three main alternatives considered at the outset of this experiment: (i) *Binding is Easy*, which predicted that comprehenders would exhibit a preference towards bound variable LFs, hence, reflexive interpretations; (ii) *Pragmatic Listeners*, which predicted an overall preference for disjoint readings; and (iii) *Probabilistic Inferencing*, according to which, based on the production data discussed in Chapter 3, participants were predicted to choose a reflexive interpretation between 47.7% and 67.2% of the time. According to the comprehension data collected in this study, the overall rate of reflexive interpretation across the two participant groups was 57.15%. These results align with the prediction regarding the overall data of the Bayesian Model adopted in the *Probabilistic Inferencing* hypothesis, but are not expected under the *Pragmatic Listeners* hypotheses.

The mixed effects logistic regression model revealed that comprehenders choose reflexive interpretations for ambiguous pronouns at a rate greater than chance rate (which corresponds to 57.15%), which is compatible with the *Binding is Easy* hypothesis, but this is a slight preference, and by no means as strong as in the Wagers
et al. (2018) Chamorro study (88%). Furthermore, the logistic mixed effects regression analysis modeling the confidence of participants’ choices revealed a significant effect of AMBIGUITY, with participants being significantly (p<0.001) more confident in the Reflexive and Disjoint conditions than in the Ambiguous condition. Had the reflexive interpretation of the ambiguous pronouns been ‘virtually by default’, as in the Wagers et al. (2018) study, the expectation would have been that participants would have been more confident in choosing a reflexive interpretation for the ambiguous condition. However, the mean confidence for reflexive readings in the Ambiguous condition is at chance level (55.2-60.7%), and does not greatly differ from the mean confidence for disjoint readings in the same condition (62.5-63.6%).

A secondary finding from the comprehension experiment with referential subjects is that there was no clear effect of COMPETITION for the Ambiguous stimuli (p > 0.05) for any of the relevant dependent variables: rate of reflexive interpretation or confidence ratings. Descriptively, there was a 9.9% difference in the rate of reflexive interpretation, participants in the Form group having chosen a reflexive reading more often than those in the Gender group. Given the low power of the experiment (34 participants in each group, with 170 observations in each Ambiguous condition), this difference might prove to be significant in a larger study, which would confirm that the activation of specialized pronominal forms for reflexive readings leads to fewer reflexive interpretations of ambiguous pronouns.

The analysis on the rate of reflexive interpretation reveals that the only significant effect of COMPETITION on the rate of reflexive interpretation was found for the Disjoint condition (p < 0.01). As illustrated in Figure 4.1 and Table 4.10, participants assigned a reflexive reading to the items in the Disjoint condition in the Form group 15.9% of the time, whereas participants in the Gender group only did so for 3.5% of the stimuli. For the Gender group, this interpretation is implausible given the gender mismatch between the sentence subject and the target pronoun.
For the Form group, where demonstrative pronouns were used instead of regular pronouns, the higher rate of reflexive interpretation signals that participants are not consistently applying Condition B for demonstratives. In other words, while there is a strong preference to interpret acesta / aceasta ‘this one’ as disjoint from the sentence subject, a reflexive interpretation is still plausible for some speakers.

In terms of RTs, there was a significant effect of COMPETITION ($p < 0.05$) in the Ambiguous condition when participants interpreted these stimuli as reflexive. As illustrated in Figure 4.2, participants in the Gender group were faster to assign a reflexive reading to an ambiguous item than participants in the Form group. This effect is evidence that the activation of specialized reflexive forms, i.e. the emphatic reflexive, significantly affects the processing of regular pronouns. Furthermore, for the Ambiguous condition, there was also an overall effect of Reflexive Interpretation ($p < 0.05$): across the two groups, participants were faster to assign a reflexive reading than a disjoint one. In corroboration with the data from the production experiments, where the rate of regular pronouns in Reflexive conditions was higher than the rate of these pronouns in the Disjoint conditions, this effect suggests that there is a slight preference for Romanian regular pronouns to express reflexivity, rather than disjoint reference.

With respect to the confidence ratings, there was an expected main effect of the Ambiguous condition ($p < 0.001$): across the two groups, participants were less confident in their chosen interpretation for the Ambiguous (60.05% on average) conditions than for the Reflexive (94.07% on average) or Disjoint conditions (82.45% on average). While COMPETITION had no effect on the confidence ratings for the Reflexive or Ambiguous conditions, there was an effect of COMPETITION at the level of the Disjoint condition ($p < 0.01$): participants in the Form group were less confident than participants in the Gender group (by a 14.9% difference). Furthermore, while the confidence rating for the emphatic reflexive was at 97.56%, the highest

186
confidence rating out of all 6 conditions, the confidence rating for demonstrative pronouns was at 75%. This again suggests that Romanian speakers are less confident in the interpretation of demonstrative pronouns, and that *acesta / aceasta* was not consistently interpreted as disjoint in reference from the local subject.

### 4.4 Experiment 4: Quantified Subjects

#### 4.4.1 Participants

Sixty-eight participants (63 female) were recruited from the University of Bucharest undergraduate community in exchange for compensation (30 RON - roughly $8 USD). All participants were native speakers of Romanian and gave informed written consent for the use of their data. For the sake of comparing the two comprehension experiments, twenty of them were recruited from the population which took part in *Experiment 3*, the comprehension task targeting referential syntactic subjects. Of the pool of 68 participants, 33 had never participated in an experiment before, 15 took part in the first production experiment, 10 took part in first comprehension experiment, and 10 took part in both *Experiment 1* and *Experiment 3*. Their age range was between 18 and 30, with a mean of 20.52. No participants were excluded from the analysis.

#### 4.4.2 Materials & Design

The experiment consisted of a sentence comprehension task, along the lines of *Experiment 3*, the main difference being that all sentence subjects in *Experiment 4* are quantificational. The task had a 2 x 3 factorial design (GROUP X INTENDED READING), with GROUP being a between subjects factor, while Intended Reading is within subjects. Due to having collected the data for *Experiment 2* and *Experiment 4* less than a month apart, there was no overlap between participants for the production
and comprehension studies with quantified subjects.

15 experimental items were constructed. Each item involved a target sentence and two target pictures. In order to compare the production and comprehension experiments, the comprehension stimuli were compiled based on those for Experiment 2, the production study. Each target picture and sentence set was preceded by a two-sentence context to introduce the relevant discourse referents. The first sentence in the context always gives the name of one discourse referent and sets the location for the event; the second sentence presents the other three referents and their connection to the context. Then, after the context disappears from the screen, the participants hear the target sentence while also being presented with two target pictures. The target sentence is only presented auditorily: participants cannot see the target sentence written on the screen. An example of an entire trial, including the context screen, is given in (146).

(146)  a. **Context Screen:**

   Bunica Laura a fost vizitată recent de către familie. Monica, Laura's grandma has been visited recently by family Monica

   Elena și Irina au fost și ele prezente. Elena and Irina have been and them present

   ‘Grandma Laura was recently visited by his family. Monica, Elena and Irina were present too.’

b. **Target sentence (presented auditorily):**

   Acasă la bunica Laura, fiecare fată a vorbit despre ea. At Grandma Laura’s house, every girl has talked about her

   ‘At Grandma Laura’s house, every girl talked about her(self).’
Each target sentence consists of a topic prepositional phrase (PP) which names one of the referents (at X’s party, in X’s garden) introduced in the short context, an overt subject, and a predicate which takes a PP object (laugh at, cook for) and is equally plausible with a reflexive and non-reflexive continuation. The sentence subjects (and agents of the event) are always a set of three discourse referents which match in gender and age (3 boys or 3 girls), all of which were named in the preceding context. The fourth referent is an older relative. The subject is a quantified DP which targets the three young agents of the event (every boy/girl). The topic PP always referred to the older relative by name (at Aunt Diana’s house, in Grandpa Paul’s library). Otherwise, the items across the two comprehension experiments, Experiment 3 and Experiment 4, are the same.

The experiment revolved around eight older characters (2 grandmas, 2 grandpas, 2 aunts, 2 uncles) and six younger characters (3 boys and 3 girls). All of these characters and their accompanying portraits were introduced individually in the Instructions. For each of the 15 items, five conditions were created by virtue of the same 2 x 3 design as in Experiment 1: the between subjects factor GROUP (Gender / Form) was crossed with AMBIGUITY (Reflexive/Disjoint/Ambiguous). The target pictures for each condition are illustrated in Table 4.18. All conditions included two pictures differing solely in the target of the speech/thought bubble: one where the character in the thought bubble is the local subject, and one where the thought bubble targets the referent introduced in the topic PP. The AMBIGUITY factor ma-
nipulated the intended interpretation of the target sentence, which was either un-
ambiguously Reflexive, unambiguously Disjoint from the local subject, or Ambigu-
ous between the two readings. The speakers are invariant across the 5 conditions.
In eight of the fifteen items the agents are all female (Monica, Elena, Irina), while in
the other seven they are all male (Mihai, Daniel, Andrei). The relational noun nepot
/nepoat˘a stands both for nephew / niece and grandchild in Romanian. Consequently,
the subjects were referred to by every boy, every girl, every nephew and every niece.

The between subjects manipulation is reflected in the GROUP factor: participants were randomly assigned to either the Gender group or the Form group. Par-
ticipants in the Gender group only heard sentences with personal pronouns, whose
meaning could have been disambiguated in terms of the gender of the pronoun: el
‘him’ or ea ‘her’. For the Form group, the characters matched in gender across con-
ditions per item, and the intended interpretation of the target sentence was disam-
biguated by means of the pronominal form: the emphatic reflexive el ˆinsu¸si ‘him
himself’, the demonstrative acesta ‘this one’, and the personal pronoun el ‘him’.

The target sentence and pictures for the Ambiguous condition were identical across
the two participant groups. An example of a single item, in all five experimental
conditions, is illustrated in Table 4.18. The gender of the agents was counterbal-
anced across the items: 7 items with male agents, 8 items with female agents. As
for the picture, the order of the three younger characters (and subjects of the event)
matched the order in which they were introduced in the context sentence. In eight
of the items, the older relative (and referent of the topic PP) was the second char-
acter depicted in the target picture. In the other half, as in (114), the older relative
is the third character in the picture.

As shown in Table 4.18, each condition is associated with a different target sen-
tence. For the Gender group, the agent characters in the unambiguous conditions
always mismatch in gender with the topic PP character. In this sense, the gram-
<table>
<thead>
<tr>
<th>GENDER GROUP</th>
<th>Example</th>
</tr>
</thead>
</table>
| **MASC. PRON.**               | **Acasă la bunicul Paul, fiecare fată a vorbit despre el.**  
home at grandpa Paul, every girl has talked about him  
‘At Grandpa Paul’s house, every girl talked about him.’ |
| **FEM. PRON.**                | **Acasă la bunicul Paul, fiecare fată a vorbit despre ea.**  
home at grandpa Paul, every girl has talked about her  
‘At Grandpa Paul’s house, every girl talked about her.’ |

<table>
<thead>
<tr>
<th>GENDER &amp; FORM GROUP</th>
<th>Example</th>
</tr>
</thead>
</table>
| **AMBIGUOUS (FEM. PRON.)**    | **Acasă la bunica Laura, fiecare fată a vorbit despre ea.**  
home at grandma Laura, every girl has talked about her  
‘At grandma Laura’s house, every girl talked about her.’ |

<table>
<thead>
<tr>
<th>FORM GROUP</th>
<th>Example</th>
</tr>
</thead>
</table>
| **DEM. PRON.**               | **Acasă la bunica Laura, fiecare fată a vorbit despre aceasta.**  
home at grandma Laura, every girl has talked about this  
‘At grandma Laura’s house, every girl talked about this one.’ |
| **EMPH. REFL.**              | **Acasă la bunica Laura, fiecare fată a vorbit despre ea însăși.**  
home at grandma Laura, every girl has talked about her herself  
‘At grandma Laura’s house, every girl talked about herself.’ |

Table 4.18: Sample Item Pictures & Target Sentences by Condition for Experiment 4. Male character names are underlined, female character names are in bold.
matical gender on the pronoun *el* / *ea* ‘him/her’ suffices to disambiguate between a reflexive and a disjoint reading. In the case of the *Form* group, the characters match in gender across the three conditions; in this case, the grammatical gender of the pronoun is not sufficient to decide between an interpretation, and participants can only rely on the pronoun type: emphatic reflexive, demonstrative or personal pronoun. Table 4.18 illustrates this contrast for the item in (113).

The items were distributed in six Latin Squared Lists (three for each of the two groups) and interspersed with 20 fillers, which were all grammatical and similar to the test items in terms of structural complexity. Due to the complexity of the items (universal quantifiers with four-character scenes), the fillers constructed were slightly more intricate than the ones in *Experiment 3*. The filler items included between 2 and 4 characters in each picture and preceding context. Thirteen of these depict three young characters which never match in gender (2 girls and one boy or 2 boys and one girl), unlike the experimental items where the young characters always match in gender. 10 filler items used a range of quantifiers like *some, two of the nephews*, etc. accompanied by pictures with 3 young characters. Five of the filler sentences started off with a topic PP which referenced one of the characters, similarly to the experimental items; for five of the fillers, the sentence initial topic PP did not refer to a character (e.g. *after the movie*); the other ten were subject initial. Of the latter, five fillers used sentence embedding (*One of the nephews told Uncle George that he’s interested in...*). Three practice items were also constructed, and two more items which were used in the *Instructions*. The items used in the Instructions simulated a *Reflexive* condition: for the *Gender* group, the two characters mismatched in gender and the target sentence included the personal pronoun *el*, while for the *Form* group, the two characters matched in gender and the target sentence included the emphatic reflexive *el insuşi*. The three practice items were modeled after a *Disjoint* condition (personal pronoun for *Gender* group and demonstrative for *Form*
group), and a single antecedent filler item, respectively. The Instructions and practice items did not repeat any of the 15 critical items or any of the 20 fillers. The full list of items, fillers and practice items is given in the Appendix.

4.4.3 Procedure

The experiment took place at the Faculty of Foreign Languages and Literatures (FLLS) of the University of Bucharest\(^7\) and participants were recruited through flyers, class announcements, and via the FLLS Facebook group. For Experiment 4 which was run in April 2019, participants were also recruited from the subject pool of Experiment 1 (October 2018) and Experiment 3 (December 2018). Out of the 68 total participants in Experiment 4, 35 were repeated subjects.\(^8\)

The experiment was coded in PsychoPy on a 2013 Macbook Air and run on the same laptop. After giving informed consent, participants’ eye movements were also recorded by means of the Macbook’s webcam (video recordings via QuickTime). Participants were walked through the instructions in PsychoPy and told that their task is to identify the topic of conversation or contemplation as described in the target sentence they heard, and choose the picture (one of two) that best matched their interpretation of the sentence. The experimental procedure was identical to Experiment 3 with the following changes.

Since Experiment 4 involves four different discourse referents in each item, the portraits of the characters were not included on the context screen so as not to lead the participants into thinking the experiment tests their memory. Given the greater number of characters than in Experiment 3, in this experiment, participants were introduced to all of the 14 characters (6 children, 8 older relatives) during

---

\(^7\)We thank Alexandra Cornilescu, Larisa Avram, Anca Sevcenco, and the Linguistics division of the English department of FLLS for allowing us to run the entire experiment in one of their offices.

\(^8\)Ideally, the repeated participants would have been from the subject pool of Experiment 2, the production counterpart of Experiment 4. However, the two experiments with quantified subjects were run only a few weeks apart; the short break between experiments would have presented a higher risk of their performance having been impacted by their previous experience.
the instructions: their names and respective portraits were presented on the same screen, as in Figure 4.4, similarly to the production tak of Experiment 2. For each item, the two-sentence context introducing the relevant discourse referents was coded to remain on the center screen for 7.5 seconds. The context screen was followed by a one second break (blank screen) after which the target sentence would start to play. Unlike in the previous comprehension experiment, a 1.5 second delay was coded between the onset of the target sentence and the target pictures being displayed on the screen. This choice was made due to the more complex scenarios in Experiment 4. Participants were instructed to examine the target pictures before choosing an interpretation, and encouraged to choose their preferred reading, even though both pictures might be compatible with the sentence. Participants were instructed to press D if they preferred the image on the left, and K if they preferred the image on the right. The keys associated with each picture were always listed underneath the item pictures. Both the target picture and sentence would continue to be displayed on the screen until the participant had made a decision. Given the higher complexity of the items of Experiment 4 in comparison to Experiment 3, in order to avoid cognitive overload, participants were no longer asked to assess how confident they were in their preference for a given reading.

After the instructions, participants would go through two practice items, 35 items (critical and filler), 4 exit poll items, and, finally, an exit interview with the experimenter. The entire process lasted, on average, around 45 minutes for each participant, 15-20 minutes of which were taken up by the task proper.

4.4.4 Analysis

Participant responses were collected via the PsychoPy software. No participants were excluded from the analysis. The by item rate of reflexive interpretation in the Ambiguous condition revealed that one item fell outside the threshold of 2 standard
For the reaction time (RT) data, response RTs measure the interval between the onset of the pronoun in the target sentence and the keypress signaling a choice of interpretation. 6 observations with RTs larger than 20 seconds were excluded. Furthermore, RTs which exceeded 3 standard deviations from the average RT (by condition) were excluded from the analysis. This cutoff led to the exclusion of 2.94% of the remaining data. In total, out of the 1020 observations collected, data analysis was performed on 924 observations.

I fitted a nested logistic mixed effects regression model to estimate the effect of \textsc{Competition} within each level of the \textsc{Ambiguity} factor (Ambiguous, Reflexive, Disjoint), with Reflexive Interpretation as the dependent variable, and \textsc{Condition/Competition} as the fixed effect, and Item and Subject as random effects. In order to determine whether the rate of reflexive interpretation in the Reflexive and Disjoint conditions differs significantly from the Ambiguous condition, the model

---

\textsuperscript{9}The removed item had the following target sentence in the Ambiguous condition: *At Aunt Raluca’s birthday, every niece laughed at her.* The rate of reflexive interpretation for this item was 0.045, while the mean rate of reflexive interpretation for the items in this condition was 0.482, with a standard deviation of 0.161.
Figure 4.5: By item rate of reflexive interpretation in *Ambiguous* condition.

![Box plot showing rate of reflexive interpretation with an outlier.]

**Table 4.19:** Contrast Coding for Experiment 4.

<table>
<thead>
<tr>
<th>Group Coding</th>
<th>Form</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPETITION</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Condition Coding</th>
<th>Ambiguous</th>
<th>Reflexive</th>
<th>Disjoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISJOINT READING</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>REFLEXIVE READING</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpretation Coding</th>
<th>Reflexive</th>
<th>Disjoint</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-0.5</td>
<td>0.5</td>
</tr>
</tbody>
</table>
takes the *Ambiguous* condition was the baseline, and the *Disjoint* and *Reflexive* conditions have their own treatment contrasts, as illustrated in Table 4.19 above. Unlike in *Experiment 3*, the random slopes associated with the *Reflexive* and *Disjoint* fixed effects contrasts were removed from the analysis in *Experiment 4*. The reason for this change has to do with model convergence. The rate of reflexive interpretation in the *Reflexive* condition is at ceiling (99.3-100%) in the two participant groups, which is a separation issue for the analysis, and which leads to a convergence issue in the model when the random slopes are included, rendering the *Reflexive* contrast uninterpretable.\(^\text{10}\)

The analysis for the reaction time data is the same as in *Experiment 3*.

Like in *Experiment 3*, participant gender was also added as a factor in post-hoc secondary analyses of rate of reflexive interpretation and RT data, in the respective logistic and linear models. The gender of the participants was not significant. Item order was also added as a factor in the analyses; the were no significant order effects.

4.4.5 Results

The rate of reflexive interpretation within the six conditions is given in Table 4.20. The highlighted column represents the rate of reflexive interpretation in the *Ambiguous* condition, which consisted of the same stimuli, both visual and auditory, across the two participant groups. A graphical representation of this data is given

\(^{10}\)Here are the two generalized linear model analyses in *Experiment 3* and *Experiment 4*, for comparison:

(i) **Main Analyses**

a. *Experiment 3*: analysis includes random slopes

   \[
   \text{Reflexive} \sim \text{Condition/Competition} + (0+\text{Disjoint.Reading} \| \text{subject}) + \\
   (0+\text{Reflexive.Reading} \| \text{subject}) + (1 \| \text{subject}) + (1+\text{Disjoint.Reading}*\text{Reflexive.Reading}*\text{Competition} \| \text{Item})
   \]

b. *Experiment 4*: analysis idoes not include random slopes

   \[
   \text{Reflexive} \sim \text{Competition} + (1 \| \text{subject}) + (1+\text{Competition} \| \text{Item})
   \]
Table 4.20: Rate of Reflexive Interpretation by Condition in Experiment 4. PRONOUN: el / ea - ‘him / her’; el însuşi / ea însaşi - ‘him himself / her herself’; acesta / aceasta - ‘this one.MASC, this one.FEM.’

<table>
<thead>
<tr>
<th>Condition</th>
<th>Rate</th>
<th>Pronoun</th>
<th>Rate</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambiguous</td>
<td>42%</td>
<td>el / ea</td>
<td>59.5%</td>
<td>el / ea</td>
</tr>
<tr>
<td>Reflexive</td>
<td>100%</td>
<td>el însuşi / ea însaşi</td>
<td>99.3%</td>
<td>el / ea</td>
</tr>
<tr>
<td>Disjoint</td>
<td>14.6%</td>
<td>acesta / aceasta</td>
<td>0.6%</td>
<td>el / ea</td>
</tr>
</tbody>
</table>

Table 4.21: Logistic Mixed Effects Model Estimates for the effect of Competition on the rate of Reflexive Interpretation in Experiment 4. All significant effects are bolded. Legend: * p < 0.05, ** p < 0.01, *** p <0.001.

<table>
<thead>
<tr>
<th>Nested Model: Condition/Competition</th>
<th>Estimate</th>
<th>SE</th>
<th>z value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept: Ambiguous</td>
<td>0.47</td>
<td>0.38</td>
<td>1.25</td>
</tr>
<tr>
<td>Reflexive</td>
<td>5.8</td>
<td>1.13</td>
<td>5.16***</td>
</tr>
<tr>
<td>Disjoint</td>
<td>-6.56</td>
<td>1.08</td>
<td>-6.07***</td>
</tr>
<tr>
<td>Ambiguous/Competition</td>
<td>-1.03</td>
<td>0.52</td>
<td>-1.98*</td>
</tr>
<tr>
<td>Reflexive/Competition</td>
<td>16.1</td>
<td>111.7</td>
<td>0.14</td>
</tr>
<tr>
<td>Disjoint/Competition</td>
<td>3.48</td>
<td>1.145</td>
<td>3.04**</td>
</tr>
</tbody>
</table>

The logistic mixed effects regression model revealed that the rate of reflexive interpretation in the Disjoint and Reflexive conditions was significantly different from the rate of reflexive interpretation in the Ambiguous condition (Disjoint: $\beta = -8.3, z = -3.62, SE = 2.29, p <0.001$, Reflexive: $\beta = 5.8, z = 5.16, SE = 1.13, p <0.001$). The model also revealed that the rate of reflexive interpretation in the Ambiguous condition, which was the intercept, was not significantly different from chance ($p=0.21$).

There was a significant effect of Competition in the Ambiguous condition ($z = -1.98, SE = 0.52, p < 0.05$) and the Disjoint condition ($z = 3.04, SE = 1.114, p < 0.01$), and no significant effect of Competition in the Reflexive conditions.

The mean, median and standard deviation reaction time (RT) data within the
six conditions is given in Table 4.22. For the *Ambiguous* condition, which was constant across the two participant groups, the RT data for each interpretation (*Reflexive* or *Disjoint*) is listed in Table 4.23. A graphical representation of the RTs for the *Ambiguous* condition by interpretation can be found in Figure 4.7. The two groups did not differ significantly in terms of RT when interpreting the *Ambiguous* condition as *Reflexive*. However, as suggested by the descriptive data, participants in the *Form* group were faster than the *Gender* group when choosing a *Disjoint* interpretation for the ambiguous stimuli; the statistical analysis confirms this finding. For the analysis, the RTs were log transformed. Table 4.24 lists the results of the linear models with log RT as the dependent variable.

With respect to the RT analysis, the nested linear model indicates that while *COMPETITION* had no significant effect on the reaction time of participants choosing a *Reflexive* interpretation for an *Ambiguous* item, there was a significant difference in terms of RTs between the two participant groups when choosing a *Disjoint*
<table>
<thead>
<tr>
<th>CONDITION</th>
<th>AMBIGUOUS</th>
<th>REFLEXIVE</th>
<th>DISJOINT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Form</td>
<td>Gender</td>
<td>Form</td>
</tr>
<tr>
<td><strong>MEAN RT</strong></td>
<td>4.43</td>
<td>4.78</td>
<td>3.95</td>
</tr>
<tr>
<td><strong>MEDIAN RT</strong></td>
<td>3.95</td>
<td>4.36</td>
<td>3.45</td>
</tr>
<tr>
<td><strong>SD RT</strong></td>
<td>1.72</td>
<td>1.89</td>
<td>0.89</td>
</tr>
<tr>
<td><strong>OBSERVATIONS</strong></td>
<td>157</td>
<td>148</td>
<td>156</td>
</tr>
</tbody>
</table>

**Table 4.22:** Mean, Median and Standard Deviation Reaction Time (in seconds) by condition in Experiment 4.

<table>
<thead>
<tr>
<th>INTERPRETATION</th>
<th>REFLEXIVE</th>
<th>DISJOINT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Form</td>
<td>Gender</td>
</tr>
<tr>
<td><strong>MEAN RT</strong></td>
<td>4.82</td>
<td>4.58</td>
</tr>
<tr>
<td><strong>MEDIAN RT</strong></td>
<td>4.46</td>
<td>3.92</td>
</tr>
<tr>
<td><strong>STANDARD DEVIATION RT</strong></td>
<td>1.77</td>
<td>1.96</td>
</tr>
<tr>
<td><strong>OBSERVATIONS</strong></td>
<td>66</td>
<td>88</td>
</tr>
</tbody>
</table>

**Table 4.23:** Mean, Median and Standard Deviation Reaction Time (in seconds) in the Ambiguous Condition by Interpretation in Experiment 4.

**Figure 4.7:** Mean Reaction Time in the Ambiguous Condition by Interpretation Type in Experiment 4.
Table 4.24: Linear Mixed Effects Model Estimates for the effect of Competition on Log Reaction Time in Experiment 4. All significant effects are bolded. Legend: * p < 0.05, ** p < 0.01, *** p < 0.001.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Estimate</th>
<th>SE</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td>REFLEXIVE INTERPRETATION</td>
<td>-0.79</td>
<td>0.078</td>
<td>-1</td>
</tr>
<tr>
<td>DISJOINT INT./COMPETITION</td>
<td>-0.17</td>
<td>0.08</td>
<td>-2.12*</td>
</tr>
<tr>
<td>REFLEXIVE INT./COMPETITION</td>
<td>0.04</td>
<td>0.08</td>
<td>0.51</td>
</tr>
</tbody>
</table>

interpretation for an Ambiguous stimulus (Disjoint Interpretation/Competition: $\beta = -0.17, t = -2.12, SE = 0.08, p < 0.05$). Furthermore, there was no significant effect of Reflexive Interpretation, which indicates that across the two participant groups, comprehenders were not significantly faster when choosing either of the two interpretations.

4.4.6 Discussion

With respect to the overall interpretation of ambiguous pronouns across the two participant groups, there were three main alternatives considered at the outset of this experiment: (i) Binding is Easy, which predicted that comprehenders would exhibit a preference towards bound variable, hence, reflexive interpretations; (ii) Pragmatic Listeners, which predicted an overall preference for disjoint readings; and (iii) Probabilistic Inferencing, according to which, based on the production data discussed collected in Experiment 2 in Chapter 3, the predicted rate of reflexive interpretation for ambiguous pronouns is within the range of [52.3%, 71.2%]. According to the comprehension data collected in this study, the overall rate of reflexive interpretation across the two participant groups was 50.75%. Like in Experiment 3, these results are more closely predicted by the simplified Bayesian Model adopted in the Probabilistic Inferencing hypothesis.

Furthermore, unlike in Experiment 3, the intercept in the main logistic analysis,
which corresponded to the *Ambiguous* condition, was not significantly different from 0, which means that the rate of reflexive interpretation in this condition was not significantly different from chance. Therefore, these results are not compatible with the *Binding is Easy* or the *Pragmatic Listeners* hypotheses. Like in Experiment 3, there is a significant effect of the *Reflexive* and *Disjoint* factors, with participants opting for significantly more reflexive readings in the *Reflexive* condition (the rate of reflexive interpretation by participant group in this conditions was at ceiling 100%, and 99.3% respectively) than in the *Ambiguous* condition (the rate of reflexive interpretation by participant group in this conditions is 42%, and 59.5% respectively), and significantly fewer reflexive readings in the *Disjoint* condition (14.6%, and 0.6% respectively).

Whereas no significant effect of *COMPETITION* was found for the *Ambiguous* stimuli in Experiment 3, in the case of items with quantified subjects, there was a main effect of *COMPETITION* on the rate of reflexive interpretation in the *Ambiguous* condition ($p < 0.05$). Descriptively, there was a 17.5% difference in the rate of reflexive interpretation, participants in the *Form* group having chosen a reflexive reading more often than those in the *Gender* group.

A significant effect of *COMPETITION* on the rate of reflexive interpretation was once again found for the *Disjoint* condition ($p < 0.01$). As illustrated in Figure 4.6 and Table 4.20, participants assigned a reflexive reading to the items in the *Disjoint* condition in the *Form* group 14.6% of the time, whereas participants in the *Gender* group only did so for 0.6% of the stimuli. For the *Gender* group, this interpretation is implausible given the gender mismatch between the sentence subject and the target pronoun. This confirms that even in the case of sentences with quantified subjects, while there is a strong preference to interpret *acesta / aceasta* ‘this one’ as disjoint from the sentence subject, a reflexive interpretation is still plausible for some speakers.
In terms of RTs, there was a significant effect of COMPETITION ($p < 0.05$) for the *Ambiguous* condition when participants interpreted these stimuli as disjoint. As illustrated in *Figure 4.7*, participants in the *Form* group were faster to assign a disjoint reading to an ambiguous item than participants in the *Gender* group. In *Experiment 3*, where the subjects were referential, the reverse effect is observed for the *Reflexive* reading of *Ambiguous* items: participants in the *Gender* group assigned reflexive readings faster. Once again, this difference in RTs between the two groups is evidence that the activation of specialized reflexive forms, i.e. the emphatic reflexive, significantly affects the processing of regular pronouns. When specialized forms are available, participants more readily assign regular pronouns a *disjoint* interpretation.

### 4.5 General Discussion

The main goal of the two comprehension experiments reported in this chapter was twofold. The main question of interest regarded how Romanian speakers interpret pronouns which are ambiguous between reflexive and non-reflexive interpretations. A secondary question was whether there is evidence of competition between forms. These questions are addressed in the subsections below.

#### 4.5.1 Resolving the ambiguity

With respect to the resolution of pronouns which are ambiguous between a reflexive and disjoint reading, we considered three main alternatives. The *Binding is Easy* hypothesis adopted in Wagers et al. (2018) on the basis of the assumption that bound variable readings are *less costly* than other types of reference relations (Reinhart, 1983a; Reuland, 2001, 2011) predicted an overall preference towards reflexive interpretations. The second alternative, *Pragmatic Listeners*, theo-
Table 4.25: Rate of Reflexive and Disjoint Interpretation of Ambiguous Pronouns by Subject Group

<table>
<thead>
<tr>
<th></th>
<th>Referential Subjects</th>
<th>Quantified Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Form Group</td>
<td>Gender Group</td>
</tr>
<tr>
<td>Reflexive by Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Reflexive</td>
<td>57.15%</td>
<td>50.75%</td>
</tr>
<tr>
<td>Disjoint by Group</td>
<td>47.8%</td>
<td>37.9%</td>
</tr>
<tr>
<td>Overall Disjoint</td>
<td>42.85%</td>
<td>49.25%</td>
</tr>
</tbody>
</table>

Table 4.25 lists the rates of reflexive and disjoint interpretations of regular pronouns which were ambiguous between the two readings for each participant group within the two experiments, as well as the overall rates of reflexive/disjoint interpretation by averaging the performance of the two groups. Across the two experiments, participants in the *Form* group interpreted sentences uttered by a generally cooperative speaker, who obeyed *Be Clear!* and avoided ambiguity in 2/3 of the experimental items (where reflexive and disjoint readings were conveyed by means of emphatic reflexives and demonstratives, respectively), while participants in the *Gender* group interpreted sentences uttered by a speaker who only obeys *Be Small!*,

retically motivated by pragmatic competition based accounts of disjoint reference Dowty (1980); Levinson (1987), according to which hearers expect their speakers to produce unambiguous sentences, predicted an overall preference towards disjoint interpretations of ambiguous pronouns. Lastly, the *Probabilistic Inferencing* hypothesis, according to which the comprehension data can be seen as a function of the production data, predicted there to be no clear preference towards any of the two available readings.
and thus only uses regular pronouns in both ambiguous and unambiguous scenarios.

The prediction of the Pragmatic Listeners hypothesis that comprehenders would have strongly preferred disjoint reference readings is unmet. The overall rate of disjoint reference interpretation of ambiguous pronouns in the two experiments is 42.85% and 49.25%, respectively, which is not significantly different from chance.

Comparing the Binding is Easy hypothesis with the collected data, the prediction of a strong preference towards bound variable readings is also unmet. The mixed effects logistic regression model only found that this rate is significantly different from chance in the Referential Subjects experiment, where the average rate of reflexive interpretation in the Ambiguous condition was 57.15%. While these results are compatible with the Binding is Easy hypothesis, they do not support the assumption that bound variable LFs are easier than reference relations established at the level of discourse.

A complication that arises in the interpretation of the slight preference for reflexive readings recorded in Experiment 3 is the fact that it does not replicate in Experiment 4. In Experiment 3, the reflexive interpretation can be achieved either via a bound variable LF, or via coreference. In Experiment 4, however, since the subject is a quantified expression, the only means of establishing a reflexive interpretation is via variable binding. Should the slight preference for reflexive readings in Experiment 3 be due to bound variable LFs winning the competition with the LFs expressing coreference and disjoint reference, then this preference should have been replicated, and perhaps even stronger, in Experiment 4, where bound variable LFs only compete with LFs expressing disjoint reference.

It appears, that at least for the interpretation of ambiguous pronouns in Romanian, the best predictor of the comprehension data is the Bayesian model of the Probabilistic Inferencing hypothesis. Romanian comprehenders showed no clear
Table 4.26: Predicted Rate of Reflexive and Disjoint Interpretation of Ambiguous Pronouns vs. Actual Comprehension Results.

<table>
<thead>
<tr>
<th></th>
<th>Referential Subjects</th>
<th>Quantified Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample Picture</strong></td>
<td><img src="sample.png" alt="Picture 1" /></td>
<td><img src="sample.png" alt="Picture 2" /></td>
</tr>
<tr>
<td><strong>Predicted Reflexive</strong></td>
<td>47.7%, 67.2%</td>
<td>52.3%, 71.2%</td>
</tr>
<tr>
<td>Overall Reflexive</td>
<td>57.15%</td>
<td>50.75%</td>
</tr>
<tr>
<td><strong>Predicted Disjoint</strong></td>
<td>32.7%, 52.3%</td>
<td>28.7%, 47.7%</td>
</tr>
<tr>
<td>Overall Disjoint</td>
<td>42.85%</td>
<td>49.25%</td>
</tr>
</tbody>
</table>

overall preference for any of the two readings. Table 4.26 compares the predicted values of this model with the overall rates of reflexive and disjoint readings for ambiguous pronouns for each of the two experiments. Given that the two comprehension experiments, unlike the two production experiments, also manipulated the competition between different pronominal forms in terms of a between-subjects factor, and given that the production data was used to predict the interpretation data, we cannot expect to accurately model the rates of reflexive and disjoint interpretations in the two participant groups, Form and Gender, which were not a factor of the production study design. However, the collected production data can be used to predict the overall rates of reflexive and disjoint interpretation obtained by averaging the performance of the two groups for each experiment. As shown above, for the Referential Subjects experiment, the predicted data and the actual rates of reflexive and disjoint interpretation are remarkably close. The overall rates of reflexive and disjoint interpretation in the Quantified Subjects experiment are not within the ranges predicted by the Bayesian model, although they are very close (2% outside of the predicted ranges). This, as mentioned in the previous sections, is due to there being 3 extra readings in the Quantified Subjects experiment which
were not taken into account in the Bayesian estimates. Given these three additional disjoint readings, the probability of a reflexive reading should be lower than in the Referential Subjects experiment and it is therefore unsurprising that the Bayesian Model cannot make an exact prediction. Yet, of the three hypotheses considered, the Probabilistic Inferencing hypothesis is a better predictor of the comprehension data in both experiments.

The fact that the Bayesian model performs outperforms the other hypotheses despite the additional Form/Gender design complication in comprehension is not necessarily surprising. I suggest that in real life conversation, and as also observed in terms of the inter-speaker variation in the Romanian production experiments, speakers are on a spectrum with respect to how cooperative or mindful of pragmatic constraints like Be Clear! they might be. There are speakers who might seldom obey Be Clear! and speakers who might almost always obey Be Clear!. The same is true of the participants in the production data: some speakers exhibit a strong preference to use regular pronouns, even in ambiguous contexts, while others prefer to use emphatic reflexives when intending a reflexive reading in a scenario where using a regular pronoun would have been ambiguous.

As previously mentioned, the Bayesian model is merely an oversimplification of the hypothesis that comprehension is a function of production. In order to appropriately test this model and to determine the precise relationship between production and comprehension, a much larger longitudinal study needs to be carried out, with many more observations per participant. Furthermore, a truly powerful probabilistic model would have access to the inherent probabilities of reflexive interpretation of each different predicate, of each pronoun in real-time conversation, of each syntactic structure, etc. In order for our studies to reach this level of precision with respect to real-world language, more limited experiments, such as those presented here, need to be carried out, across languages, syntactic con-
texts, and discourse contexts, in order to refine our assumptions and our claims about probabilities and the relationship between production and comprehension in natural language.

4.5.1.1 Chamorro

As discussed above, the predictions of the *Binding is Easy* hypothesis adopted by Wagers et al. (2018) were unmet in Romanian. Unlike in the experiment reported by Wagers et al. (2018) in Chamorro, Romanian comprehenders did not exhibit a strong preference towards a reflexive interpretation of ambiguous 3rd person pronouns in *Experiment 4*, and only a slight preference for reflexive readings (57.15%) in *Experiment 3*.

I argue that the preference for the 3rd person Chamorro pronoun *gui’* to be interpreted as reflexive is unsurprising given the pronominal facts in this language. For one, as observed by Wagers et al. (2018), reflexive pronouns are necessarily overt, while disjoint pronouns are either null or overt. The competition, then, is not only one at the level of interpretation, between the disjoint reading of *gui’* and the reflexive reading of *gui’*, but also one at the level of morphological form: between *gui’* and the null pronoun. Since the null direct object is a specialized form for disjoint reference, the overt pronoun *gui’* can be more readily associated with a bound variable interpretation. Under a competition based account of reference, since reflexive *gui’* is always overt, there can be a division of labor between the two constructions: null direct objects are preferred for disjoint readings, while *gui’* direct objects are preferred for reflexive readings. The experimental findings of Wagers et al. (2018) corroborate this assumption.
4.5.2 Competition between forms

A secondary aim of these experiments was to determine whether there is any effect of competition between forms on the interpretation of 3rd person pronouns which are ambiguous between reflexive and disjoint readings. The hypothesis that complex reflexives do not compete with regular pronouns, following Safir (2004) and Rooryck & vanden Wyngaerd (2011), predicts that there should be no difference in the rate of reflexive interpretation of the ambiguous pronouns as a function of the availability of competing forms. However, if there is competition between these two forms, then we expect fewer reflexive readings of ambiguous pronouns when unambiguously reflexive forms are available.

The main hypothesis of the experimental manipulation targeting COMPETITION was that increasing the availability of complex reflexives by means of experimental priming, like in the Form group, would affect the interpretation of regular pronouns. While there was no significant effect of COMPETITION on the interpretation of ambiguous pronouns in Experiment 3, there was a considerable effect descriptively, which is consistent with there having been a power issue: more observations were needed to obtain statistical significance. The mixed effects logistic regression model found a significant effect of COMPETITION in Experiment 4. The experimental evidence that the emphatic reflexive el însuşi does compete with regular pronouns in the expression of bound variable readings, and that this competition leads to more disjoint readings for the ambiguous pronouns, is unexpected under Safir (2004) and Rooryck & vanden Wyngaerd (2011) models of pronominal competition, whereby complex reflexives are assumed not to be a part of the relevant competition.

Furthermore, the reaction time data illustrates an effect of COMPETITION in both experiments. In Experiment 3, participants in the Gender group were faster to assign a reflexive reading to ambiguous pronouns than participants in the Form
group. This state of affairs can be seen as evidence that, when comprehenders actively consider the set of referential expressions a speaker might have used to express a reflexive reading, as in the Form group, this leads to longer reaction times.

In Experiment 4, participants in the Form group were faster to choose a disjoint reading for the ambiguous regular pronouns than participants in the Gender group. Once again, this provides further evidence in favor of the hypothesis that regular pronouns and emphatic reflexives compete. One prediction of this hypothesis is that comprehenders should more readily achieve a disjoint interpretation of regular pronouns like el when the emphatic reflexive is an active competitor, as in the Form group. Thus, the fact that the Form group registered lower RTs for than the Gender group is compatible with the hypothesis that emphatic reflexives compete with regular pronouns in the expression of a bound variable relation.

The comprehension experiments also provide evidence that el însuși and acesta differ in terms of cue validity. One prediction from the production data was that the cue validity of el însuși for reflexive readings is higher than that of acesta for disjoint reference. The results from the two comprehension experiments discussed in this section illustrate that el însuși led to a reflexive reading 95.7% and 100% of the time, respectively, while acesta led to a disjoint reading 84.1% and 85.4% of the time, respectively. Thus, emphatic reflexives are a stronger cue of reflexivity than demonstratives are of disjoint reference.

4.5.3 Repeated Participants

As laid out in the discussion of the recruiting procedure for the two experiments in this chapter, 20 of the participants in Experiment 3 also took part in Experiment 4. A cross-experimental comparison of the interpretative choices of the repeated participants further allows us to ascertain whether there are differences in interpretation between coreference and binding proper. Given that a pronoun may only be re-
flexive to a quantified subject if a binding relation is established between the two, and given that referential subjects may either corefer with or bind a pronoun that targets the same referent, we might expect that a difference between coreference and binding in interpretation would be reflected in the results of Experiment 3 and Experiment 4. However, as illustrated in Figure 4.8, the 20 repeated participants do not seem to behave differently with respect to referential or quantified antecedents. Descriptively, the 20 Romanian speakers which took part in both Experiment 3 and Experiment 4 had similar interpretative patterns across the two studies, providing further reason to be dissuaded from the Binding is Easy hypothesis.
**Figure 4.9:** Experiment 4 Population Comparison.

20 Participants repeated from Experiment 3

35 Total Repeated Participants

33 naive participants
Having repeated participants from Experiment 3 also allows for an exploratory comparison between these two populations in Experiment 4: participants who had been exposed to a similar design, Experiment 3, 4 months prior to Experiment 4 and naive participants who had not taken part in any prior experiment. As a reminder, of the 68 total participants in Experiment 4, only 33 were completely naive: 15 participants had taken part in Experiment 1, the production study, and 20 in Experiment 3, as discussed above. Figure 4.9 illustrates the rate of reflexive interpretation in Experiment 4 of the 20 repeated participants from Experiment 3, the rate of reflexive interpretation of all 35 repeated participants, and that of the 33 new participants. Descriptively, the rates of reflexive interpretation do not differ across the six conditions with the exception of the Gender group in the Ambiguous condition. Repeated participants from Experiment 3 chose a reflexive reading in this environment 47.5% of the time, while the naive participants in the Gender group opted for a reflexive reading in the Ambiguous condition 56.6% of the time.

The small difference between the two populations might be taken to indicate that previous exposure to Experiment 3 reduced the rate of bound variable interpretation of regular pronouns in contexts where there are no competing forms: the Gender group. It is possible that the repeated participants were more aware of the intrinsic ambiguity of regular pronouns and less likely than naive participants to assign a reflexive reading in this context. However, given that, with respect to the Ambiguous condition in the Gender group, we are comparing the results of 9 repeated participants and 16 naive participants, not much stock should be placed in the 9% difference between the two participant groups in the Gender x Ambiguous condition.

Finally, in Experiment 3, the comprehension task with referential subjects, half of the participants had also taken part in Experiment 1, the production task with referential subjects. The purpose was to assess how strongly correlated an individ-
ual’s pronoun production and pronoun comprehension are in this environment. In determining whether a speaker’s choices are a good indicator of their comprehension, we can take the individual’s rates of pronoun production and plug them into Bayes’ Rule.

(147) Bayes’ Rule

\[
P(\text{reflexive}|\text{el}) = \frac{P(\text{el}|\text{reflexive}) \cdot P(\text{reflexive})}{P(\text{el}|\text{reflexive}) \cdot P(\text{reflexive}) + P(\text{el}|\text{disjoint}) \cdot P(\text{disjoint})}
\]

Based on the production data, we can assume the following. We can take \(p(\text{reflexive})\) and \(p(\text{disjoint})\) to be 0.5, given that in Experiment 1 and Experiment 3 there are only two available referents for each item. The probability of a regular pronoun being used in a reflexive or disjoint context can be taken from each speaker’s rate of pronoun production in Experiment 1, in the Reflexive and Disjoint conditions, respectively. Given these assumptions about each participant’s production bias, we can estimate the probability of that speaker assigning a reflexive reading to an ambiguous pronoun in the comprehension task.

The statistical analysis of the fit of this model, with the rate of reflexive interpretation in comprehension as the dependent variable and the predicted rate of reflexive interpretation as the factor, did not reveal a significant effect. As illustrated in Figure 4.10, the Bayes model is not a good predictor of each participant’s choices in comprehension.

However, this result should too be taken with a grain of salt. Bayes’ Rule is an incredibly powerful probabilistic tool, and, as we have seen in this chapter, a good predictor of the overall comprehension results. However, its effectiveness cannot be assumed to predictions made on a handful of observations. In the Ambiguous condition of the comprehension task, there are only 5 observations from each participant (projected on the Y axis of Figure 4.10). Furthermore, the probability es-
Figure 4.10: By Participant Predicted Rate of Reflexive Interpretation based on Experiment 1 (X Axis) vs. Actual Rate of Reflexive Interpretation in Experiment 3 (Y Axis).
estimates plugged into Bayes’ Rule are based on 8 observations per participant in each of the two contexts: Reflexive and Disjoint. In a higher powered experiment, where more data is collected from each participant in both production and comprehension, the Bayes model would be expected to perform well on individual-level predictions as well. Therefore, the lack of fit of the Bayes model for the individual-level comparison between production and comprehension is unsurprising with this dataset, but the effectiveness of this model should greatly increase in a larger experiment.

As illustrated in Figure 4.10, there are participants who had never produced regular pronouns in the production experiment in a Reflexive condition (those plotted on the line with coordinate 0 on the X axis), as well as participants who only produced regular pronouns in a Reflexive condition (those plotted on the line with coordinate 5 on the X axis). This might have been an indication that, perhaps, there are two different populations: those that obey BE CLEAR! and those that do not. However, the population density graphs in Figure 4.11 and Figure 4.12 confirm that this is not the case.
The density curves for the rate of reflexive interpretation in Figure 4.11 and the equivalent for the rate of disjoint reference interpretation in Figure 4.12 indicate that there is a unimodal distribution of participant interpretation preferences, even though, in production, some of these participants might have been misassociated with categorical effects of Be CLEAR! or of the lack thereof. These graphs serve as further incentive to argue that Be CLEAR! is a linguistic constraint active across speakers, as opposed to a speaker-internal preference which can be switched off.
CHAPTER 5

CONCLUDING REMARKS

Classic and competition based approaches of the Binding Theory account for the distribution of pronouns and reflexives and can successfully capture languages where these pronominals are in complementary distribution. As shown in Chapter 2, these previous approaches are insufficient when it comes to languages like Romanian where no strict complementarity is observed. A cross-linguistic generalization which seems to hold, however, is that of ToC repeated in (148) below.

(148) **Terms of Competition (ToC)**

When choosing between two pronominal forms, P and P’, choose P’ iff:

i. P and P’ have *indistinguishable interpretations* in a context C, and

ii. P’ is a (non-logophoric) reflexive pronoun, whereas P is a pronoun

I proposed that this generalization can be captured by an overarching pragmatic principle, **Be Clear!**, along the lines of Dowty (1980) and Levinson (2000). According to (149), speakers avoid using pronouns in contexts where a less ambiguous alternative is available.

(149) **Be Clear!**

Given a context C, when choosing between two alternative sentences, S and S’, both of which include a non-logophoric pronominal form in the same syntactic position, speak S’ iff:
i. S and S’ have *indistinguishable interpretations* in C, and  

ii. the set of possible interpretations for S’ is a **proper subset** of the set of possible interpretations for S.

As shown in *Chapter 2*, **BE CLEAR!** can account for the distribution of pronouns and reflexives in English, as well as for the distribution of reflexive and non-reflexive clitics in Romanian. In the case of non-transitive predicates, where clitics do not restrict the interpretation of Romanian pronouns, **BE CLEAR!** does not lead to grammaticized preferences. Nevertheless, as evinced by the production experiments in *Chapter 3*, **BE CLEAR!** is an active constraint in the case of pronominals in prepositional object position as well, with participants having chosen the less ambiguous emphatic reflexive *el în susi* more often in contexts where the regular pronoun *el* would have been ambiguous.

The production data also suggested that **BE CLEAR!** is not the *only* active constraint in determining the choice of a pronominal form, with participants having preferred the regular pronoun *el* in unambiguous contexts. I argued that there is at least one additional constraint responsible for the distribution of pronouns and reflexives, namely the syntactic economy constraint **BE SMALL!**.

(150) **BE SMALL!**  

For any two DPs A and B, choose A iff:  

i. A and B have the same denotation  

ii. both A and B are grammatical in this position, and  

iii. A has a proper subset of the syntactic nodes that B has.

According to the definition in (5), **BE SMALL!** ranks less syntactically complex expressions over more complex ones. Like in the case of Romanian clitics, **BE SMALL!** does not distinguish between the English pronoun *him* and the reflexive *himself*, since they share the same syntactic structure. In this sense, the application of **BE SMALL!**
CLEAR! leads to grammaticized preferences: *himself* is less ambiguous than *him*.
In the case of Romanian and Old English pronouns and reflexives, as well as in the case of English possessives *his* and *his own*, BE SMALL! ranks the smaller forms above the more complex ones, while BE CLEAR! has the opposite effect: the more complex forms are less ambiguous. I claimed that since the two constraints do not converge, both types of pronominals survive the competition and no clear winner is chosen. For this reason, the effect of BE CLEAR! is only noticeable in truly ambiguous contexts, like those in the production experiments in *Chapter 3*.

The assumption that regular pronouns like *el* compete with complex reflexives like *el însuși* is not supported by previous competition based accounts like Safir (2004) and Rooryck & vanden Wyngaerd (2011). The results from the comprehension experiments in *Chapter 4*, however, provide evidence in favor of this competition: participants opted for disjoint interpretations of ambiguous regular pronouns more often when the emphatic reflexive was a more active competitor. In this sense, the comprehension experiments also provide evidence against Safir (2004) and Rooryck & vanden Wyngaerd (2011).¹

Furthermore, the data discussed in *Chapter 4* is incompatible with accounts which assume a processing preference of bound variable LFs (Reinhart, 1983a, 2006; Roelofsen, 2010; Reuland, 2001, 2011). These accounts make the unmet prediction that, in ambiguous contexts, the regular pronoun *el* should have led to a strong preference of a bound variable (or reflexive) reading. At the same time, the experimental results are also incompatible with purely pragmatic accounts of the *Binding Theory*, like Levinson (1987) and Levinson (2000), which predict that participants would overwhelmingly opt for a disjoint reference reading in ambiguous contexts. Instead, as discussed in *Chapter 4*, the comprehension data is best predicted by simple probabilistic inferencing, whereby the overall comprehension

¹Further evidence against the system proposed in Rooryck & vanden Wyngaerd (2011) can be found in the Appendix.
preferences can be modeled based on the production data.

The assumptions underlying the two proposed constraints, BE CLEAR! and BE SMALL! are by no means new. These constraints are inspired by pragmatic (Dowty, 1980; Levinson, 1987) and morphosyntactic competition based accounts (Burzio, 1989; Safir, 2004; Rooryck & vanden Wyngaerd, 2011), which, in the literature, are typically at odds with each other. Instead of divorcing the two approaches, the experimental data discussed in this dissertation indicates that pragmatic and morphosyntactic constraints jointly determine the distribution and interpretation of pronominal forms.

By no means do I claim that these two constraints are the only ones responsible for referential facts. The Romanian data, for instance, suggests that the frequency of a given form, at least, might also play a role. Nevertheless, one primary goal of this dissertation was to show that cross-linguistic binding patterns can be captured by more generic violable pragmatic and economy based constraints, as opposed to grammaticized principles and language-specific stipulations.

Finally, not only do the experimental results show that BE CLEAR! is active with respect to the competition between various pronominal forms, but they also provide evidence of a more generic ambiguity avoidance constraint which also regulates the competition between pronouns and other referential expressions. While this dissertation, for lack of space and time, focused on capturing Condition B effects, the system proposed here can be tweaked to also account for Condition C effects. I leave this deceivingly simple task as well as the cross-linguistic experimental investigation of other pronominal systems for future research.
APPENDIX A

Dissolving Binding Theory

In the main text of the dissertation, I present counterarguments to previous Binding Theory accounts, including Safir (2004), Reuland (2011) and Rooryck & vanden Wyngaerd (2011). In this appendix, I discuss further unmet predictions of the Rooryck & vanden Wyngaerd (2011) system which have not yet been observed in the literature.

The Rooryck & vanden Wyngaerd (2011) System

Like Burzio (1989), Rooryck & vanden Wyngaerd (2011) argue in favor of an economy-modulated competition based approach according to which pronouns are Elsewhere forms, to be used when reflexives are absent. Following Reuland (2001), Rooryck & vanden Wyngaerd (2011) posit that binding relations are a byproduct of AGREE, the mechanism of which is given in (151). Inspired by Kratzer (2009) and similarly to Safir (2014), they argue that bound variables are minimal pronouns which receive their φ-features by virtue of an AGREE relation with an antecedent.²

²Although in Kratzer (2009) minimal pronouns have their own index feature, the Rooryck & vanden Wyngaerd (2011) system does not employ indices, so as not to violate the Inclusiveness condition of the Minimalist Program, according to which novel material is prevented from being introduced in the course of a derivation (Chomsky, 1995, p. 225).
Rooryck & vanden Wyngaerd (2011)'s Agree

a. Agree involves a probe $\alpha$ that has one or more unvalued features and a goal $\beta$ that has matching (i.e. identical) valued features.

b. Agree is an asymmetric feature valuation operation that values the features of $\alpha$ with the features of $\beta$ at a distance in a local domain.

c. $\alpha$ c-commands $\beta$ and there is no potential alternative goal $\gamma$ such that $\alpha$ asymmetrically c-commands $\gamma$, and $\gamma$ asymmetrically c-commands or dominates $\beta$.

(Rooryck & vanden Wyngaerd, 2011, ex. (6), p.9)

The definition of Agree above comes equipped with a locality restriction: feature sharing takes place on a phase-by-phase basis. Given the assumption that Agree operates within a probe’s c-command domain, this system requires that anaphors c-command their antecedents. Rooryck & vanden Wyngaerd (2011) suggest that self-reflexives like himself covertly move to a position from which they can probe for a goal (Rooryck & vanden Wyngaerd, 2011, p. 152), thus functioning as binders, rather than bindees, as illustrated in (153) below.

The proposal is that reflexive pronouns enter the derivation with unvalued features, which are later valued by means of the Agree operation with an antecedent. The agreeing mechanism does not lead to feature copying, but to feature sharing. Rooryck & vanden Wyngaerd (2011), following Frampton & Gutmann (2000, 2006), adopt a notational convention whereby shared feature values (via Agree) are marked by an asterisk. The underlying assumption is that the interface levels can distinguish between the inherently valued features of an unbound pronoun and the shared features (marked by an asterisk) of bound anaphora. Under this view, there is a crucial distinction between pronouns and anaphora: pronouns are lexically valued, anaphors are not. Since pronouns enter the derivation already equipped with features, an Agree relation need not take place.
Rooryck & vanden Wyngaerd (2011)'s $\phi$-feature conventions

a. $\{P: 3, N: SG, G: M\}$ lexically valued features (e.g. goal)

b. $\{P: _, N: _, G: _\}$ unvalued features (probe)

c. $\{P: 3^*, N: SG^*, G: M^*\}$ features valued after AGREE (probe)

(Rooryck & vanden Wyngaerd, 2011, ex. (7), p.10)

Moved self

```
(152)  Rooryck & vanden Wyngaerd (2011)'s $\phi$-feature conventions

a. $\{P: 3, N: SG, G: M\}$ lexically valued features (e.g. goal)

b. $\{P: _, N: _, G: _\}$ unvalued features (probe)

c. $\{P: 3^*, N: SG^*, G: M^*\}$ features valued after AGREE (probe)

(Rooryck & vanden Wyngaerd, 2011, ex. (7), p.10)

The reflexive himself, whose feature bundle is underspecified upon base-generation $[P: -, N: -, G: -]$, moves from the object position of the VP, adjoins to the vP, and agrees with Lockhart, which leads to feature sharing. Features obtained via AGREE are marked with a star, and after having moved and underwent AGREE with the antecedent, Lockhart, the reflexive’s feature bundle becomes $[P: 3^*, N: SG^*, G: MASC^*]$. NPs carrying starred features are interpreted as being bound by the NP they underwent feature sharing with. As for pronouns, under the assumption that him comes equipped with its own valued features, and hence no Probe, him would not need to undergo AGREE, and, consequently, would not be bound by Lockhart.\(^3\) The morphological realization of bound minimal pronouns takes place
```

\(^3\)In Rooryck & vanden Wyngaerd (2011) logophors enter the derivation with valued features
post-syntactically, via a mechanism rooted in Distributional Morphology and governed by the Subset Principle given below.

(154) **Subset Principle**

The phonological exponent of a Vocabulary item is inserted into a morpheme in the terminal string if the item matches all or a subset of the grammatical features specified in the terminal morpheme. Insertion does not take place if the Vocabulary item contains features not present in the morpheme. Where several Vocabulary items meet the conditions for insertion, the item matching the greatest number of features specified in the terminal morpheme must be chosen.

(Rooryck & vanden Wyngaerd, 2011, ex. (15), p.15)

Rooryck & vanden Wyngaerd (2011) claim that according to the Subset Principle, a feature bundle that contains a star-marked shared feature value will lexicalize as a reflexive, for instance *sich* in German, while a head with an inherent feature bundle will lexicalize as a regular pronoun, in German *ihn* (in Accusative positions).

(155) a. \{P:3\} ↔ *sich* / __

    b. \{P: 3, N:SG, G:M\} ↔ *ihn* / __ accusative case

    (Rooryck & vanden Wyngaerd, 2011, ex. (14), p.14)

In essence, various morphological forms compete for the realization of the same bundle of features. And, crucially, according to Rooryck & vanden Wyngaerd (2011), the various competitors are ordered with respect to the Elsewhere Principle.

(156) **Elsewhere Principle**

Application of a more specific rule blocks that of a later more general one.

(Rooryck & vanden Wyngaerd, 2011, ex. (45), p. 28)

and no Agree relation is necessary. This is a different view from that of Charnavel & Sportiche (2016), where logophors agree with logophoric operators.
Like the Subset Principle, the Elsewhere Principle promotes the insertion of the item which matches the most number of features, i.e. the most specific rule. In this sense, Rooryck & vanden Wyngaerd (2011) alude to a definition of specifity in terms of set-subset relations of features: a morpheme which is specified for \( n \) number of features is more specific than one specified for \( n-1 \) number of features.

Rooryck & vanden Wyngaerd (2011) propose that pronouns like him and reflexive pronouns like himself compete for the same syntactic positions. Him, as shown below, would come from the lexicon with fully specified features, while himself would enter the derivation with unvalued features, probing for a goal. After the AGREE mechanism occurs, the starred (shared) features get spelled out as himself, while the unstarred features get spelled out as him. By virtue of the Elsewhere Principle and under the assumption that starred features are more specific, himself will block the insertion of him when the expression of a bound variable is intended.

b. him: \([P: 3, N: SG, G: MASC]\)

With respect to semantic interpretation, Rooryck & vanden Wyngaerd (2011) argue that when the features of a DP have been achieved by means of AGREE, the DP is understood to be referentially dependent on the DP it agrees with. When a pronoun has inherent features, it is interpreted as disjoint in reference from the c-commanding DP. Crucially, Rooryck & vanden Wyngaerd (2011) assume that disjoint reference is achieved via a sort of Gricean reasoning (Rooryck & vanden Wyngaerd, 2011, fn. 3, p.15), similarly to Dowty (1980)’s intuition: the inherently feature valued pronoun could allow for coreference with a local antecedent, but the existence of a more specific form that can achieve this meaning leads to the implicature that the regular pronoun expresses disjoint reference.

Rooryck & vanden Wyngaerd (2011) argue that the reason that 1st and 2nd person pronouns violate Principle B in German, Dutch, Romance, a.o. is because
these languages lack a dedicated form to express reflexive meanings. In German, for instance, the pronoun *ihn* is used for the Accusative 3rd person, while *sich* is the reflexive pronominal form. For 1st and 2nd person, the forms *mich* and *dich* are syncretic: they can express either disjoint or reflexive readings, as shown below.

(158)  

<table>
<thead>
<tr>
<th>(a)</th>
<th><em>Ich bewundere mich.</em></th>
<th>(b)</th>
<th><em>Er bewundert mich.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I admire me</td>
<td></td>
<td>he admires me</td>
</tr>
<tr>
<td></td>
<td>‘I admire myself.’</td>
<td></td>
<td>‘He admires me.’</td>
</tr>
</tbody>
</table>

Based on the assumption that regular pronouns may acquire reflexive interpretations in the absence of a specialized reflexive form, Rooryck & vanden Wyngaerd (2011) make the following generalization about cross-linguistic Principle B effects, first observed in Pica (1984) and Burzio (1989, 1991, 1996).

(159)  

**Absence of Principle B Effects (APBE)**

Pronouns behave like anaphors when a dedicated class of reflexive pronouns is lacking.


Rooryck & vanden Wyngaerd (2011) claim that the *ABPE* generalization can be derived from the *Elsewhere* principle. The lexical insertion process, which occurs post-syntactically, is schematically represented below: an exponent will be spelled-out for a morphological feature bundle in a given environment.

(160)  

morpheme ↔ exponent/environment

(Rooryck & vanden Wyngaerd, 2011, ex. (44), p.28)

The proposal is that each language has its own set of ordered lexical insertion rules, the sequence of which is determined by the $\phi$-feature specification of the morphological forms available in the given language. A careful reader should be warned, however, that the ordering of these rules is more of an ad-hoc stipulation and does
not straightforwardly fall out from the *Subset Principle* or from the *Elsewhere Principle*, as the authors claim. Rooryck & vanden Wyngaerd (2011) illustrate this mechanism in several Indo-European languages, with a focus on German.

**The issue with German**

The pronominal inventory of German, as well as the German lexical insertion rules, as proposed by Rooryck & vanden Wyngaerd (2011), are given below.

(161) *German Pronominal System*

<table>
<thead>
<tr>
<th></th>
<th>Non-Reflexive</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nominative</td>
<td>Dative</td>
</tr>
<tr>
<td>1SG</td>
<td>ich</td>
<td>mir</td>
</tr>
<tr>
<td>2SG</td>
<td>du</td>
<td>dir</td>
</tr>
<tr>
<td>3SG</td>
<td>er</td>
<td>ihm</td>
</tr>
<tr>
<td>3SG.MASC</td>
<td>sie</td>
<td>ihr</td>
</tr>
<tr>
<td>3SG.FEM</td>
<td>es</td>
<td>ihm</td>
</tr>
<tr>
<td>3SG.NEUT</td>
<td>sie</td>
<td>ihnen</td>
</tr>
<tr>
<td>1PL</td>
<td>wir</td>
<td>uns</td>
</tr>
<tr>
<td>2PL</td>
<td>ihr</td>
<td>euch</td>
</tr>
<tr>
<td>3PL</td>
<td>sie</td>
<td>ihnen</td>
</tr>
</tbody>
</table>

(Rooryck & vanden Wyngaerd, 2011, adapted from Table 2.1, p.19)

Before we discuss the *ordered* lexical insertion rules that Rooryck & vanden Wyngaerd (2011) advocate for German, given in (162) below, it should be noted that Rooryck & vanden Wyngaerd (2011) operate under the assumption that the pronoun for 3SG.NEUT.DAT, highlighted in the table above, is *es*, which is not consistent with the German data: the dative neuter pronoun is *ihm* (Haider, 2010, p. 238).

---

4Also see online resources such as [https://en.wikibooks.org/wiki/German/Grammar/Pronouns](https://en.wikibooks.org/wiki/German/Grammar/Pronouns) and [https://study.com/academy/lesson/german-dative-pronouns.html](https://study.com/academy/lesson/german-dative-pronouns.html).
In German, the *ihm* form is syncretic between 3SG.MASC.DAT and 3SG.NEUT.DAT, since *ihm* can refer to both masculine and neuter referents. Contrary to fact, Rooryck & vanden Wyngaerd (2011) assume that *es* is syncretic for nominative, dative and accusative neuter referents. Consequently, the lexical insertion rules they propose do not capture the actual German pronominal system. The rules affected by this empirical oversight are bolded in (162) below.

(162) German Lexical Insertion Rules

<table>
<thead>
<tr>
<th>Rule</th>
<th>Pronoun Form</th>
<th>Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>{P: 1, N:SG}</td>
<td>ich</td>
</tr>
<tr>
<td>b.</td>
<td>{P: 1(<em>), N:SG(</em>)}</td>
<td>mir</td>
</tr>
<tr>
<td>c.</td>
<td>{P: 1(<em>), N:SG(</em>)}</td>
<td>mich</td>
</tr>
<tr>
<td>d.</td>
<td>{P: 2, N:SG}</td>
<td>du</td>
</tr>
<tr>
<td>e.</td>
<td>{P: 2(<em>), N:SG(</em>)}</td>
<td>dir</td>
</tr>
<tr>
<td>f.</td>
<td>{P: 2(<em>), N:SG(</em>)}</td>
<td>dich</td>
</tr>
<tr>
<td>g.</td>
<td>{P: 1, N:PL}</td>
<td>wir</td>
</tr>
<tr>
<td>h.</td>
<td>{P: 1(<em>), N:PL(</em>)}</td>
<td>uns</td>
</tr>
<tr>
<td>i.</td>
<td>{P: 2(<em>), N:PL(</em>)}</td>
<td>euch</td>
</tr>
<tr>
<td>j.</td>
<td>{P:3*}</td>
<td>sich</td>
</tr>
<tr>
<td>k.</td>
<td>{P: 3, N:SG, G:M}</td>
<td>er</td>
</tr>
<tr>
<td>l.</td>
<td>{P: 3, N:SG, G:M}</td>
<td>ihn</td>
</tr>
<tr>
<td>m.</td>
<td>{P: 3, N:SG, G:M}</td>
<td>ihm</td>
</tr>
<tr>
<td>n.</td>
<td>{P: 3, N:PL}</td>
<td>ihnen</td>
</tr>
<tr>
<td>o.</td>
<td>{P: 3, N:SG, G:N}</td>
<td>es</td>
</tr>
<tr>
<td>p.</td>
<td>{P: 3}</td>
<td>sie</td>
</tr>
<tr>
<td>q.</td>
<td>elsewhere</td>
<td>ihr</td>
</tr>
</tbody>
</table>

(Rooryck & vanden Wyngaerd, 2011, ex. (46), p.31)

With respect to 1st and 2nd person pronouns, Rooryck & vanden Wyngaerd (2011)
assume that they are underspecified for gender, which is why the lexical insertion rules do not include a value for the gender feature of 1st and 2nd person pronouns; for instance, mich is inserted for \{P: 1(\textasteriskcentered), N:SG(\textasteriskcentered)\}, while ihn is also specified for gender \{P: 3, N:SG, G:M\}. Furthermore, in order for the lexical insertion system to converge, Rooryck & vanden Wyngaerd (2011) add the stipulation that the gender value for referential 1st and 2nd person pronouns is 0, as opposed to masculine, feminine or neuter. Lastly, given that object 1st and 2nd person pronouns can express both coreference and disjoint reference, the entries for mir, mich, dir, dich, uns and euch in (162) have optionally starred features, encoded through (\textasteriskcentered), to indicate that the same form can be used for both bound and referential pronouns.

In a sentence like Er bewundert mich ‘He admires me’, the derivation for which is given in (163), there are two referential pronouns: the 3rd person subject and the 1st person object. These pronouns enter the derivation with inherently valued features, which, in this case, are \{P: 3, N:SG, G:MASC\} and \{P: 1, N:SG, G:0\}, respectively. Given that the derivation includes no minimal pronouns, an AGREE relation is not required, and Spell-Out can proceed.

(163) Referential mich

\[
\begin{align*}
\text{vP} & \quad \text{VP} \\
\text{DP} & \quad \text{DP} \\
\quad \text{P} : 3 & \quad \text{P} : 1 \\
\quad \text{N} : \text{SG} & \quad \text{N} : \text{SG} \\
\quad \text{G} : \text{MASC} & \quad \text{G} : 0 \\
\quad \text{er} & \quad \text{mich} \\
\end{align*}
\]
The lexical insertion process starts with the first rule in (162), and compares the rule’s specifications for morphological features and environment to the DP in the derivation. As for the object pronoun, according to the rules above, there is no pronominal form specified for the 0 gender value, so the pronoun that best matches the \{P: 1, N:SG\} set of features is inserted. The environments for the first two rules, namely *nominative case* and *dative case*, do not match the case of the object DP, which is accusative. Consequently, the (c) rule in (162) is applied, and *mich* is inserted. The same reasoning is employed in the case of the subject DP. The feature bundle in the subject position is \{P: 3, N:SG, G:MASC\}, which firstly leads to the elimination of all the rules specified for other persons. Given that the pronoun in the subject position is not bound, none of its features are starred, so the insertion of *sich*, namely rule (j), is blocked. Finally, the (k) rule matches both the features of the DP as well as the case environment (nominative), so *er* is inserted.

(164) Bound *mich*

\[
\begin{array}{c}
vP \\
\text{DP}_\alpha \\
\quad \begin{cases}
P : 1^* \\
N : \text{SG}^* \\
G : 0^* \\
mich
\end{cases}
\end{array}
\]

\[
\begin{array}{c}
vP \\
\text{DP}_\beta \\
\quad \begin{cases}
P : 1 \\
N : \text{SG} \\
G : 0 \\
\text{ich}
\end{cases}
\end{array}
\]

\[
\begin{array}{c}
\text{VP} \\
\text{bewundere} \\
\quad t \\
\text{DP}_\alpha
\end{array}
\]

In the case of a sentence like *Ich bewundere mich* ‘I admire myself’, the derivation for which is given in (164) above, the reflexive enters the derivation with unvalued features: \{P:_, N:_, G:_.\}. In order to get its features valued, the reflexive DP moves...
covertly, AGREES with the subject DP and shares features. As a result of being valued via feature sharing, the features of DP_α are starred: \{P: 1∗, N: SG∗, G: 0∗\}. The feature specifications of the subject DP in (164) correspond to the first entry in the set of lexical insertion rules for German, \{P: 1, N: SG\} in a nominative context, so *ich* is inserted under DP_β. As for DP_α, having agreed with the subject position, it requires a morphological form which is specified for \{P: 1∗, N: SG∗, G: 0∗\} and can be found in an accusative environment, namely *mich*. In Rooryck & vanden Wyngaerd (2011)'s system, since *mich* is not specified for whether it is reflexive or nonreflexive, it can be inserted in both kinds of contexts.

\[(165) \textit{Predicted German Paradigm}\]

\begin{center}
\begin{tabular}{|c|c|c|c|}
\hline
\textbf{German} & \textbf{Non-Reflexive} & \textbf{Reflexive} \\
\hline
 & Nominative & Dative & Accusative \\
\hline
1SG & ich & mir & mich \\
2SG & du & dir & dich \\
3SG.MASC & er & ihm & sich \\
3SG.FEM & sie & \textbf{SIE} & sie \\
3SG.NEUT & es & \textbf{ES} & sich \\
1PL & wir & \textbf{IHR} & uns \\
2PL & ihr & \textbf{IHR} & euch \\
3PL & sie & ihnen & sich \\
\hline
\end{tabular}
\end{center}

Indeed, the set of rules spelled out in (162) can capture the syncretism of German 1st and 2nd person singular pronouns between bound and disjoint contexts. However, this system fails to account for the distribution of other expressions, including: the dative forms of 1st and 2nd plural pronouns *uns, euch*, the dative 3.SG.FEM *ihr*, the 3.SG.NEUT *es*, as well as the syncretic 3rd person pronoun *sie*. To portray the discrepancies between the predictions of the Rooryck & vanden Wyngaerd (2011) account and the concrete distribution of these pronouns, the table
below provides the paradigm generated by the lexical insertion rules in (162). The unmet predicted forms are highlighted.

(166) Revised German Lexical Insertion Rules

a. \[ \{P: 1, N:SG\} \leftrightarrow ich / \_ \_ nominative case \]
b. \[ \{P: 1(\ast), N:SG(\ast)\} \leftrightarrow mir / \_ \_ dative case \]
c. \[ \{P: 1(\ast), N:SG(\ast)\} \leftrightarrow mich / \_ \_ accusative case \]
d. \[ \{P: 2, N:SG\} \leftrightarrow du / \_ \_ nominative case \]
e. \[ \{P: 2(\ast), N:SG(\ast)\} \leftrightarrow dir / \_ \_ dative case \]
f. \[ \{P: 2(\ast), N:SG(\ast)\} \leftrightarrow dich / \_ \_ accusative case \]
g. \[ \{P: 1, N:PL\} \leftrightarrow wir / \_ \_ nominative case \]
h. \[ \{P: 1(\ast), N:PL(\ast)\} \leftrightarrow uns \]
i. \[ \{P: 2(\ast), N:PL(\ast)\} \leftrightarrow ihr / \_ \_ nominative case \]
j. \[ \{P: 2(\ast), N:PL(\ast)\} \leftrightarrow euch \]
k. \[ \{P:3^{\ast}\} \leftrightarrow sich \]
l. \[ \{P: 3, N:SG, G:M\} \leftrightarrow er / \_ \_ nominative case \]
m. \[ \{P: 3, N:SG, G:M\} \leftrightarrow ihn / \_ \_ accusative case \]

As observed above, other than the incorrect assumption that the Dative 3SG.NEUT form is \textit{es}, Rooryck & vanden Wyngaerd (2011) also fail to capture the syncretism of \textit{uns} and \textit{euch} for 2ND.PL accusative and dative, and the syncretism of \textit{ihr} for 3SG.FEM dative and 2PL nominative. In order to fully capture the German pronominal paradigm, the most straightforward solution is that of allowing two separate
rules for *ihr* and revising the environments of the other morphological forms. The changes to the Rooryck & vanden Wyngaerd (2011) proposal are highlighted.

By providing specified lexical insertion rules for *ihr*, the *elsewhere* form becomes *sie* (as opposed to *ihr* in Rooryck & vanden Wyngaerd (2011)), which is syncretic between the nominative and accusative exponents of 3SG.FEM and 3PL.

This new state of affairs also reflects that *sie* is the most frequent form in the German paradigm, after the pronouns which also function as reflexives: *mich, dich, uns, euch, sich*.

(167) Comparison: Rooryck & vanden Wyngaerd (2011) (RvG) vs. Revised Rules

a. \{P: 3, N:SG, G:F\}, Dative

i. RvG: *sie* \[X\]  
\{P: 3\} \[\leftrightarrow\] *sie*  
\{P: 3, N:SG, G:F\} \[\leftrightarrow\] *ihr* \[\longrightarrow\] dative case

ii. Revised Rules: *ihr* \[\checkmark\]

b. \{P: 3, N:SG, G:NEUT\}, Dative

i. RvG: *es* \[X\]  
\{P: 3, N:SG, G:N\} \[\leftrightarrow\] *es*  
\{P: 3, N:SG\} \[\leftrightarrow\] *ihm* \[\longrightarrow\] dative case

ii. Revised Rules: *ihm* \[\checkmark\]

c. \{P: 1, N:PL\}, Dative

i. RvG: *ihr* \[X\]  
*elsewhere* \[\leftrightarrow\] *ihr*  
\{P: 1(*), N:PL(*)\}, \[\leftrightarrow\] *uns*

ii. Revised Rules: *euch* \[\checkmark\]

d. \{P: 2, N:PL\}, Dative

i. RvG: *ihr* \[X\]  
*elsewhere* \[\leftrightarrow\] *ihr*  
\{P: 2(*), N:PL(*)\} \[\leftrightarrow\] *euch*  

234
The Rooryck & vanden Wyngaerd (2011) account and the rules I propose in (166) differ in terms of the steps taken in the insertion of a given morphological form, but only lead to different empirical results for the dative forms of 3SG.FEM, 3SG.NEUT, 1PL and 2PL, as shown in (167) above, which lists the lexical insertion rules employed for each feature bundle according to the two different accounts. For instance, for 3SG.FEM.DAT, in the Rooryck & vanden Wyngaerd (2011) system, the first rule that matches a subset of the \{P: 3, N:SG, G:F\} feature bundle is rule \{P: 3\} ↔ sie, and hence sie is inserted. In my account, however, the only rule that matches \{P: 3, N:sg, G:f\} is rule (n), \{P: 3, N:SG, G:F\} ↔ ihr __ dative case, which leads to the correct result of ihr being inserted for 3SG.FEM.DAT.

As in Rooryck & vanden Wyngaerd (2011), the reflexive sich is ordered above the other 3rd person rules, to ensure that sich is inserted for all bound 3rd person forms. This ordering should follow from the Elsewhere Principle and the Subset Principle, but it does not: these principles would render er and ihn as more specific. In this sense, the ordering of these lexical insertion rules in the Rooryck & vanden Wyngaerd (2011) system is at least partially ad-hoc. Suspending disbelief for a moment, let us see how the competition between sich and ihn would play out. For instance, for a derivation where the object pronoun is bound by a referential subject, like Lockhart, the shared set of features are \{P: 3*, N: SG*, G: M*\}. The first rule that has a partial feature match with the morphological specifications of the object DP is (k): \{P: 3*\}; consequently, sich is spelled out. On the other hand, in the case of a derivation with a referential object pronoun, whose feature bundle is \{P: 3, N: SG, G: M\}, for instance, the (k) rule will not be a match, since the 3rd person feature of the object DP is inherent, and not starred. Rule (l) matches the feature bundle, but not the syntactic environment, since the object DP bears accusative case. Consequently, rule (m) is applied and ihn is inserted.

As illustrated above, the revised set of lexical insertion rules can capture the
German data, as well as the lack of Principle B effects for pronouns which are syn-
cretic between a reflexive and a non-reflexive form. However, Rooryck & vanden
Wyngaerd (2011)’s original system can only capture the distribution of 1st and 2nd
person pronouns. Moreover, neither in Rooryck & vanden Wyngaerd (2011) nor
in the amended version I propose, the absence of Principle B effects does not fall
out from the Elsewhere Principle and the Subset Principle, but from the stipulated
ordering of lexical insertion rules.

The issue with French

Rooryck & vanden Wyngaerd (2011) further discuss Dutch, Frisian, and French,
but only provide a full account of the latter. As shown below, Italian and French
differ in that the 3rd person pronoun can give rise to a reflexive reading in the lat-
ter, but not in the former. Like Safir (2004), Rooryck & vanden Wyngaerd (2011)
observe that the French reflexive *soi* is restricted to impersonal or quantified an-
tecedents. This state of affairs, according to Safir (2004) and Rooryck & vanden
Wyngaerd (2011) allows for the regular pronoun *lui* to express coreference with a
local antecedent when *lui* is a PP object, given that there is no dedicated reflexive
in this syntactic environment.

(168) a. **Victor** a honte de *soi/lui. **FRENCH**

    Victor has shame of SELF/him
    ‘Victor is ashamed of himself.’

b. **Gianni** ha vergogna di sé/*lui. **ITALIAN**

    Gianni has shame of SELF/him
    ‘Gianni is ashamed of himself.’

(Rooryck & vanden Wyngaerd, 2011, ex. (42b), (43), p.27)

The account provided by Rooryck & vanden Wyngaerd (2011) for French aims
to capture the pronominal paradigm in the table below. Like in German, 1st and
2nd person pronouns can achieve both reflexive and non-reflexive interpretations. Unlike German, French has accusative clitic forms, oblique clitics, strong forms, reflexive clitics, strong reflexives, and impersonal reflexive forms.

(169) *French Lexical Insertion Rules*

<table>
<thead>
<tr>
<th>Rule</th>
<th>Spanish Pronoun</th>
<th>Correspondence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>{P: 1, N:SG}</td>
<td>je / _ nominative case</td>
</tr>
<tr>
<td>b.</td>
<td>{P: 1(*), N:SG()}</td>
<td>me / _ clitic</td>
</tr>
<tr>
<td>c.</td>
<td>{P: 1(*), N:SG()}</td>
<td>moi</td>
</tr>
<tr>
<td>d.</td>
<td>{P: 1()}</td>
<td>nous</td>
</tr>
<tr>
<td>e.</td>
<td>{P: 2, N:SG}</td>
<td>tu / _ nominative case</td>
</tr>
<tr>
<td>f.</td>
<td>{P: 2(*), N:SG()}</td>
<td>te / _ clitic</td>
</tr>
<tr>
<td>g.</td>
<td>{P: 2(*), N:SG()}</td>
<td>toi</td>
</tr>
<tr>
<td>h.</td>
<td>{P: 2()}</td>
<td>vous</td>
</tr>
<tr>
<td>i.</td>
<td>{P:3*}</td>
<td>se / _ clitic</td>
</tr>
<tr>
<td>j.</td>
<td>{P:3*}</td>
<td>soi / _ quantificational variable</td>
</tr>
<tr>
<td>k.</td>
<td>{P: 3, N:SG, G:M}</td>
<td>il / _ nominative case</td>
</tr>
<tr>
<td>l.</td>
<td>{P: 3, N:SG, G:M}</td>
<td>le / _ clitic, accusative case</td>
</tr>
<tr>
<td>m.</td>
<td>{P: 3, N:SG, G:F}</td>
<td>la / _ clitic, accusative case</td>
</tr>
<tr>
<td>n.</td>
<td>{P: 3(<em>), N:SG(), G:F(</em>)}</td>
<td>elle</td>
</tr>
<tr>
<td>o.</td>
<td>{P: 3(*), N:SG()}</td>
<td>lui</td>
</tr>
<tr>
<td>p.</td>
<td>{P: 3, N:PL, G:M}</td>
<td>ils / _ nominative case</td>
</tr>
<tr>
<td>q.</td>
<td>{P: 3(<em>), N:PL(), G:F(</em>)}</td>
<td>elles / _ nominative case</td>
</tr>
<tr>
<td>r.</td>
<td>{P: 3, N:PL}</td>
<td>leur / _ clitic, dative case</td>
</tr>
<tr>
<td>s.</td>
<td>{P: 3, N:PL}</td>
<td>les / _ clitic, accusative case</td>
</tr>
<tr>
<td>t. elsewhere</td>
<td>eux</td>
<td></td>
</tr>
</tbody>
</table>

(Rooryck & vanden Wyngaerd, 2011, ex. (55-56), p.37)
There are certain issues with respect to the rules above. For instance, rule (q) lets elles ‘them.FEM’ be able to have a bound variable reading, given the optionally starred features, but the rule in (p), for ils ‘them.MASC’ only spells out ils for unbound variables in subject position. However, ils can be bound, as shown in (171). According to the rules above, the spell-out form of \{P: 3(\text{\textasteriskcentered}), N:PL(\text{\textasteriskcentered}), G:M(\text{\textasteriskcentered})\} would end up being the elsewhere form eux, which is contrary to fact.

Similarly, according to (169), the clitics la, le and leur cannot express bound variables. However, these clitics can surface in bound variable positions, as shown in the example below, where the feminine clitic l’ is interpreted as a different picture for each individual in the set of men referenced by chaque homme. In this case, the feature bundle for the bound object pronoun in (172) is \{P: 3(\text{\textasteriskcentered}), N:SG(\text{\textasteriskcentered}), G:F(\text{\textasteriskcentered})\}, after having agreed with the feminine la photo, and the environment is accusative.
clitic. The first rule which matches these specifications is (i), so the reflexive clitic se would be spelled-out, which, once again, is contrary to the empirical data.

(172)    La photo de sa fille, chaque homme l\' a déchirée.

    the photo of his girl each man FEM.CL.ACC has torn

    ‘The picture of his daughter, each man tore it.’

    (Guilliot, 2008, ex. (3), p.2)

Other than the slight discrepancies between the optionally starred feature bundles in (169) and the morphological forms which can express bound variable readings, the system proposed by Rooryck & vanden Wyngaerd (2011) in (169) incorrectly predicts that the clitic form for 3SG.FEM.OBLIQUE is elle, when, in fact, it is lui. Given that the (n) rule, namely \{P: 3(*), N:SG(*), G:F(*)\} ↔ elle, is ordered above the rule for lui, and given that there is no higher rule which can be applied in Oblique clitic contexts, the spell-out form of 3SG.FEM.CL.OBLIQUE will be elle. In this sense, one of the challenges of accounting for the French pronominal paradigm in a distributed morphology account is that lui is syncretic between four forms: 3SG.MASC.CL. OBL, 3SG.MASC.STRONG, 3SG.MASC.REFL.STRONG, and 3SG.FEM.CL.OBL. I leave the exercise of ammending the Rooryck & vanden Wyngaerd (2011) so as to accurately predict the French data for future research.

To sum up, the detailed distributed morphology account of Rooryck & vanden Wyngaerd (2011) can successfully capture the absence of Principle B effects for 1st and 2nd person pronouns in French and German, as well as the distribution of 1st and 2nd person pronouns in general. However, the pronominal paradigms for 3rd person are far more complex, and hence harder to account for in a rule-based system. Furthermore, both Safir (2004) and Rooryck & vanden Wyngaerd (2011) assume that complex reflexives, like the emphatic lui-même, do not compete with simplex pronouns, which is why their distribution is purposefully disregarded in the Rooryck & vanden Wyngaerd (2011) account. As illustrated in Chapter 4,
however, complex reflexives and regular pronouns do compete, contra Safir (2004) and Rooryck & vanden Wyngaerd (2011).

The issue with Romanian

The system laid out in Rooryck & vanden Wyngaerd (2011) does not capture the German or French data discussed in their proposal, and nor can it be extended to a language like Romanian, the pronominal system of which is repeated in (173).

As shown in (173), the Romanian pronominal system is slightly more complex, with specialized clitic and pronominal forms with respect to person, number and case. Like for French and German, Rooryck & vanden Wyngaerd (2011)’s account can be successfully applied to 1st and 2nd person pronouns in Romanian. The lexical insertion rules proposed in (174) assume that each morphological exponent has its own insertion rule, and that the accusative forms *mine, tine, noi, voi* are the elsewhere exponents for each person and number combination.

(173) **Romanian Pronominal Paradigm**

<table>
<thead>
<tr>
<th>Romanian</th>
<th>Non-Reflexive</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>clitic</td>
</tr>
<tr>
<td>1SG</td>
<td>eu</td>
<td>mă</td>
</tr>
<tr>
<td>2SG</td>
<td>tu</td>
<td>te</td>
</tr>
<tr>
<td>3SG.MASC</td>
<td>el</td>
<td>îl</td>
</tr>
<tr>
<td>3SG.FEM</td>
<td>ea</td>
<td>o</td>
</tr>
<tr>
<td>1PL</td>
<td>noi</td>
<td>ne</td>
</tr>
<tr>
<td>2PL</td>
<td>voi</td>
<td>vă</td>
</tr>
<tr>
<td>3PL.MASC</td>
<td>ei</td>
<td>ţi</td>
</tr>
<tr>
<td>3PL.FEM</td>
<td>ele</td>
<td>le</td>
</tr>
</tbody>
</table>

240
Romanian Lexical 1st and 2nd Person Insertion Rules

a. \{P: 1, N:SG\} $\leftrightarrow$ eu / __ nominative case
b. \{P: 1\(*\), N:SG\(*\)\} $\leftrightarrow$ (î)mi / __ clitic, dative
c. \{P: 1\(*\), N:SG\(*\)\} $\leftrightarrow$ mă / __ clitic
d. \{P: 1\(*\), N:SG\(*\)\} $\leftrightarrow$ mie / __ dative case
e. \{P: 1\(*\), N:SG\(*\)\} $\leftrightarrow$ mine
f. \{P: 2, N:SG\} $\leftrightarrow$ tu / __ nominative case
g. \{P: 2\(*\), N:SG\(*\)\} $\leftrightarrow$ (î)¸ti / __ clitic, dative case
h. \{P: 2\(*\), N:SG\(*\)\} $\leftrightarrow$ te / __ clitic
i. \{P: 2\(*\), N:SG\(*\)\} $\leftrightarrow$ tine
j. \{P: 1\(*\), N:PL\(*\)\} $\leftrightarrow$ ni / __ clitic, dative case
k. \{P: 1\(*\), N:PL\(*\)\} $\leftrightarrow$ ne
l. \{P: 1\(*\), N:PL\(*\)\} $\leftrightarrow$ nou˘ a / __ dative case
m. \{P: 1\(*\), N:PL\(*\)\} $\leftrightarrow$ noi
n. \{P: 2\(*\), N:PL\(*\)\} $\leftrightarrow$ vi / __ clitic, dative case
o. \{P: 2\(*\), N:PL\(*\)\} $\leftrightarrow$ vă
p. \{P: 2\(*\), N:PL\(*\)\} $\leftrightarrow$ vou˘ a / __ dative case
q. \{P: 2\(*\), N:PL\(*\)\} $\leftrightarrow$ voi

Similarly to the issues raised by French and German for Rooryck & vanden Wyngaerd (2011)'s system, the accuracy of lexical insertion rules breaks down for 3rd person pronominals. The set of lexical insertion rules which come closest to predicting the Romanian 3rd person pronominal data are given in (175).
Romanian Lexical 3rd Person Insertion Rules

(a) \{P:3^*\} \leftrightarrow (i)\text{\textsi} / \_\_ clitic, dative case
(b) \{P:3^*\} \leftrightarrow se / \_\_ clitic
(c) \{P:3, N:SG, G:F\} \leftrightarrow o / \_\_ clitic, accusative case
(d) \{P:3, N:SG, G:M\} \leftrightarrow (i)l / \_\_ clitic, accusative case
(e) \{P:3, N:SG\} \leftrightarrow (i)i / \_\_ clitic
(f) \{P:3, N:PL, G:M\} \leftrightarrow (i)i / \_\_ clitic, accusative case
(g) \{P:3, N:PL\} \leftrightarrow le
(h) \{P:3^*, N:SG^*\} \leftrightarrow sine/ \_\_ accusative case
(i) \{P:3^*, N:SG^*\} \leftrightarrow sie\text{\textsi}/ \_\_ dative case
(j) \{P:3^*, N:SG^*, G:M^*\} \leftrightarrow lui/ \_\_ dative case
(k) \{P:3^*, N:SG^*, G:M^*\} \leftrightarrow el
(l) \{P:3^*, N:SG^*, G:F^*\} \leftrightarrow ea / \_\_ nominative/accusative case
(m) \{P:3^*, N:PL^*, G:F^*\} \leftrightarrow ele / \_\_ nominative/accusative case
(n) \{P:3^*, N:PL^*\} \leftrightarrow lor / \_\_ dative/genitive case
(o) elsewhere \leftrightarrow ei

The most problematic aspect of the rules proposed above is that they fail to capture the lack of complementarity between 3rd person reflexive and non-reflexive pronouns in Romanian. According to Rooryck & vanden Wyngaerd (2011), rule (h.), the rule for \textit{sine}, should take precedence over rule (j.) and (l.), the rules for \textit{el} and \textit{ea}, respectively, since \textit{sine} is a more specialized form which is necessarily reflexive. However, this ranking would lead to the obligatory insertion of \textit{sine} in all reflexive contexts, although Romanian \textit{el} and \textit{ea} can also express reflexive and bound variable interpretations. Therefore, (175) undergenerates. A similar issue would arise if the rule for \textit{sine} were ranked lower than the rule for \textit{el} and \textit{ea}: \textit{sine} would never be used to express reflexive and bound variable readings. Although, as observed
in Chapter 3, *sine* is not very frequent in the language, it is still generated.

In general, a Rooryck & vanden Wyngaerd (2011) type account is not compatible with pronominal systems where complementary distribution is not strictly enforced. Although their problematic proposal for German can be tweaked to capture the distribution of pronouns in this language, the same cannot be done for Romanian.

Lastly, I should perhaps emphasize that this system does not generate Principle B Effects or their absence in any of the languages discussed in Rooryck & vanden Wyngaerd (2011). Principle B Effects are more or less hard-wired in ‘un-starred’ pronominal expressions (forms with inherent φ-features) by virtue of their competition with pronominal forms with ‘starred’ features. It is not clear why the latter should be more specific, or how to account for the ordering of the lexical insertion rules proposed in Rooryck & vanden Wyngaerd (2011).
This appendix includes the list of critical items for all four experiments discussed in this dissertation. The characters were drawn by Tran Bui\(^5\), and are loosely based on Harry Potter characters. Tran also drew the items for \textit{Experiment 1} and \textit{Experiment 3}. The items for \textit{Experiment 2} and \textit{Experiment 4} were constructed in Photoshop by myself.

\textbf{Experiment 1: Production - Referential Subjects}

The items from the first production task in \textit{Chapter 3} are listed below. The first item also includes the experimental pictures. The pictures for all conditions of the 16 critical items, 20 fillers, practice items, instructions, PsychoPy scripts, and data analysis can be found in the relevant folder at the following OSF Repository link \url{https://osf.io/p3tmd/}.

\begin{itemize}
  \item \textbf{Item 1}
  \end{itemize}

\begin{itemize}
  \item \textbf{Context Mismatch:}
  \end{itemize}

\begin{itemize}
  \item \textit{Acesta este Andrei.} \hspace{1cm} \textit{Aceasta este Irina.}
  \item ‘This is Andrei.’ \hspace{1cm} ‘This is Irina.’
  \end{itemize}

\footnote{You can see more of Tran’s work at \url{https://www.instagram.com/tranttbui/}}
Acesta este Andrei.
‘This is Andrei.’

Acesta este Mihai.
‘This is Mihai.’

Home at Irina, Andrei has talked about…
‘At Irina’s house, Andrei talked about…’

Home at Mihai, Andrei has talked about…
‘At Mihai’s house, Andrei talked about…’
Item 2

**Context:** *Acesta este Bogdan. Ace(a)sta este Elena/Daniel.* ‘This is Bogdan. This is Elena/Daniel.’

<table>
<thead>
<tr>
<th>Coreferent Mismatch</th>
<th>Disjoint Mismatch</th>
</tr>
</thead>
</table>
| **Mismatch Sentence** | **La cina Elena, Bogdan a povestit despre . . .**  
| at dinner Elena, Bogdan has told-stories about . . .  
| ‘At Elena’s dinner, Bogdan told stories about . . .’ |

<table>
<thead>
<tr>
<th>Coreferent Match</th>
<th>Disjoint Match</th>
</tr>
</thead>
</table>
| **Match Sentence** | **La cina lui Daniel, Bogdan a povestit despre . . .**  
| at dinner of Daniel Bogdan has told-stories about . . .  
| ‘At Daniel’s dinner, Bogdan told stories about . . .’ |

Item 3

**Context:** *Ace(a)sta este Andrei/Monica. Acesta este Daniel.* ‘This is Andrei/Monica. This is Daniel.’

<table>
<thead>
<tr>
<th>Coreferent Mismatch</th>
<th>Disjoint Mismatch</th>
</tr>
</thead>
</table>
| **Mismatch Sentence** | **La recepția Monica, Daniel a trâncănit despre . . .**  
| at reception Monica, Daniel has jabbered about . . .  
| ‘At Monica’s reception, Daniel jabbered about . . .’ |

<table>
<thead>
<tr>
<th>Coreferent Match</th>
<th>Disjoint Match</th>
</tr>
</thead>
</table>
| **Match Sentence** | **La recepția lui Andrei, Daniel a trâncănit despre . . .**  
| at reception of Andrei Daniel has jabbered about . . .  
| ‘At Andrei’s reception, Daniel jabbered about . . .’ |
Item 4

Context: Ace(a)sta este Anca/Bogdan. Acesta este Mihai.
‘This is Anca/Bogdan. This is Mihai.’

<table>
<thead>
<tr>
<th>COREFERENT MISMATCH</th>
<th>DISJOINT MISMATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>La prânzul Ancăi, Mihai a mințit despre . . .</td>
</tr>
</tbody>
</table>

MISMATCH SENTENCE

|                      | at luncheon Anca, Mihai has lied about . . . |
|                      | ‘At Anca’s luncheon, Mihai lied about . . .’ |

<table>
<thead>
<tr>
<th>COREFERENT MATCH</th>
<th>DISJOINT MATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>La prânzul lui Bogdan, Mihai a mințit despre . . .</td>
</tr>
</tbody>
</table>

MATCH SENTENCE

|                      | at luncheon of Bogdan Mihai has lied about . . . |
|                      | ‘At Bogdan’s luncheon, Mihai lied about . . .’ |

Item 5

Context: Ace(a)sta este Monica / Daniel. Acesta este Andrei.
‘This is Monica/Daniel. This is Andrei.’

<table>
<thead>
<tr>
<th>COREFERENT MISMATCH</th>
<th>DISJOINT MISMATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>În bucătăria Monicăi, Andrei a gătit pentru . . .</td>
</tr>
</tbody>
</table>

MISMATCH SENTENCE

|                      | in kitchen Monica Andrei has cooked for . . . |
|                      | ‘In Monica’s kitchen, Andrei cooked for . . .’ |

<table>
<thead>
<tr>
<th>COREFERENT MATCH</th>
<th>DISJOINT MATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>În bucătăria lui Daniel, Andrei a gătit pentru . . .</td>
</tr>
</tbody>
</table>

MATCH SENTENCE

|                      | in kitchen of Daniel, Andrei has cooked for . . . |
|                      | ‘In Daniel’s kitchen, Andrei cooked for . . .’ |
Item 6

Context: *Acesta este Bogdan. Ace(a)sta este Anca / Mihai.*

‘This is Bogdan. This is Anca/Mihai.’

<table>
<thead>
<tr>
<th>MISMATCH SENTENCE</th>
<th>COREFERENT MISMATCH</th>
<th>DISJOINT MISMATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>at reunion Anca Bogdan has chattered about . . .</td>
<td>‘At Anca’s reunion, Bogdan chattered about . . .’</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATCH SENTENCE</th>
<th>COREFERENT MATCH</th>
<th>DISJOINT MATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>at reunion of Mihai, Bogdan has chattered about . . .</td>
<td>‘At Mihai’s reunion, Bogdan chattered about . . .’</td>
<td></td>
</tr>
</tbody>
</table>

Item 7

Context: *Acesta este Daniel. Ace(a)sta este Bogdan/Irina.*

‘This is Daniel. This is Bogdan/Irina.’

<table>
<thead>
<tr>
<th>MISMATCH SENTENCE</th>
<th>COREFERENT MISMATCH</th>
<th>DISJOINT MISMATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>on page of Facebook Irina Daniel has written about . . .</td>
<td>‘On Irina’s Facebook page, Daniel wrote about . . .’</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATCH SENTENCE</th>
<th>COREFERENT MATCH</th>
<th>DISJOINT MATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>on page of Facebook Bogdan Daniel has written about . . .</td>
<td>‘On Bogdan’s Facebook page, Daniel wrote about . . .’</td>
<td></td>
</tr>
</tbody>
</table>
### Item 8

**Context:** *Acesta este Mihai. Ace(a)sta este Elena/Andrei.*

‘This is Mihai. This is Elena/Andrei.’

<table>
<thead>
<tr>
<th>Coreferent Mismatch</th>
<th>Disjoint Mismatch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MISMATCH SENTENCE</strong></td>
<td>La picnicul <em>Elenei, Mihai</em> a glumit despre . . .</td>
</tr>
<tr>
<td></td>
<td>at picnic Elena Mihai has joked about . . .</td>
</tr>
<tr>
<td></td>
<td>‘At Elena’s picnic, Mihai joked about . . .’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coreferent Match</th>
<th>Disjoint Match</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATCH SENTENCE</strong></td>
<td>La picnicul lui <em>Andrei, Mihai</em> a glumit despre . . .</td>
</tr>
<tr>
<td></td>
<td>at picnic of Andrei Mihai has joked about about . . .</td>
</tr>
<tr>
<td></td>
<td>‘At Andrei’s picnic, Mihai joked about . . .’</td>
</tr>
</tbody>
</table>

### Item 9

**Context:** *Aceasta este Anca. Ace(a)sta este Andrei/Irina.*

‘This is Anca. This is Andrei/Irina.’

<table>
<thead>
<tr>
<th>Coreferent Mismatch</th>
<th>Disjoint Mismatch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MISMATCH SENTENCE</strong></td>
<td>La aniversarea lui <em>Andrei, Anca</em> a hodorogit despre . . .</td>
</tr>
<tr>
<td></td>
<td>at anniversary of Andrei Anca has yapped about . . .</td>
</tr>
<tr>
<td></td>
<td>‘At Andrei’s anniversary, Anca yapped about . . .’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coreferent Match</th>
<th>Disjoint Match</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATCH SENTENCE</strong></td>
<td>La aniversarea <em>Irinei, Anca</em> a hodorogit despre . . .</td>
</tr>
<tr>
<td></td>
<td>at anniversary Irina Anca has yapped about . . .</td>
</tr>
<tr>
<td></td>
<td>‘At Irina’s anniversary, Anca yapped about . . .’</td>
</tr>
</tbody>
</table>
Item 10

**Context:** Ace(a)sta este Monica/Daniel. Aceasta este Elena.

‘This is Monica/Daniel. This is Elena.’

<table>
<thead>
<tr>
<th>MISMATCH SENTENCE</th>
<th>COREFERENT MISMATCH</th>
<th>DISJOINT MISMATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>În sufrageria lui Daniel, <strong>Elena</strong> a îndrugat despre . . .</td>
<td>in living-room of Daniel Elena has gone-on-and-on about . . .</td>
<td>‘In Daniel’s living room, Elena went on and on about . . .’</td>
</tr>
<tr>
<td>MATCH SENTENCE</td>
<td>COREFERENT MATCH</td>
<td>DISJOINT MATCH</td>
</tr>
<tr>
<td>În sufrageria <strong>Monicăi</strong>, <strong>Elena</strong> a îndrugat despre . . .</td>
<td>in living-room Monica Elena has gone-on-and-on about . . .</td>
<td>‘In Monica’s living room, Elena went on and on about . . .’</td>
</tr>
</tbody>
</table>

Item 11

**Context:** Aceasta este Irina. Ace(a)sta este Bogdan/Anca.

‘This is Irina. This is Bogdan/Anca.’

<table>
<thead>
<tr>
<th>MISMATCH SENTENCE</th>
<th>COREFERENT MISMATCH</th>
<th>DISJOINT MISMATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>La școala lui Bogdan, <strong>Irina</strong> a troncânit despre . . .</td>
<td>at school of Bogdan Irina has jabbered about . . .</td>
<td>‘At Bogdan’s school, Irina jabbered about . . .’</td>
</tr>
<tr>
<td>MATCH SENTENCE</td>
<td>COREFERENT MATCH</td>
<td>DISJOINT MATCH</td>
</tr>
<tr>
<td>La școala <strong>Ancăi</strong>, <strong>Irina</strong> a troncânit despre . . .</td>
<td>at school Anca Irina has jabbered about . . .</td>
<td>‘At Anca’s school, Irina jabbered about . . .’</td>
</tr>
</tbody>
</table>
**Item 12**

**Context:** Aceasta este Monica. Ace(a)sta este Mihai/Elena.

‘This is Monica. This is Mihai/Elena.’

<table>
<thead>
<tr>
<th>COREFERENT MISMATCH</th>
<th>DISJOINT MISMATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MI</strong></td>
<td><strong>MATCH</strong></td>
</tr>
<tr>
<td><strong>MISMATCH SENTENCE</strong></td>
<td>La majoratul lui Mihai, <em>Monica</em> a debitat despre . . .</td>
</tr>
<tr>
<td></td>
<td>‘At Mihai’s 18th birthday, Monica chattered about . . .’</td>
</tr>
<tr>
<td><strong>MATCH SENTENCE</strong></td>
<td>La majoratul Elenei, <em>Monica</em> a debitat despre . . .</td>
</tr>
<tr>
<td></td>
<td>‘At Elena’s 18th birthday, Monica chattered about . . .’</td>
</tr>
</tbody>
</table>

**Item 13**

**Context:** Ace(a)sta este Daniel/Monica. Aceasta este Anca.

‘This is Danel/Monica. This is Anca.’

<table>
<thead>
<tr>
<th>COREFERENT MISMATCH</th>
<th>DISJOINT MISMATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MI</strong></td>
<td><strong>MATCH</strong></td>
</tr>
<tr>
<td><strong>MISMATCH SENTENCE</strong></td>
<td><em>După serata lui Daniel</em> Anca a visat despre . . .</td>
</tr>
<tr>
<td></td>
<td>‘After Daniel’s soirée, Anca dreamed about . . .’</td>
</tr>
<tr>
<td><strong>MATCH SENTENCE</strong></td>
<td><em>După serata Monica</em> Anca a visat despre . . .</td>
</tr>
<tr>
<td></td>
<td>‘After Monica’s soirée, Anca dreamed about . . .’</td>
</tr>
</tbody>
</table>
Item 14

Context: Aceasta este Elena. Ace(a)sta este Andrei/Anca.

‘This is Elena. This is Andrei/Anca.’

<table>
<thead>
<tr>
<th>MATCH SENTENCE</th>
<th>DISJOINT MATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>La petrecerea lui Andrei, Elena s-a gândit la . . .</td>
<td>‘At Andrei’s party, Elena thought about . . .’</td>
</tr>
</tbody>
</table>

Item 15

Context: Ace(a)sta este Mihai/Elena. Aceasta este Irina.

‘This is Mihai/Elena. This is Irina.’

<table>
<thead>
<tr>
<th>MATCH SENTENCE</th>
<th>DISJOINT MATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>În jurnalul lui Mihai, Irina a citit despre . . .</td>
<td>‘In Mihai’s diary, Irina read about . . .’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATCH SENTENCE</th>
<th>DISJOINT MATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>În jurnalul Elena, Irina a citit despre . . .</td>
<td>‘In Elena’s diary, Irina read about . . .’</td>
</tr>
</tbody>
</table>
Context: Aceasta este Monica. Ace(a)sta este Bogdan/Irina.

‘This is Monica. This is Bogdan/Irina.’

<table>
<thead>
<tr>
<th></th>
<th>Coreferent Mismatch</th>
<th>Disjoint Mismatch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MISMATCH SENTENCE</strong></td>
<td>La ziua lui Bogdan, Monica a râs de . . .</td>
<td>‘At Bogdan’s birthday, Monica laughed at . . .’</td>
</tr>
<tr>
<td></td>
<td>at birthday of Bogdan Monica has laughed at . . .</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘At Bogdan’s birthday, Monica laughed at . . .’</td>
<td></td>
</tr>
<tr>
<td><strong>MATCH SENTENCE</strong></td>
<td>La ziua Irinei, Monica a râs de . . .</td>
<td>‘At Irina’s birthday, Monica laughed at . . .’</td>
</tr>
<tr>
<td></td>
<td>at birthday Irina Monica has laughed at . . .</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘At Irina’s birthday, Monica laughed at . . .’</td>
<td></td>
</tr>
</tbody>
</table>
Acesta este Mihai. Mihai era la el acasă. ‘This is Mihai. Mihai was at his house.’

Sentence: Mihai s-a imaginat... ‘Mihai imagined...’

Aceasta este Anca. Anca era la ea acasă. ‘This is Anca. Anca was at her house.’

Sentence: Anca a visat despre... ‘Anca dreamed about ...’

Aceasta este Irina. Irina vorbea la telefon. ‘This is Irina. Irina was talking on the phone.’

Sentence: Irina a discutat despre... ‘Irina discussed about ...’

Aceasta este Andrei. Andrei vorbea la telefon. ‘This is Andrei. Andrei was talking on the phone.’

Sentence: Andrei a auzit despre... ‘Andrei heard about ...’

Aceasta este Bogdan. Bogdan vorbea la telefon. ‘This is Bogdan. Bogdan was talking on the phone.’

Sentence: Bogdan s-a plâns despre... ‘Bogdan complained about...’

Aceasta este Daniel. Daniel s-a dus la bibliotecă. ‘This is Daniel. Daniel went to the library.’

Sentence: Daniel a studiat despre... ‘Daniel studied about...’

Aceasta este Monica. Monica era în camera ei. ‘This is Monica. Monica was in her room.’

Sentence: Monica este interesată de ... ‘Monica is interested in ...’

Aceasta este Elena. Elena era singură. ‘This is Elena. Elena was alone.’

Sentence: Elena îi e frică de ... ‘Elena is scared of ...’
Context: Aceasta este Anca. Ancă îi plac multe lucruri, dar ... ‘This is Anca. Anca likes many things, but....’
Sentence: Anca urăște ... ‘Anca hates...’

Context: Acesta este Andrei. Lui Andrei îi plac multe lucruri. De exemplu ... ‘This is Andrei. Andrei likes many things. For instance ....’
Sentence: Andrei iubește ... ‘Andrei loves ...’

Context: Acesta este Mihai. Mihai și-a primit rezultatele la examen. ‘This is Mihai. Mihai got his exam results.’
Sentence: Mihai este mândru de ... ‘Mihai is proud of ...’

Context: Aceasta este Anca. Anca nu a primit locul de muncă dorit. ‘This is Anca. Anca did not get the job she wanted.’
Sentence: Anca este dezamăgită de ... ‘Anca is disappointed in ...’

Context: Aceasta este Irina. Irina crede că a rezolvat destule azi. . ‘This is Irina. Irina thinks she got a lot done today.’
Sentence: Irina este multumită de ... ‘Irina is content with...’

Context: Aceasta este Monica. Monica crede că putea să se descurce mai bine la examen. ‘This is Monica. Monica thinks she could have done better on the exam. ’
Sentence: Monica este furioasă pe ... ‘Monica is furious with...’

Context: Acesta este Andrei. Andrei s-a dus la plajă. ‘This is Andrei. Andrei went to the beach.’
Sentence: Acum, ... ‘Now, ...’
**Context:** Acesta este Daniel. Daniel s-a îmbrăcat prea subțire. ‘This is Daniel. Daniel isn’t dressed properly.’

**Sentence:** Acum, ... ‘Now, ...’

**Context:** Acesta este Bogdan. Bogdan e cam arogant. ‘This is Bogdan. Bogdan is a bit arrogant.’

**Sentence:** Bogdan este îndrăgostit de ... ‘Bogdan is in love with ...’

**Context:** Aceasta este Elena. Elena nu a rezolvat tot ce voia. ‘This is Elena. Elena did not accomplish everything she wanted to.’

**Sentence:** Elena este nemultumită de ... ‘Elena is unhappy with ...’

**Context:** Aceasta este Anca. Anca a luat premiul întâi la un concurs. ‘This is Anca. Anca got first prize in a competition.’

**Sentence:** Anca este încântată de ... ‘Anca is pleased with ...’

**Context:** Aceasta este Monica. Monica a băut prea mult aseară. ‘This is Monica. Monica had too much to drink last night.’

**Sentence:** Monica este supărată pe ... ‘Monica is mad at ...’
Experiment 2: Production - Quantified Subjects

The items from the second production task in *Chapter 3* are listed below. The first item also includes the experimental pictures. The pictures for all conditions of the 16 critical items, 20 fillers, practice items, instructions, PsychoPy scripts, and data analysis can be found in the relevant folder at the following OSF Repository link https://osf.io/p3tmd/.

Item 1

**Context:** *Bunica Maria / Bunicul Paul a fost vizitat(ă) recent de către familie. Andrei, Daniel și Mihai au fost și ei prezenți.*

‘Grandma Maria / Grandpa Paul was recently visited by family. Andrei, Daniel and Mihai were there too.’

<table>
<thead>
<tr>
<th>MISMATCH SENTENCE</th>
<th>MATCH SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOUND MISMATCH</strong></td>
<td><strong>BOUND MATCH</strong></td>
</tr>
<tr>
<td>Acasă la <em>bunica Maria, fiecare băiat a vorbit despre</em> . . .</td>
<td></td>
</tr>
<tr>
<td>‘At Grandma Maria’s house, every boy talked about . . .’</td>
<td></td>
</tr>
<tr>
<td><strong>DISJOINT MISMATCH</strong></td>
<td><strong>DISJOINT MATCH</strong></td>
</tr>
<tr>
<td>Acasă la <em>bunicul Paul, fiecare băiat a vorbit despre</em> . . .</td>
<td></td>
</tr>
<tr>
<td>‘At Grandpa Paul’s house, every boy talked about . . .’</td>
<td></td>
</tr>
</tbody>
</table>
**Item 2**

**Context:** *Bunica Laura / Bunicul Radu a gătit aseară. Dintre mesenii fac parte și nepoții Mihai, Daniel și Andrei.*

‘Grandma Laura / Grandpa Radu cooked last night. Part of the guests are also grandsons Mihai, Daniel and Andrei.’

<table>
<thead>
<tr>
<th>MISMATCH SENTENCE</th>
<th>BOUND MISMATCH</th>
<th>DISJOINT MISMATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>at dinner grandma Laura, every grandson has told-stories about . . .</td>
<td>‘At Grandma Laura’s dinner, every grandson told stories about . . .’</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATCH SENTENCE</th>
<th>BOUND MATCH</th>
<th>DISJOINT MATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>at dinner grandpa Radu, every grandson has told-stories about . . .</td>
<td>‘At Grandpa Radu’s dinner, every grandson told stories about . . .’</td>
<td></td>
</tr>
</tbody>
</table>

**Item 3**

**Context:** *Mătusă Diana / Unchiul Vlad a avut o recepție aseară. Andrei, Mihai și Daniel au mers și ei.*

‘Aunt Diana / Uncle Vlad had a reception last evening. Andrei, Mihai and Daniel went too.’
Item 4

**Context:** Mătusea Raluca / Unchiul George şi-a invitat familia la masă. Daniel, Andrei şi Mihai au fost acolo.

‘Aunt Raluca / Uncle George invited her/his family to lunch. Daniel, Andrei and Mihai were there.’

---

<table>
<thead>
<tr>
<th>Bound Mismatch</th>
<th>Disjoint Mismatch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mismatch Sentence</strong></td>
<td>La recepţia mătuiii Diana, fiecare băiat a trăncănit despre . . .</td>
</tr>
<tr>
<td>at reception aunt Diana, every boy has chattered about . . .</td>
<td></td>
</tr>
<tr>
<td>‘At Aunt Diana’s reception, every boy chattered about . . .’</td>
<td></td>
</tr>
<tr>
<td><strong>Match Sentence</strong></td>
<td>La recepţia unchiului Vlad, fiecare băiat a trăncănit despre . . .</td>
</tr>
<tr>
<td>at reception uncle Vlad, every boy has chattered about . . .</td>
<td></td>
</tr>
<tr>
<td>‘At Uncle Vlad’s reception, every boy chattered about . . .’</td>
<td></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Bound Mismatch</th>
<th>Disjoint Mismatch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mismatch Sentence</strong></td>
<td>La prânzul mătusii Raluca, fiecare nepot a minţiit despre . . .</td>
</tr>
<tr>
<td>at lunch aunt Raluca, every nephew has lied about . . .</td>
<td></td>
</tr>
<tr>
<td>‘At Aunt Raluca’s luncheon, every nephew lied about . . .’</td>
<td></td>
</tr>
<tr>
<td><strong>Match Sentence</strong></td>
<td>La prânzul unchiului George, fiecare nepot a minţiit despre . . .</td>
</tr>
<tr>
<td>at lunch uncle George, every nephew has lied about . . .</td>
<td></td>
</tr>
<tr>
<td>‘At Uncle George’s luncheon, every nephew lied about . . .’</td>
<td></td>
</tr>
</tbody>
</table>
Item 5

**Context:** Mătusa Raluca / Bunicul Radu și-a primit nepoții la ea / el ziua trecută. Mihai, Andrei și Daniel s-au dus împreună.

‘Aunt Raluca / Grandpa Radu had her / his nephews/ grandsons over the other day. Mihai, Andrei and Daniel went together.’

<table>
<thead>
<tr>
<th>BOUND MISMATCH</th>
<th>DISJOINT MISMATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>În bucătăria mătușii Raluca, fiecare băiat a gătit pentru ...</td>
<td>‘In Aunt Raluca’s kitchen, every boy cooked for ...’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATCH MISMATCH</th>
<th>DISJOINT MATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>In bucătăria bunicului Radu, fiecare băiat a gătit pentru ...</td>
<td>‘In Grandpa Radu’s kitchen, every boy cooked for ...’</td>
</tr>
</tbody>
</table>

Item 6

**Context:** Bunica Maria / Unchiul Vlad a organizat o reuniune de familie. Au fost prezenți și Daniel, Mihai și Andrei.

‘Grandma Maria / Uncle Vlad organized a family reunion. Daniel, Mihai and Andrei were also present.’
<table>
<thead>
<tr>
<th>MISMATCH SENTENCE</th>
<th>DISJOINT MISMATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>La reuniunea bunicii Maria, fiecare nepot a sporovățit despre . . .</td>
<td>‘At Grandma Maria’s reunion, every nephew yapped about …’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATCH SENTENCE</th>
<th>DISJOINT MATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>La reuniunea unchiului Vlad, fiecare nepot a sporovățit despre . . .</td>
<td>‘At Uncle Vlad’s reunion, every nephew yapped about …’</td>
</tr>
</tbody>
</table>

**Item 7**

**Context:** Bunica Laura / Unchiul George își cheamă des nepoții acasă. Andrei, Daniel și Mihai s-au dus chiar astăzi.

‘Grandma Laura / Uncle George invites her grandsons / his nephews over often. Andrei, Daniel and Mihai went by even today.’

<table>
<thead>
<tr>
<th>MISMATCH SENTENCE</th>
<th>DISJOINT MISMATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>În vizită la bunica Laura, fiecare băiat a balivernat despre . . .</td>
<td>‘During the visit to Grandma Laura, every boy tattled about …’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATCH SENTENCE</th>
<th>DISJOINT MATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>În vizită la unchiul George, fiecare băiat a balivernat despre . . .</td>
<td>‘During the visit to Uncle George, every boy tattled about …’</td>
</tr>
</tbody>
</table>
Item 8


‘Aunt Diana / Grandpa Paul organized a picnic last weekend. Daniel, Andrei and Mihai went gladly.’

<table>
<thead>
<tr>
<th>Bound Mismatch</th>
<th>Disjoint Mismatch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mismatch Sentence</strong></td>
<td><strong>La picnicul mătusii Diana, fiecare nepot a glumit despre . . .</strong></td>
</tr>
<tr>
<td></td>
<td>‘At Aunt Diana’s picnic, every nephew joked about . . .’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bound Match</th>
<th>Disjoint Match</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Match Sentence</strong></td>
<td><strong>La picnicul bunicului Paul, fiecare nepot a glumit despre . . .</strong></td>
</tr>
<tr>
<td></td>
<td>‘At Grandpa Paul’s picnic, every grandson joked about . . .’</td>
</tr>
</tbody>
</table>

Item 9

Context: Bunicul Paul / Bunica Laura doar ce a împlinit 75 / 70 de ani. Monica, Elena și Irina s-au dus și ele să îl / o vadă.

‘Grandpa Paul / Grandma Laura just turned 75 / 70. Monica, Elena and Irina also went to see him / her.’
La aniversarea bunicului Paul, fiecare fătă a hodorogit despre . . .

‘At Grandpa Paul’s anniversary, every girl yapped about . . .’

La aniversarea bunicii Laura, fiecare fătă a hodorogit despre . . .

‘At Grandma Laura’s anniversary, every girl yapped about . . .’

**Item 10**

**Context:** Bunicul Radu / Bunica Maria a fost vizitat(ă) recent de familie. Elena, Irina și Monica au mers la el / ea ieri.

‘Grandpa Radu / Grandma Maria was recently visited by family. Elena, Irina and Monica went by yesterday.’

În sufrageria bunicului Radu, fiecare nepoată a debitat despre . . .

‘In Grandpa Radu’s living room, every g-daughter jabbered about . . .’

În sufrageria bunicii Laura, fiecare nepoată a debitat despre . . .

‘In Grandma Laura’s living room, every g-daughter jabbered about . . .’
**Item 11**

**Context:** Unchiul George / Mătușa Diana își sărbătoresc onomastica în iunie. Anul trecut, Irina, Monica și Elena se duseseră să îl / o felicite.

‘Uncle George / Aunt Diana celebrates his / her name day in June. Last year, Irina, Monica and Elena went to congratulate him/her.’

<table>
<thead>
<tr>
<th>MISMATCH SENTENCE</th>
<th><strong>BOUND MISMATCH</strong></th>
<th><strong>DISJOINT MISMATCH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>De onomastica unchiului George, fiecare fată a troncănit despre . . .</strong></td>
<td>of name-day uncle George, every girl has yapped about . . .</td>
<td>‘During Uncle George’s name day, every girl yapped about . . .’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATCH SENTENCE</th>
<th><strong>BOUND MATCH</strong></th>
<th><strong>DISJOINT MATCH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>De onomastica mătușii Diana, fiecare fată a troncănit despre . . .</strong></td>
<td>of name-day aunt Diana, every girl has yapped about . . .</td>
<td>‘During Aunt Diana’s name day, every girl yapped about . . .’</td>
</tr>
</tbody>
</table>

**Item 12**

**Context:** Unchiul Vlad / Mătușa Raluca a dat o petrecere săptămâna trecută. Irina, Elena și Monica au fost și ele invitate.

‘Uncle Vlad / Aunt Raluca hosted a party last week. Irina, Elena and Monica were invited as well.’
La petrecerea unchiului Vlad, fiecare nepoată a îndrugat despre ... 'At Uncle Vlad's party, every girl went on and on about ...'

La petrecerea mătusii Raluca, fiecare nepoată a îndrugat despre ... 'At Aunt Raluca’s party, every girl went on and on about ...'

Item 13

Context: Unchiul Vlad / Bunica Laura a ţinut o serată la un restaurant scump. Elena, Monica și Irina s-au bucurat să meargă.

'Uncle Vlad / Grandma Laura hosted a soirée at an expensive restaurant. Elena, Monica and Irina were happy to be there.'

La serata unchiului Vlad, fiecare fată s-a gândit la ... 'At Uncle Vlad’s soirée, every girl thought about ...'

La serata bunicii Laura, fiecare fată s-a gândit la ... 'At Grandma Laura’s soirée, every girl thought about ...'
**Item 14**

**Context:** Unchiul George / Bunica Maria are o casă frumoasă. Monica, Irina și Elena au dorit să îi vadă biroul.

‘Uncle George / Grandma Maria has a beautiful house. Monica, Irina and Elena wanted to see his / her office.’

<table>
<thead>
<tr>
<th>Bound Mismatch</th>
<th>Disjoint Mismatch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mismatch Sentence</strong></td>
<td><strong>În biroul unchiului George, fiecare nepoată a discutat despre . . .</strong></td>
</tr>
<tr>
<td></td>
<td>in office uncle George, every niece has discussed about . . .</td>
</tr>
<tr>
<td></td>
<td>‘In Uncle George’s office, every niece discussed about . . .’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bound Match</th>
<th>Disjoint Match</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Match Sentence</strong></td>
<td><strong>În biroul bunicii Maria, fiecare nepoată a discutat despre . . .</strong></td>
</tr>
<tr>
<td></td>
<td>in office grandma Maria, every granddaughter has discussed about . . .</td>
</tr>
<tr>
<td></td>
<td>‘In Grandma Maria’s office, every granddaughter discussed about . . .’</td>
</tr>
</tbody>
</table>

**Item 15**

**Context:** Bunicul Radu / Mătusa Diana are o grădină superbă. Irinei, Elena și Monica le place să stea acolo.

‘Grandpa Radu / Aunt Diana has a superb garden. Irina, Elena and Monica love being there.’
În grădina Radu, fiecare fată a istorisit despre . . .
‘In Grandpa Radu’s garden, every girl told stories about . . .’

În grădina Diana, fiecare fată a istorisit despre . . .
‘In Aunt Diana’s garden, every girl told stories about . . .’

Context: Bunicul Paul / Mătusă Raluca și-a serbat ziua de naștere. Irina, Elena și Monica au fost și ele prezente.
‘Grandpa Paul / Aunt Raluca celebrated his / her birthday. Irina, Elena and Monica were also present.’

La ziua bunicului Paul, fiecare nepoată a râs de . . .
‘At Grandpa Paul’s birthday, every granddaughter laughed at . . .’

La ziua mătusii Raluca, fiecare nepoată a râs de . . .
‘At Aunt Raluca’s birthday, every niece laughed at . . .’

Filler Items

Context: Unchiul Vlad a organizat o reuniune de familie. Mihai, Daniel și Elena au ajuns mai devreme să îl ajute.
‘Uncle Vlad organized a family reunion. Mihai, Daniel, and Elena got there earlier to help out.’

**Sentence:** Înainte de petrecere, ambii băieți s-au plâns despre...

‘Before the party, both boys complained about...’

**Context:** Mătușa Diana ș-a scos nepoții la film. Apoi, Andrei, Monica și Irina au mers la ea acasă.

‘Aunt Diana took her nieces and nephews to the movies. Afterwards, Andrei, Monica, and Irina went by for a visit.’

**Sentence:** După film, ambele fete erau încântate de...

‘After the movie, both girls were delighted with...’

**Context:** Mătușa Raluca s-a dus la serbarea nepoților ei. Mihai, Irina și Elena merg la aceeași școală.

‘Aunt Raluca went to her nieces’ and nephews’ school festivities. Mihai, Irina, and Elena go to the same school.’

**Sentence:** La serbare, toti elevii au discutat planurile lor pentru...

‘At the festivities, all of the students discussed their plans for ...’

**Context:** Bunica Maria s-a invitat nepoții la ea. Daniel, Monica și Andrei vorbeau despre ceva.

‘Grandma Maria invited her grandchildren over. Daniel, Monica, and Andrei were talking about something.’

**Sentence:** Bunica Maria a aflat că unii dintre nepoții ei cântă la ...

‘Grandma Maria found out that some of her grandchildren play the ...’
Uncle Vlad was in the garden with his family. Elena, Mihai, and Irina were discussing their hobbies.

‘Uncle Vlad heard that both his nieces love …’

Uncle George wanted ideas for presents for his family. Daniel, Elena, and Monica were suggesting what they might want.

‘One of the nephews told uncle George that they’re interested in …’

Grandma Laura always encourages her grandchildren to learn new things. Monica, Daniel and Irina were telling her what else they’ve learned.

‘One of the granddaughters told Grandma Laura that she studied …’

Grandpa Radu was visited by his family recently. Mihai, Monica, and Irina were talking about exams.

‘Two of grandpa Radu’s grandchildren were happy with …’
Grandpa Paul recently turned 75. Andrei, Elena, and Daniel also went to see him. ‘Two of grandpa Paul’s grandchildren said they admire ...’

Aunt Raluca has an orchard outside of town. Irina, Andrei, and Monica go there often. ‘In aunt Raluca’s orchard, all of her nieces and nephews talked about ...’

Aunt Diana accidentally opened Irina’s Facebook account. She was checking what people had been writing on her wall. ‘On Irina’s Facebook page, Daniel wrote about ...’

Mihai and Irina were in Mihai’s room. Irina found his diary. ‘In Mihai’s diary, Irina read about ...’

At Irina’s school, Monica said nice things about ...’
‘A new haunted house opened. Monica, Daniel, and Elena went there too.’

‘In the haunted house, one of the kids said they’re afraid of ...’

‘Grandpa Paul invited his grandchildren to his library. Irina, Daniel, and Andrei were glad to go.’

‘In grandpa Paul’s library, all of the children read about ...’

‘Mihai, Monica, and Andrei are at school. They just found out about their test results.’

‘The exam was really hard, but now Mihai is proud of ...’

‘Bunica Laura invites her grandchildren over often. Daniel and Monica slept over.’

‘One of Monica’s most burning wishes is to go to ...’

‘A part of the family went on vacation. Andrei and Monica were at the beach together.’

‘It’s been quite a cold winter, but now Andrei is ...’
Context: Irina și Elena au ieșit în oras. Acum, fetele discuta despre ce mai aveau de făcut.
‘Irina and Elena went out. Now, the girls were talking about what else they had to do.’
Sentence: Una dintre cele două fete este nemulțumită de...
‘One of the two girls is quite displeased with ...’

Context: Bunica Laura a dat o petrecere aseară. Monica a rămas peste noapte.
‘Bunica Laura had a party last night. Monica stayed overnight.’
Sentence: După petrecerea de ieri, Monica este supărată pe...
‘After yesterday’s party, Monica is mad at ...’
Experiment 3: Comprehension - Referential Subjects

The items from the first comprehension task in Chapter 4 are listed below. The first item also includes the experimental pictures. The pictures for all conditions of the 15 critical items, fillers, sound files, instructions, PsychoPy scripts, and data analysis can be found in the relevant folder at the following OSF Repository link https://osf.io/e2p9w/.

Item 1

Unambiguous Context:

Acesta este Andrei.  Aceasta este Irina.
‘This is Andrei.’  ‘This is Irina.’

Ambiguous Context:

Acesta este Andrei.  Acesta este Mihai.
‘This is Andrei.’  ‘This is Mihai.’
### Gender Group

<table>
<thead>
<tr>
<th>Category</th>
<th>Translation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disjoint (Fem. Pronoun)</td>
<td>‘At Irina’s house, Andrei talked about her’</td>
<td>Acasă la Irina, Andrei a vorbit despre ea.</td>
</tr>
<tr>
<td>Reflexive (Masc. Pronoun)</td>
<td>‘At Irina’s house, Andrei talked about him’</td>
<td>Acasă la Irina, Andrei a vorbit despre el.</td>
</tr>
</tbody>
</table>

### Gender & Form Group

<table>
<thead>
<tr>
<th>Category</th>
<th>Translation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambiguous (Masc. Pronoun)</td>
<td>‘At Mihai’s house, Andrei talked about him’</td>
<td>Acasă la Mihai, Andrei a vorbit despre el.</td>
</tr>
</tbody>
</table>

### Form Group

<table>
<thead>
<tr>
<th>Category</th>
<th>Translation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disjoint (Demonstrative)</td>
<td>‘At Mihai’s house, Andrei talked about this one’</td>
<td>Acasă la Mihai, Andrei a vorbit despre acesta.</td>
</tr>
<tr>
<td>Reflexive (Emphatic Refl.)</td>
<td>‘At Mihai’s house, Andrei talked about himself’</td>
<td>Acasă la Mihai, Andrei a vorbit despre el însuși.</td>
</tr>
</tbody>
</table>
**Item 2**

**Context:** *Acesta este Bogdan. Ace(a)sta este Elena/Daniel.*

‘This is Bogdan. This is Elena/Daniel.’

<table>
<thead>
<tr>
<th>GENDER GROUP</th>
<th>GENDER UNAMBIGUOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISJOINT (Fem. PRONOUN)</td>
<td><em>La cina Elena, Bogdan a povestit despre ea.</em></td>
</tr>
<tr>
<td></td>
<td>at dinner Elena Bogdan has told-stories about her</td>
</tr>
<tr>
<td></td>
<td>‘At Elena’s dinner, Bogdan told stories about her.’</td>
</tr>
<tr>
<td>REFLEXIVE (Masc. PRONOUN)</td>
<td><em>La cina Elena, Bogdan a povestit despre el.</em></td>
</tr>
<tr>
<td></td>
<td>at dinner Elena Bogdan has told-stories about him</td>
</tr>
<tr>
<td></td>
<td>‘At Elena’s dinner, Bogdan told stories about him.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENDER &amp; FORM GROUP</th>
<th>AMBIGUOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMBIGUOUS (Masc. PRONOUN)</td>
<td><em>La cina lui Daniel, Bogdan a povestit despre el.</em></td>
</tr>
<tr>
<td></td>
<td>at dinner of Daniel Bogdan has told-stories about him</td>
</tr>
<tr>
<td></td>
<td>‘At Daniel’s dinner, Bogdan told stories about him.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FORM GROUP</th>
<th>FORM UNAMBIGUOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISJOINT (Demonstrative)</td>
<td><em>La cina lui Daniel, Bogdan a povestit despre aceasta.</em></td>
</tr>
<tr>
<td></td>
<td>at dinner of Daniel Bogdan has told-stories about this one</td>
</tr>
<tr>
<td></td>
<td>‘At Daniel’s dinner, Bogdan told stories about this one.’</td>
</tr>
<tr>
<td>REFLEXIVE (Emphatic Refl.)</td>
<td><em>La cina lui Daniel, Bogdan a povestit despre el însuși.</em></td>
</tr>
<tr>
<td></td>
<td>at dinner of Daniel Bogdan has told-stories about him himself</td>
</tr>
<tr>
<td></td>
<td>‘At Daniel’s dinner, Bogdan told stories about himself.’</td>
</tr>
</tbody>
</table>
**Item 3**

**Context:** Ace(a)sta este Monica/Andrei. Acesta este Daniel.

‘This is Monica/Andrei. This is Daniel.’

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>Gender Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disjoint (Fem. Pronoun)</strong></td>
<td>La receptia Monica, Daniel a trâncânit despre ea.</td>
</tr>
<tr>
<td></td>
<td>at reception Monica Daniel has jabbered about her</td>
</tr>
<tr>
<td></td>
<td>‘At Monica’s reception, Daniel jabbered about her.’</td>
</tr>
<tr>
<td><strong>Reflexive (Masc. Pronoun)</strong></td>
<td>La receptia Monica, Daniel a trâncânit despre el.</td>
</tr>
<tr>
<td></td>
<td>at reception Monica Daniel has jabbered about him</td>
</tr>
<tr>
<td></td>
<td>‘At Monica’s reception, Daniel jabbered about him.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender &amp; Form Group</th>
<th>Ambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ambiguous (Masc. Pronoun)</strong></td>
<td>La receptia lui Andrei, Daniel a trâncânit despre el.</td>
</tr>
<tr>
<td></td>
<td>at reception Andrei Daniel has jabbered about him</td>
</tr>
<tr>
<td></td>
<td>‘At Andrei’s reception, Daniel jabbered about him.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form Group</th>
<th>Form Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disjoint (Demonstrative)</strong></td>
<td>La receptia lui Andrei, Daniel a trâncânit despre acesta.</td>
</tr>
<tr>
<td></td>
<td>at reception Andrei Daniel has jabbered about this one</td>
</tr>
<tr>
<td></td>
<td>‘At Andrei’s reception, Daniel jabbered about this one.’</td>
</tr>
<tr>
<td><strong>Reflexive (Emphatic Refl.)</strong></td>
<td>La receptia lui Andrei, Daniel a trâncânit despre el însuși.</td>
</tr>
<tr>
<td></td>
<td>at reception Andrei Daniel has jabbered about him himself</td>
</tr>
<tr>
<td></td>
<td>‘At Andrei’s reception, Daniel jabbered about himself.’</td>
</tr>
</tbody>
</table>
**Item 4**

**Context:** Ace\(a\)sta este Bogdan/Anca. Acesta este Mihai.

‘This is Bogdan/Anca. This is Mihai.’

<table>
<thead>
<tr>
<th><strong>Gender Group</strong></th>
<th><strong>Gender Unambiguous</strong></th>
</tr>
</thead>
</table>
| **Disjoint (Fem. Pronoun)** | *La prânzul Ancăi, Mihai a minţit despre ea.*  
‘At Anca’s lunch, Mihai lied about her.’ |
|                      |                        |
| **Reflexive (Masc. Pronoun)** | *La prânzul Ancăi, Mihai a minţit despre el.*  
‘At Anca’s lunch, Mihai lied about him.’ |

<table>
<thead>
<tr>
<th><strong>Gender &amp; Form Group</strong></th>
<th><strong>Ambiguous</strong></th>
</tr>
</thead>
</table>
| **Ambiguous (Masc. Pronoun)** | *La prânzul lui Bogdan, Mihai a minţit despre el.*  
‘At Bogdan’s lunch, Mihai lied about him.’ |

<table>
<thead>
<tr>
<th><strong>Form Group</strong></th>
<th><strong>Form Unambiguous</strong></th>
</tr>
</thead>
</table>
| **Disjoint (Demonstrative)** | *La prânzul lui Bogdan, Mihai a minţit despre acesta.*  
‘At Bogdan’s lunch, Mihai lied about this one.’ |
| **Reflexive (Emphatic Refl.)** | *La prânzul lui Bogdan, Mihai a minţit despre el însuşi.*  
‘At Bogdan’s lunch, Mihai lied about himself.’ |
## Item 5

**Context:** _Acesta este Andrei. Ace(ă)sta este Daniel/Monica._

‘This is Andrei. This is Daniel/Monica.’

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>gender unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disjoint (Fem. Pronoun)</td>
<td>în bucătăria Monicăi, Andrei a găsit pentru ea.</td>
</tr>
<tr>
<td></td>
<td>in kitchen Monica Andrei has cooked for her</td>
</tr>
<tr>
<td></td>
<td>‘In Monica’s kitchen, Andrei cooked for her.’</td>
</tr>
<tr>
<td>Reflexive (Masc. Pronoun)</td>
<td>în bucătăria Monicăi, Andrei a găsit pentru el.</td>
</tr>
<tr>
<td></td>
<td>in kitchen Monica Andrei has cooked for him</td>
</tr>
<tr>
<td></td>
<td>‘In Monica’s kitchen, Andrei cooked for him.’</td>
</tr>
<tr>
<td>Gender &amp; Form Group</td>
<td></td>
</tr>
<tr>
<td>Ambiguous (Masc. Pronoun)</td>
<td>în bucătăria lui Daniel, Andrei a găsit pentru el.</td>
</tr>
<tr>
<td></td>
<td>in kitchen of Daniel Andrei has cooked for him</td>
</tr>
<tr>
<td></td>
<td>‘In Daniel’s kitchen, Andrei cooked for him.’</td>
</tr>
<tr>
<td>Form Group</td>
<td></td>
</tr>
<tr>
<td>Disjoint (Demonstrative)</td>
<td>în bucătăria lui Daniel, Andrei a găsit pentru acesta.</td>
</tr>
<tr>
<td></td>
<td>in kitchen of Daniel Andrei has cooked for this one</td>
</tr>
<tr>
<td></td>
<td>‘In Daniel’s kitchen, Andrei cooked for this one.’</td>
</tr>
<tr>
<td>Reflexive (Emphatic Refl.)</td>
<td>în bucătăria lui Daniel, Andrei a găsit pentru el însuși.</td>
</tr>
<tr>
<td></td>
<td>in kitchen of Daniel Andrei has cooked for him himself</td>
</tr>
<tr>
<td></td>
<td>‘In Daniel’s kitchen, Andrei cooked for himself.’</td>
</tr>
</tbody>
</table>
Item 6

**Context:** *Acesta este Bogdan. Ace(a)sta este Mihai/Anca.*

‘This is Bogdan. This is Mihai/Anca.’

<table>
<thead>
<tr>
<th><strong>Gender Group</strong></th>
<th><strong>Gender Unambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disjoint (Fem. Pronoun)</td>
<td></td>
</tr>
<tr>
<td><strong>La reuniunea Ancăi, Bogdan a pălăvărăgit despre ea.</strong></td>
<td></td>
</tr>
<tr>
<td>at reunion Anca Bogdan has jabbered about her</td>
<td></td>
</tr>
<tr>
<td>‘At Anca’s reunion, Bogdan jabbered about her.’</td>
<td></td>
</tr>
</tbody>
</table>

| **Reflexive (Masc. Pronoun)** | **La reuniunea Ancăi, Bogdan a pălăvărăgit despre el.** |
| at reunion Anca Bogdan has jabbered about him |
| ‘At Anca’s reunion, Bogdan jabbered about him.’ |

<table>
<thead>
<tr>
<th><strong>Gender &amp; Form Group</strong></th>
<th><strong>Ambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambiguous (Masc. Pronoun)</td>
<td></td>
</tr>
<tr>
<td><strong>La reuniunea lui Mihai, Andrei a pălăvărăgit despre el.</strong></td>
<td></td>
</tr>
<tr>
<td>at reunion of Mihai Bogdan has jabbered about him</td>
<td></td>
</tr>
<tr>
<td>‘At Mihai’s reunion, Bogdan jabbered about him.’</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Form Group</strong></th>
<th><strong>Form Unambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disjoint (Demonstrative)</td>
<td></td>
</tr>
<tr>
<td><strong>La reuniunea lui Mihai, Andrei a pălăvărăgit despre acesta.</strong></td>
<td></td>
</tr>
<tr>
<td>at reunion of Mihai Bogdan has jabbered about this one</td>
<td></td>
</tr>
<tr>
<td>‘At Mihai’s reunion, Bogdan jabbered about this one.’</td>
<td></td>
</tr>
</tbody>
</table>

| Reflexive (Emphatic Refl.) | **La reuniunea lui Mihai, Andrei a pălăvărăgit despre el însuși.** |
| at reunion of Mihai Bogdan has jabbered about him himself |
| ‘At Mihai’s reunion, Bogdan jabbered about himself.’ |
Item 7

**Context:** Ace(a)sta este Andrei/Elena. Acesta este Mihai.

‘This is Andrei/Elena. This is Mihai.’

<table>
<thead>
<tr>
<th><strong>Gender Group</strong></th>
<th><strong>Gender Unambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disjoint</strong> (Fem. Pronoun)</td>
<td>La picnicul Elenei, Mihai a glumit despre ea. at picnic Elena Mihai has joked about her ‘At Elena’s picnic, Mihai joked about her.’</td>
</tr>
<tr>
<td><strong>Reflexive</strong> (Masc. Pronoun)</td>
<td>La picnicul Elenei, Mihai a glumit despre el. at picnic Elena Mihai has joked about him ‘At Elena’s picnic, Mihai joked about him.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gender &amp; Form Group</strong></th>
<th><strong>Ambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ambiguous</strong> (Masc. Pronoun)</td>
<td>La picnicul lui Andrei, Mihai a glumit despre el. at picnic of Andrei Mihai has joked about him ‘At Andrei’s picnic, Mihai joked about him.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Form Group</strong></th>
<th><strong>Form Unambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disjoint</strong> (Demonstrative)</td>
<td>La picnicul lui Andrei, Mihai a glumit despre acesta. at picnic of Andrei Mihai has joked about this one ‘At Andrei’s picnic, Mihai joked about this one.’</td>
</tr>
<tr>
<td><strong>Reflexive</strong> (Emphatic Refl.)</td>
<td>La picnicul lui Andrei, Mihai a glumit despre el însuși. at picnic of Andrei Mihai has joked about him himself ‘At Andrei’s picnic, Mihai joked about himself.’</td>
</tr>
</tbody>
</table>
**Item 8**

**Context:** Ace(a)sta este Irina/Andrei. Aceasta este Anca.

‘This is Irina/Andrei. This is Anca.’

<table>
<thead>
<tr>
<th><strong>Gender Group</strong></th>
<th><strong>Gender Unambiguous</strong></th>
</tr>
</thead>
</table>
| **Disjoint (Masc. Pronoun)** | *La aniversarea lui Andrei, Anca a hodorogit despre el.*  
| at anniversary of Andrei Anca has yapped about him  
| ‘At Andrei’s anniversary, Anca yapped about him.’ |
| **Reflexive (Fem. Pronoun)** | *La aniversarea lui Andrei, Anca a hodorogit despre ea.*  
| at anniversary of Andrei Anca has yapped about her  
| ‘At Andrei’s anniversary, Anca yapped about her.’ |

<table>
<thead>
<tr>
<th><strong>Gender &amp; Form Group</strong></th>
<th><strong>Ambiguous</strong></th>
</tr>
</thead>
</table>
| **Ambiguous (Fem. Pronoun)** | *La aniversarea Irinei, Anca a hodorogit despre ea.*  
| at anniversary Irina Anca has yapped about her  
| ‘At Irina’s anniversary, Anca yapped about her.’ |

<table>
<thead>
<tr>
<th><strong>Form Group</strong></th>
<th><strong>Form Unambiguous</strong></th>
</tr>
</thead>
</table>
| **Disjoint (Demonstrative)** | *La aniversarea Irinei, Anca a hodorogit despre aceasta.*  
| at anniversary Irina Anca has yapped about this one  
| ‘At Irina’s anniversary, Anca yapped about this one.’ |
| **Reflexive (Emphatic Refl.)** | *La aniversarea Irinei, Anca a hodorogit despre ea însăși.*  
| at anniversary Irina Anca has yapped about her herself  
| ‘At Irina’s anniversary, Anca yapped about herself.’ |
**Item 9**

**Context:** Aceasta este Elena. Ace(a)sta este Monica/Daniel.

‘This is Elena. This is Monica/Daniel.’

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>Gender Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disjoint (Masc. Pronoun)</strong></td>
<td>În sufrageria lui Daniel, Elena a îndrugat despre el.</td>
</tr>
<tr>
<td></td>
<td>In living-room of Daniel Elena has gone-on-and-on about him</td>
</tr>
<tr>
<td></td>
<td>‘In Daniel’s living room, Elena went on and on about him.’</td>
</tr>
<tr>
<td><strong>Reflexive (Fem. Pronoun)</strong></td>
<td>În sufrageria lui Daniel, Elena a îndrugat despre ea.</td>
</tr>
<tr>
<td></td>
<td>In living-room of Daniel Elena has gone-on-and-on about her</td>
</tr>
<tr>
<td></td>
<td>‘In Daniel’s living room, Elena went on and on about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender &amp; Form Group</th>
<th>Ambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ambiguous (Fem. Pronoun)</strong></td>
<td>În sufrageria Monica, Elena a îndrugat despre ea.</td>
</tr>
<tr>
<td></td>
<td>In living-room Monica Elena has gone-on-and-on about her</td>
</tr>
<tr>
<td></td>
<td>‘In Monica’s living room, Elena went on and on about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form Group</th>
<th>Form Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disjoint (Demonstrative)</strong></td>
<td>În sufrageria Monica, Elena a îndrugat despre aceasta.</td>
</tr>
<tr>
<td></td>
<td>In living-room Monica Elena has gone-on-and-on about this one</td>
</tr>
<tr>
<td></td>
<td>‘In Monica’s living room, Elena went on and on about this one.’</td>
</tr>
<tr>
<td><strong>Reflexive (Emphatic Refl.)</strong></td>
<td>În sufrageria Monica, Elena a îndrugat despre ea însăși.</td>
</tr>
<tr>
<td></td>
<td>In living-room Monica Elena has gone-on-and-on about her herself</td>
</tr>
<tr>
<td></td>
<td>‘In Monica’s living room, Elena went on and on about herself.’</td>
</tr>
</tbody>
</table>
Item 10

**Context:** Ace(a)sta este Anca/Bogdan. Aceasta este Irina.

‘This is Anca/Bogdan. This is Irina.’

<table>
<thead>
<tr>
<th>GENDER GROUP</th>
<th>GENDER UNAMBIGUOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disjoint (Masc. Pronoun)</td>
<td>La școala lui Bogdan, <em>Irina</em> a troncănit despre el.</td>
</tr>
<tr>
<td></td>
<td>‘At Bogdan’s school, Irina chattered about him.’</td>
</tr>
<tr>
<td>Reflexive (Fem. Pronoun)</td>
<td>La școala lui Bogdan, <em>Irina</em> a troncănit despre ea.</td>
</tr>
<tr>
<td></td>
<td>‘At Bogdan’s school, Irina chattered about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENDER &amp; FORM GROUP</th>
<th>AMBIGUOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambiguous (Fem. Pronoun)</td>
<td>La școala Ancăi, <em>Irina</em> a troncănit despre ea.</td>
</tr>
<tr>
<td></td>
<td>‘At Anca’s school, Irina chattered about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FORM GROUP</th>
<th>FORM UNAMBIGUOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disjoint (Demonstrative)</td>
<td>La școala Ancăi, <em>Irina</em> a troncănit despre aceasta.</td>
</tr>
<tr>
<td></td>
<td>‘At Anca’s school, Irina chattered about this one.’</td>
</tr>
<tr>
<td>Reflexive (Emphatic Refl.)</td>
<td>La școala Ancăi, <em>Irina</em> a troncănit despre ea însăși.</td>
</tr>
<tr>
<td></td>
<td>‘At Anca’s school, Irina chattered about herself.’</td>
</tr>
</tbody>
</table>
**Item 11**

**Context:** *Aceasta este Monica. Ace(a)sta este Elena/Mihai.*

‘This is Monica. This is Elena/Mihai.’

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>Gender Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disjoint (Masc. Pronoun)</td>
<td><em>La majoratul lui Mihai, Monica a debitat despre el.</em></td>
</tr>
<tr>
<td></td>
<td>at 18th-birthday of Mihai Monica has jabbered about him</td>
</tr>
<tr>
<td></td>
<td>‘At Mihai’s 18th birthday, Monica jabbered about him.’</td>
</tr>
<tr>
<td>Reflexive (Fem. Pronoun)</td>
<td><em>La majoratul lui Mihai, Monica a debitat despre ea.</em></td>
</tr>
<tr>
<td></td>
<td>at 18th-birthday of Mihai Monica has jabbered about her</td>
</tr>
<tr>
<td></td>
<td>‘At Mihai’s 18th birthday, Monica jabbered about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender &amp; Form Group</th>
<th>Ambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambiguous (Fem. Pronoun)</td>
<td><em>La majoratul Elena, Irina a debitat despre ea.</em></td>
</tr>
<tr>
<td></td>
<td>at 18th-birthday Elena Irina has jabbered about her</td>
</tr>
<tr>
<td></td>
<td>‘At Elena’s 18th birthday, Monica jabbered about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form Group</th>
<th>Form Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disjoint (Demonstrative)</td>
<td><em>La majoratul Elena, Irina a debitat despre aceasta.</em></td>
</tr>
<tr>
<td></td>
<td>at 18th-birthday Elena Irina has jabbered about this one</td>
</tr>
<tr>
<td></td>
<td>‘At Elena’s 18th birthday, Monica jabbered about this one.’</td>
</tr>
<tr>
<td>Reflexive (Emphatic Refl.)</td>
<td><em>La majoratul Elena, Irina a debitat despre ea însăși.</em></td>
</tr>
<tr>
<td></td>
<td>at 18th-birthday Elena Irina has jabbered about her herself</td>
</tr>
<tr>
<td></td>
<td>‘At Elena’s 18th birthday, Monica jabbered about herself.’</td>
</tr>
</tbody>
</table>
**Item 12**

**Context:** *Ace(a)sta este Monica/Daniel. Aceasta este Anca.*

‘This is Monica/Daniel. This is Anca.’

<table>
<thead>
<tr>
<th><strong>Gender Group</strong></th>
<th><strong>Gender Unambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disjoint (Masc. Pronoun)</td>
<td><em>După serata lui Daniel, Anca a visat despre el.</em></td>
</tr>
<tr>
<td></td>
<td>‘After Daniel’s soirée, Anca dreamed about him.’</td>
</tr>
<tr>
<td>Refлексive (Fem. Pronoun)</td>
<td><em>După serata lui Daniel, Anca a visat despre ea.</em></td>
</tr>
<tr>
<td></td>
<td>‘After Daniel’s soirée, Anca dreamed about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gender &amp; Form Group</strong></th>
<th><strong>Ambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambiguous (Fem. Pronoun)</td>
<td><em>După serata Monica, Anca a visat despre ea.</em></td>
</tr>
<tr>
<td></td>
<td>‘After Monica’s soirée, Anca dreamed about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Form Group</strong></th>
<th><strong>Form Unambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disjoint (Demonstrative)</td>
<td><em>După serata Monica, Anca a visat despre aceasta.</em></td>
</tr>
<tr>
<td></td>
<td>‘After Monica’s soirée, Anca dreamed about this one.’</td>
</tr>
<tr>
<td>Reflexive (Emphatic Refl.)</td>
<td><em>După serata Monica, Anca a visat despre ea insăşi.</em></td>
</tr>
<tr>
<td></td>
<td>‘After Monica’s soirée, Anca dreamed about herself.’</td>
</tr>
</tbody>
</table>
Item 13

**Context:** *Aceasta este Elena. Ace(ă)sta este Anca/Andrei.*

‘This is Elena. This is Anca/Andrei.’

<table>
<thead>
<tr>
<th><strong>Gender Group</strong></th>
<th><strong>Gender Unambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disjoint (Masc. Pronoun)</strong></td>
<td><em>La petrecerea lui Andrei, Elena s-a gândit la el.</em></td>
</tr>
<tr>
<td></td>
<td>at party of Andrei Elena has thought about him</td>
</tr>
<tr>
<td></td>
<td>‘At Andrei’s party, Elena thought about him.’</td>
</tr>
<tr>
<td><strong>Reflexive (Fem. Pronoun)</strong></td>
<td><em>La petrecerea lui Andrei, Elena s-a gândit la ea.</em></td>
</tr>
<tr>
<td></td>
<td>at party of Andrei Elena has thought about her</td>
</tr>
<tr>
<td></td>
<td>‘At Andrei’s party, Elena thought about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gender &amp; Form Group</strong></th>
<th><strong>Ambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ambiguous (Fem. Pronoun)</strong></td>
<td><em>La petrecerea Ancăi, Elena s-a gândit la ea.</em></td>
</tr>
<tr>
<td></td>
<td>at party Anca Elena has thought about her</td>
</tr>
<tr>
<td></td>
<td>‘At Anca’s party, Elena thought about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Form Group</strong></th>
<th><strong>Form Unambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disjoint (Demonstrative)</strong></td>
<td><em>La petrecerea Ancăi, Elena s-a gândit la aceasta.</em></td>
</tr>
<tr>
<td></td>
<td>at party Anca Elena has thought about this one</td>
</tr>
<tr>
<td></td>
<td>‘At Anca’s party, Elena thought about this one.’</td>
</tr>
<tr>
<td><strong>Reflexive (Emphatic Refl.)</strong></td>
<td><em>La petrecerea Ancăi, Elena s-a gândit la ea însăși.</em></td>
</tr>
<tr>
<td></td>
<td>at party Anca Elena has thought about her herself</td>
</tr>
<tr>
<td></td>
<td>‘At Anca’s party, Elena thought about herself.’</td>
</tr>
</tbody>
</table>
### Item 14

**Context:** *Ace(a)sta este Elena/Mihai. Aceasta este Irina.*

‘This is Elena/Mihai. This is Irina.’

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>Gender Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISJOINT (MASC. PRONOUN)</td>
<td>În jurnalul lui Mihai, <strong>Irina</strong> a citit despre el.</td>
</tr>
<tr>
<td></td>
<td>in diary of Mihai Irina has read about him</td>
</tr>
<tr>
<td></td>
<td>‘In Mihai’s diary, Irina read about him.’</td>
</tr>
<tr>
<td>REFLEXIVE (FEM. PRONOUN)</td>
<td>În jurnalul lui Mihai, <strong>Irina</strong> a citit despre ea.</td>
</tr>
<tr>
<td></td>
<td>in diary of Mihai Irina has read about her</td>
</tr>
<tr>
<td></td>
<td>‘In Mihai’s diary, Irina read about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender &amp; Form Group</th>
<th>Ambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMBIGUOUS (FEM. PRONOUN)</td>
<td>În jurnalul Elenei, <strong>Irina</strong> a citit despre ea.</td>
</tr>
<tr>
<td></td>
<td>in diary Elena Irina has read about her</td>
</tr>
<tr>
<td></td>
<td>‘In Elena’s diary, Irina read about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form Group</th>
<th>Form Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISJOINT (DEMONSTRATIVE)</td>
<td>În jurnalul Elenei, <strong>Irina</strong> a citit despre aceasta.</td>
</tr>
<tr>
<td></td>
<td>in diary Elena Irina has read about this one</td>
</tr>
<tr>
<td></td>
<td>‘In Elena’s diary, Irina read about this one.’</td>
</tr>
<tr>
<td>REFLEXIVE (EMPHATIC REL.)</td>
<td>În jurnalul Elenei, <strong>Irina</strong> a citit despre ea ținsăși.</td>
</tr>
<tr>
<td></td>
<td>in diary Elena Irina has read about her herself</td>
</tr>
<tr>
<td></td>
<td>‘In Elena’s diary, Irina read about herself.’</td>
</tr>
</tbody>
</table>
**Item 15**

**Context:** *Ace(a)sta este Irina/Bogdan. Aceasta este Monica.*

‘This is Irina/Bogdan. This is Monica.’

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>Gender Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disjoint (Masc. Pronoun)</td>
<td><em>La ziua lui Bogdan, Monica a răs de el.</em></td>
</tr>
<tr>
<td></td>
<td>at birthday of Bogdan Monica has laughed at him</td>
</tr>
<tr>
<td></td>
<td>‘At Bogdan’s birthday, Monica laughed at him.’</td>
</tr>
<tr>
<td>Reflexive (Fem. Pronoun)</td>
<td><em>La ziua lui Bogdan, Monica a răs de ea.</em></td>
</tr>
<tr>
<td></td>
<td>at birthday of Bogdan Monica has laughed at her</td>
</tr>
<tr>
<td></td>
<td>‘At Bogdan’s birthday, Monica laughed at her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender &amp; Form Group</th>
<th>Ambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambiguous (Fem. Pronoun)</td>
<td><em>La ziua Irinei, Monica a răs de ea.</em></td>
</tr>
<tr>
<td></td>
<td>at birthday Irina Monica has laughed at her</td>
</tr>
<tr>
<td></td>
<td>‘At Irina’s birthday, Monica laughed at her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form Group</th>
<th>Form Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disjoint (Demonstrative)</td>
<td><em>La ziua Irinei, Monica a răs de aceasta.</em></td>
</tr>
<tr>
<td></td>
<td>at birthday Irina Monica has laughed at this one</td>
</tr>
<tr>
<td></td>
<td>‘At Irina’s birthday, Monica laughed at this one.’</td>
</tr>
<tr>
<td>Reflexive (Emphatic Refl.)</td>
<td><em>La ziua Irinei, Monica a răs de ea însăși.</em></td>
</tr>
<tr>
<td></td>
<td>at birthday Irina Monica has laughed at her herself</td>
</tr>
</tbody>
</table>
|                               | ‘At Irina’s birthday, Monica laughed at herself.’
Filler Items

**Context:** Acesta este Mihai. Este un tip destul de vesel. ‘This is Mihai. He’s a pretty cheerful guy.’

**Sentence:** Mihai ș i-a imaginat ceva ce îl face fericit. ‘Mihai imagined something that makes him happy.’

**Context:** Aceasta este Elena. Se mai întristează uneori. ‘This is Elena. She gets sad from time to time.’

**Sentence:** Aceasta este una din cele mai mari temeri ale Elenei. ‘This is one of Elena’s greatest fears.’

**Context:** Acesta este Daniel. Este mai degrabă introvertit. ‘This is Daniel. He is rather introverted.’

**Sentence:** Acum, Daniel e în locul lui preferat. ‘Now, Daniel is in his favorite place.’

**Context:** Acesta este Andrei. Acesta este Daniel. ‘This is Andrei. This is Daniel.’

**Sentence:** Acest băiat a verificat vremea înainte să plece de acasă. ‘This boy checked the weather report before leaving home.’

**Context:** Aceasta este Irina. Aceasta este Monica. ‘This is Irina. This is Monica’

**Sentence:** Această fată le-a scris prietenilor ei despre hobbyul ei preferat. ‘This girl wrote her friends about her favorite hobby.’

**Context:** Acesta este Irina. Aceasta este Elena. ‘This is Irina. This is Elena.’

**Sentence:** Ieri, fata aceasta a verificat dacă mai are ceva urgent de făcut. ‘Yesterday, this girl checked if she had anything urgent to do.’
Context: Acesta este Bogdan. Aceasta este Irina. ‘This is Bogdan. This is Irina.’
Sentence: Aseară, băiatul acesta a vorbit la telefon despre actualități. ‘Last evening, this boy talked on the phone about the latest news.’

Context: Acesta este Mihai. Aceasta este Anca. ‘This is Mihai. This is Anca.’
Sentence: Persoana aceasta s-a gândit la lucruri cât mai relaxante. ‘This person thought about things that were as relaxing as possible.’

Context: Acesta este Mihai. Aceasta este Monica. ‘This is Mihai. This is Monica.’
Sentence: În ciuda faptului că nu era un examen ușor, persoana aceasta s-a descurcat mai bine decât a anticipat. ‘Despite it not having been an easy exam, this person did better than they anticipated.’

Context: Aceasta este Anca. Are speranțe mari pentru viitor. ‘This is Anca. She has high hopes for the future.’
Sentence: Deși se consideră o învingătoare, Anca nu a primit locul de muncă dorit. ‘Although she considers herself a winner, Anca did not get the job offer she wanted.’

Context: Acesta este Bogdan. Aceasta este Monica. ‘This is Bogdan. This is Monica.’
Sentence: Deși amândoi au mers la o petrecere aseara, doar unul dintre ei este nemultumit de cum s-a desfășurat seara. ‘Although both of them went to a party last night, only one of them is unhappy about how the evening went.’

Context: Acesta este Andrei. El are câteva mari pasiuni. ‘This is Andrei. He has a couple of big hobbies.’
Sentence: Acest gând îl bucură mult pe Andrei. ‘This thought makes Andrei very happy.’
Context: Aceasta este Irina. Este în mod clar perfecționistă. ‘This is Irina. She is obviously a perfectionist.’

Sentence: Irina contemplează toate lucrurile pe care le-a rezolvat. ‘Irina is contemplating all of the things she had checked off her list.’

Context: Acesta este Bogdan. Îi place să comunice. ‘This is Bogdan. Bogdan enjoys communicating.’

Sentence: Pentru Bogdan, acesta este subiectul preferat de conversație. ‘For Bogdan, this is his favorite topic of conversation.’

Context: Aceasta este Monica. Reflectează la un eveniment de ieri. ‘This is Monica. She’s thinking about an event from yesterday.’

Sentence: Monica este extrem de supărată pe situație. ‘Monica is extremely mad at the situation.’
Experiment 4: Comprehension - Quantified Subjects

The items from the second comprehension task in Chapter 4 are listed below. The first item also includes the experimental pictures. The pictures for all conditions of the 15 critical items, fillers, sound files, instructions, PsychoPy scripts, and data analysis can be found in the relevant folder at the following OSF Repository link https://osf.io/e2p9w/.

Item 1

Unambiguous Context:

*Bunica Maria a fost vizitată recent de către familie. Andrei, Daniel și Mihai au fost și ei prezenți.*

‘Grandma Maria was recently visited by her family. Andrei, Daniel and Mihai were there too.’

Ambiguous Context:

*Bunicul Paul a fost vizitat recent de către familie. Andrei, Daniel și Mihai au fost și ei prezenți.*

‘Grandpa Paul was recently visited by his family. Andrei, Daniel and Mihai were there too.’
Acasă la bunica Maria, fiecare băiat a vorbit despre ea.
home at grandma Maria, every boy has talked about her
‘At grandma Maria’s house, every boy talked about her.’

GENDER UNAMBIGUOUS

Acasă la bunica Maria, fiecare băiat a vorbit despre el.
home at grandma Maria, every boy has talked about him
‘At grandma Maria’s house, every boy talked about him.’

Ambiguous

Acasă la bunicul Paul, fiecare băiat a vorbit despre el.
home at grandpa Paul, every boy has talked about him
‘At grandpa Paul’s house, every boy talked about him.’

GENDER & FORM GROUP

Ambiguous (Masc. Pronoun)

Acasă la bunicul Paul, fiecare băiat a vorbit despre acesta.
home at grandpa Paul, every boy has talked about this one
‘At grandpa Paul’s house, every boy talked about this one’

FORM UNAMBIGUOUS

Acasă la bunicul Paul, fiecare băiat a vorbit despre el ˆınsu¸ si
home at grandpa Paul, every boy has talked about him himself
‘At grandpa Paul’s house, every boy talked about himself.’

GENDER GROUP

Disjoint (Fem. Pronoun)

Reflexive (Masc. Pronoun)

AMBIGUOUS (Masc. Pronoun)

Disjoint (Demonstrative)

Reflexive (Emphatic Refl.)

AMBIGUOUS
Item 2

Unambiguous Context:

*Bunica Laura a gătit aseară. Dintre mesenii fac parte şi nepoţii Mihai, Daniel şi Andrei.*

‘Grandma Laura cooked last night. Her grandsons Mihai, Daniel and Andrei were also at the dinner.’

Ambiguous Context:

*Bunicul Radu a gătit aseară. Dintre mesenii fac parte şi nepoţii Mihai, Daniel şi Andrei.*

‘Grandpa Radu cooked last night. His grandsons Mihai, Daniel and Andrei were also at the dinner.’

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>Gender Unambiguous</th>
<th>Gender &amp; Form Group</th>
<th>Ambiguous</th>
<th>Form Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disj. (Fem. Pron.)</td>
<td>La cina bunicii Laura, fiecare nepot a povestit despre ea, at dinner grandma Laura every grandson has told-stories about her ‘At grandma Laura’s dinner, every grandson told stories about her.’</td>
<td>La cina bunicului Radu, fiecare nepot a povestit despre el, at dinner grandpa Radu every grandson has told-stories about him ‘At grandpa Radu’s dinner, every grandson told stories about him.’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refl. (Masc. Pron.)</td>
<td>La cina bunicii Laura, fiecare nepot a povestit despre ea, at dinner grandma Laura every grandson has told-stories about her ‘At grandma Laura’s dinner, every grandson told stories about her.’</td>
<td>La cina bunicului Radu, fiecare nepot a povestit despre el, at dinner grandpa Radu every grandson has told-stories about him ‘At grandpa Radu’s dinner, every grandson told stories about him.’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disj. (Dem.)</td>
<td></td>
<td></td>
<td></td>
<td>Refl. (Emp. Refl.)</td>
</tr>
<tr>
<td>Form Unambiguous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ambiguous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refl. (Emp. Refl.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Item 3**

**Unambiguous Context:**

*Mătușa Diana a avut o recepție aseară. Andrei, Mihai și Daniel au mers și ei.*

‘Aunt Diana had a reception last night. Andrei, Mihai and Daniel went as well.’

**Ambiguous Context:**

*Unciu Vlad a avut o recepție aseară. Andrei, Mihai și Daniel au mers și ei.*

‘Uncle Vlad had a reception last night. Andrei, Mihai and Daniel went as well.’

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>Gender Unambiguous</th>
<th>Ambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disj. (Fem. Pron.)</td>
<td><em>La recepția mătușii Diana, fiecare băiat a trâncănit despre ea.</em>&lt;br&gt;At aunt Diana’s dinner, every boy jabbered about her</td>
<td></td>
</tr>
<tr>
<td>Refl. (Masc. Pron.)</td>
<td><em>La recepția mătușii Diana, fiecare băiat a trâncănit despre ea.</em>&lt;br&gt;At aunt Diana’s dinner, every boy jabbered about him</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender &amp; Form Group</th>
<th>Form Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambig. (Masc. Pron.)</td>
<td><em>La recepția unciului Vlad, fiecare băiat a trâncănit despre el.</em>&lt;br&gt;At uncle Vlad’s dinner, every boy jabbered about him</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disj. (Dem.)</td>
<td><em>La recepția unciului Vlad, fiecare băiat a trâncănit despre acesta.</em>&lt;br&gt;At uncle Vlad’s dinner, every boy jabbered about this one</td>
</tr>
<tr>
<td>Refl. (Emph. Refl.)</td>
<td><em>La recepția unciului Vlad, fiecare băiat a trâncănit despre el însuși.</em>&lt;br&gt;At uncle Vlad’s dinner, every boy jabbered about himself</td>
</tr>
</tbody>
</table>
### Item 4

**Unambiguous Context:**

*Bunica Laura își cheamă des nepoții acasă. Andrei, Daniel și Mihai s-au dus chiar astăzi.*

‘Grandma Laura invites her grandchildren over often. Andrei, Daniel and Mihai went over today.’

**Ambiguous Context:**

*Unchiul George își cheamă des nepoții acasă. Andrei, Daniel și Mihai s-au dus chiar astăzi.*

‘Uncle George invites his nephews over often. Andrei, Daniel and Mihai went over today.’

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>Gender &amp; Form Group</th>
<th>Form Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISJ. (Fem. Pron.)</strong></td>
<td><strong>In vizită la bunica Laura, fiecare băiat a balivernat despre ea.</strong></td>
<td>Visiting grandma Laura, every boy rambled about her</td>
</tr>
<tr>
<td><strong>REFL. (Masc. Pron.)</strong></td>
<td><strong>In vizită la unchiul George, fiecare băiat a balivernat despre el.</strong></td>
<td>Visiting uncle George, every boy rambled about him</td>
</tr>
<tr>
<td><strong>AMBIG. (Masc. Pron.)</strong></td>
<td><strong>În vizită la unchiul George, fiecare băiat a balivernat despre acesta.</strong></td>
<td>Visiting uncle George, every boy rambled about this one</td>
</tr>
<tr>
<td><strong>REFL. (EMPH. REFL.)</strong></td>
<td><strong>În vizită la unchiul George, fiecare băiat a balivernat despre el însuși.</strong></td>
<td>Visiting uncle George, every boy rambled about himself</td>
</tr>
</tbody>
</table>
Item 5

**Unambiguous Context:**


‘Aunt Raluca was paid a visit by her nephews the other day. Mihai, Andrei and Daniel went together.’

**Ambiguous Context:**

*Bunicul Radu ș-a primit nepoții la el ziua trecută. Mihai, Andrei și Daniel s-au dus împreună.*

‘Grandpa Radu was paid a visit by his grandsons the other day. Mihai, Andrei and Daniel went together.’

<table>
<thead>
<tr>
<th><strong>Gender Group</strong></th>
<th><strong>Gender Unambiguous</strong></th>
<th><strong>Gender Ambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disj. (Fem. Pron.)</strong></td>
<td>ș-a primit nepoții</td>
<td>în bucătăria mătușii Raluca, fiecare băiat a gătit pentru ea.</td>
</tr>
<tr>
<td><strong>Ref. (Masc. Pron.)</strong></td>
<td>ș-a primit nepoții la ea ziua trecută.</td>
<td>în bucătăria mătușii Raluca, fiecare băiat a gătit pentru ea.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gender &amp; Form Group</strong></th>
<th><strong>Ambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disj. (Masc. Pron.)</strong></td>
<td>în bucătăria bunicului Radu, fiecare băiat a gătit pentru el.</td>
</tr>
<tr>
<td><strong>Ref. (Emp. Refl.)</strong></td>
<td>în bucătăria bunicului Radu, fiecare băiat a gătit pentru el însuși.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Form Group</strong></th>
<th><strong>Form Unambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disj. (Dem.)</strong></td>
<td>în bucătăria bunicului Radu, fiecare băiat a gătit pentru acesta.</td>
</tr>
<tr>
<td><strong>Ref. (Emp. Refl.)</strong></td>
<td>în bucătăria bunicului Radu, fiecare băiat a gătit pentru el însuși.</td>
</tr>
</tbody>
</table>
Item 6

Unambiguous Context:

_Bunica Maria a organizat o reuniune de familie. Au fost prezenți și Daniel, Mihai și Andrei._

‘Grandma Maria organized a family reunion. Daniel, Mihai and Andrei were also present.’

Ambiguous Context:

_Unchiul Vlad a organizat o reuniune de familie. Au fost prezenți și Daniel, Mihai și Andrei._

‘Uncle Vlad organized a family reunion. Daniel, Mihai and Andrei were also present.’

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>Gender Unambiguous</th>
<th>Form Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disj. (Fem. Pron.)</td>
<td>La reuniunea bunicii Maria, fiecare nepot a sporovățit despre ea. at reuniunea bunicii Maria, fiecare nepot a sporovățit despre ea.</td>
<td>La reuniunea bunicii Maria, fiecare nepot a sporovățit despre ea.</td>
</tr>
<tr>
<td>Refl. (Masc. Pron.)</td>
<td>La reuniunea bunicii Maria, fiecare nepot a sporovățit despre el. at reuniunea bunicii Maria, fiecare nepot a sporovățit despre el.</td>
<td>La reuniunea bunicii Maria, fiecare nepot a sporovățit despre el.</td>
</tr>
<tr>
<td>Ambig. (Masc. Pron.)</td>
<td>La reuniunea unchiului Vlad, fiecare nepot a sporovățit despre el. at reuniunea unchiului Vlad, fiecare nepot a sporovățit despre el.</td>
<td>La reuniunea unchiului Vlad, fiecare nepot a sporovățit despre el.</td>
</tr>
<tr>
<td>Disj. (Dem.)</td>
<td>‘At Grandma Maria’s reunion, every grandson yapped about her.’ at reuniunea bunicii Maria, fiecare nepot a sporovățit despre ea.</td>
<td>‘At Grandma Maria’s reunion, every grandson yapped about her.’</td>
</tr>
<tr>
<td>Refl. (Emph. Refl.)</td>
<td>‘At Uncle Vlad’s reunion, every nephew yapped about himself.’ at reuniunea unchiului Vlad, fiecare nepot a sporovățit despre el înșiși.</td>
<td>‘At Uncle Vlad’s reunion, every nephew yapped about himself.’</td>
</tr>
</tbody>
</table>
**Item 7**

**Unambiguous Context:**

*Mătușa Diana a organizat un picnic weekendul trecut. Daniel, Andrei și Mihai au mers cu drag.*

‘Aunt Diana organized a picnic last weekend. Daniel, Andrei and Mihai happily went.’

**Ambiguous Context:**

*Bunicul Paul a organizat un picnic weekendul trecut. Daniel, Andrei și Mihai au mers cu drag.*

‘Grandpa Paul organized a picnic last weekend. Daniel, Andrei and Mihai happily went.’

<table>
<thead>
<tr>
<th><strong>Gender Group</strong></th>
<th><strong>Gender Unambiguous</strong></th>
<th><strong>Gender &amp; Form Group</strong></th>
<th><strong>Form Unambiguous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disj. (Fem. Pron.)</strong></td>
<td>La picnicul mătușii Diana, fiecare nepot a glumit despre ea. at picnic aunt Diana every nephew has joked about her ‘At Aunt Diana’s picnic, every nephew joked about her.’</td>
<td>La picnicul bunicului Paul, fiecare nepot a glumit despre el at picnic grandpa Paul every grandson has joked about him ‘At Grandpa Paul’s picnic, every grandson joked about him.’</td>
<td></td>
</tr>
<tr>
<td><strong>Refl. (Masc. Pron.)</strong></td>
<td>La picnicul mătușii Diana, fiecare nepot a glumit despre el. at picnic aunt Diana every nephew has joked about him ‘At Aunt Diana’s picnic, every nephew joked about him.’</td>
<td><strong>AMBIGUOUS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>FORM GROUP</strong></td>
<td><strong>AMBIGUOUS</strong></td>
<td><strong>FORM UNAMBIGUOUS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Disj. (Dem.)</strong></td>
<td>La picnicul bunicului Paul, fiecare nepot a glumit despre el acesta. at picnic grandpa Paul every grandson has joked about this one ‘At Grandpa Paul’s picnic, every grandson joked about this one.’</td>
<td>La picnicul bunicului Paul, fiecare nepot a glumit despre el ˆınsuși at picnic grandpa Paul every grandson has joked about himself ‘At Grandpa Paul’s picnic, every grandson joked about himself.’</td>
<td></td>
</tr>
</tbody>
</table>
**Item 8**

**Unambiguous Context:**

*Bunicul Paul doar ce a împlinit 75 de ani. Monica, Elena și Irina s-au dus și ele să îl vadă.*

‘Grandpa Paul just turned 75. Monica, Elena and Irina also went to see him.’

**Ambiguous Context:**

*Bunica Laura doar ce a împlinit 70 de ani. Monica, Elena și Irina s-au dus și ele să o vadă.*

‘Grandma Laura just turned 70. Monica, Elena and Irina also went to see her.’

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>Gender Unambiguous</th>
<th>Ambiguous</th>
</tr>
</thead>
</table>
| **Disj. (Masc. Pron.)** | *La aniversarea bunicului Paul, fiecare fată a hodorogit despre el.*  
at anniversary grandpa Paul every girl has yapped about him  
‘At Grandpa Paul’s anniversary, every girl yapped about him.’ | |
| **Refl. (Fem. Pron.)** | *La aniversarea bunicii Laura, fiecare fată a hodorogit despre ea.*  
at anniversary grandma Laura every girl has yapped about her  
‘At Grandma Laura’s anniversary, every girl yapped about her.’ | |

<table>
<thead>
<tr>
<th>Gender &amp; Form Group</th>
<th>Form Unambiguous</th>
</tr>
</thead>
</table>
| **Ambig. (Fem. Pron.)** | *La aniversarea bunicii Laura, fiecare fată a hodorogit despre ea.*  
at anniversary grandma Laura every girl has yapped about her  
‘At Grandma Laura’s anniversary, every girl yapped about her.’ | |
| **Disj. (Dem.)** | *La aniversarea bunicii Laura, fiecare fată a hodorogit despre aceasta.*  
at anniversary grandma Laura every girl has yapped about this one  
‘At Grandma Laura’s anniversary, every girl yapped about this one.’ | |
| **Refl. (Emph. Refl.)** | *La aniversarea bunicii Laura, fiecare fată a hodorogit despre ea însăși.*  
at anniversary grandma Laura every girl has yapped about her herself  
‘At Grandma Laura’s anniversary, every girl yapped about herself.’ | |
Item 9

Unambiguous Context:

Bunicul Radu a fost vizitat recent de familie. Elena, Irina și Monica au mers la el ieri.

‘Grandpa Radu was recently visited by family. Elena, Irina and Monica went to see him yesterday.’

Ambiguous Context:

Bunica Maria a fost vizitat˘ a recent de familie. Elena, Irina și Monica au mers la ea ieri.

‘Grandma Maria was recently visited by family. Elena, Irina and Monica went to see her yesterday’.

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>Gender Unambiguous</th>
<th>Form Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disj. (Masc. Pron.)</td>
<td>In sufrageria bunicului Radu, fiecare nepoată a debitat despre el. in living-room g-pa Radu every g-daughter has rambled about him ‘In G-pa Radu’s living room, every g-daughter rambled about him.’</td>
<td></td>
</tr>
<tr>
<td>Refl. (Fem. Pron.)</td>
<td>In sufrageria bunicii Maria, fiecare nepoată a debitat despre ea. in living-room g-pa Maria every g-daughter has rambled about her ‘In G-pa Maria’s living room, every g-daughter rambled about her.’</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender &amp; Form Group</th>
<th>Ambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambig. (Fem. Pron.)</td>
<td>In sufrageria bunicii Maria, fiecare nepoată a debitat despre aceasta. in living-room g-ma Maria every g-daughter has rambled about this one ‘In G-ma Maria’s living room, every g-daughter rambled about this one.’</td>
</tr>
<tr>
<td>Disj. (Dem.)</td>
<td></td>
</tr>
<tr>
<td>Refl. (Emph. Refl.)</td>
<td>In sufrageria bunicii Maria, fiecare nepoată a debitat despre ea însăși. in living-room g-ma Maria every g-daughter has rambled about her herself ‘In G-ma Maria’s living room, every g-daughter rambled about herself.’</td>
</tr>
</tbody>
</table>
**Item 10**

**Unambiguous Context:**

_Unchiul George își sărbătorește onomastica în iunie. Anul trecut, Irina, Monica și Elena se duseseră să îl felicite._

‘Uncle George celebrates his name day in June. Last year, Irina, Monica and Elena stopped by to congratulate him.’

**Ambiguous Context:**

_Mătușa Diana își sărbătorește onomastica în iunie. Anul trecut, Irina, Monica și Elena se duseseră să o felicite._

‘Aunt Diana celebrates his name day in June. Last year, Irina, Monica and Elena stopped by to congratulate her.’

<table>
<thead>
<tr>
<th>GENDER GROUP</th>
<th>GENDER UNAMBIGUOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISJ. (MASC. PRON.)</strong></td>
<td>De onomastica unchiului George, fiecare fată a troncănit despre el.</td>
</tr>
<tr>
<td></td>
<td>of name-day uncle George every girl has chattered about him</td>
</tr>
<tr>
<td></td>
<td>‘At Uncle George’s nameday, every girl chattered about him.’</td>
</tr>
<tr>
<td><strong>REFL. (FEM. PRON.)</strong></td>
<td>De onomastica unchiului George, fiecare fată a troncănit despre ea.</td>
</tr>
<tr>
<td></td>
<td>of name-day uncle George every girl has chattered about her</td>
</tr>
<tr>
<td></td>
<td>‘At Uncle George’s nameday, every girl chattered about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENDER &amp; FORM GROUP</th>
<th>AMBIGUOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AMBIG. (FEM. PRON.)</strong></td>
<td>De onomastica mătușii Diana, fiecare fată a troncănit despre ea.</td>
</tr>
<tr>
<td></td>
<td>of name-day aunt Diana every girl has chattered about her</td>
</tr>
<tr>
<td></td>
<td>‘At Aunt Diana’s nameday, every girl chattered about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FORM GROUP</th>
<th>FORM UNAMBIGUOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISJ. (DEM.)</strong></td>
<td>De onomastica mătușii Diana, fiecare fată a troncănit despre aceasta.</td>
</tr>
<tr>
<td></td>
<td>of name-day aunt Diana every girl has chattered about this one</td>
</tr>
<tr>
<td></td>
<td>‘At Aunt Diana’s nameday, every girl chattered about this one.’</td>
</tr>
<tr>
<td><strong>REFL. (EMPH. REFL.)</strong></td>
<td>De onomastica mătușii Diana, fiecare fată a troncănit despre ea însăși.</td>
</tr>
<tr>
<td></td>
<td>of name-day aunt Diana every girl has chattered about her herself</td>
</tr>
<tr>
<td></td>
<td>‘At Aunt Diana’s nameday, every girl chattered about herself.’</td>
</tr>
</tbody>
</table>
Item 11

**Unambiguous Context:**

*Unchiul Vlad a dat o petrecere șâptămâna trecută. Irina, Elena și Monica au fost și ele invităte.*

‘Uncle Vlad threw a party last week. Irina, Elena and Monica were also invited.’

**Ambiguous Context:**

*Mătușa Raluca a dat o petrecere șâptămâna trecută. Irina, Elena și Monica au fost și ele invităte.*

‘Aunt Raluca threw a party last week. Irina, Elena and Monica were also invited.’

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>Gender Unambiguous</th>
<th>Ambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disj. (Masc. Pron.)</td>
<td><em>La petrecerea unchiului Vlad, fiecare nepoată a îndrugat despre el.</em></td>
<td><em>La petrecerea mătușii Raluca, fiecare nepoată a îndrugat despre ea.</em></td>
</tr>
<tr>
<td></td>
<td>at party Uncle Vlad every niece has rambled about him</td>
<td>at party Aunt Raluca every niece has rambled about her</td>
</tr>
<tr>
<td></td>
<td>‘At Uncle Vlad’s party, every niece rambled about him.’</td>
<td>‘At Aunt Raluca’s party, every niece rambled about her.’</td>
</tr>
<tr>
<td>Refl. (Fem. Pron.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>La petrecerea mătușii Raluca, fiecare nepoată a îndrugat despre ea.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>at party Aunt Raluca every niece has rambled about her</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘At Aunt Raluca’s party, every niece rambled about her.’</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender &amp; Form Group</th>
<th>Form Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambig. (Fem. Pron.)</td>
<td><em>La petrecerea mătușii Raluca, fiecare nepoată a îndrugat despre aceasta.</em></td>
</tr>
<tr>
<td></td>
<td>at party Aunt Raluca every niece has rambled about this one</td>
</tr>
<tr>
<td></td>
<td>‘At Aunt Raluca’s party, every niece rambled about this one.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disj. (Dem.)</td>
<td></td>
</tr>
<tr>
<td>Refl. (Emph. Refl.)</td>
<td><em>La petrecerea mătușii Raluca, fiecare nepoată a îndrugat despre ea însăși.</em></td>
</tr>
<tr>
<td></td>
<td>at party Aunt Raluca every niece has rambled about her herself</td>
</tr>
<tr>
<td></td>
<td>‘At Aunt Raluca’s party, every niece rambled about herself.’</td>
</tr>
</tbody>
</table>
Item 12

Unambiguous Context:

Uncle Vlad a ținut o serată la un restaurant scump. Elena, Monica și Irina s-au bucurat să meargă.

‘Uncle Vlad held a soirée at an expensive restaurant. Elena, Monica and Irina were happy to go.’

Ambiguous Context:

Bunica Laura a ținut o serată la un restaurant scump. Elena, Monica și Irina s-au bucurat să meargă.

‘Bunica Laura held a soirée at an expensive restaurant. Elena, Monica and Irina were happy to go.’

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>Gender Unambiguous</th>
<th>Form Unambiguous</th>
</tr>
</thead>
</table>
| Disj. (Masc. Pron.) | **La serata unchiului Vlad, fiecare fată s-a gândit la el.**  
 |  at soirée Uncle Vlad every girl has thought about him  
 |  ‘At Uncle Vlad’s soirée, every girl thought about him.’  |  |
| Refl. (Fem. Pron.) | **La serata unchiului Vlad, fiecare fată s-a gândit la ea.**  
 |  at soirée Uncle Vlad every girl has thought about her  
 |  ‘At Uncle Vlad’s soirée, every girl thought about her.’  |  |
| Ambig. (Fem. Pron.) | **La serata bunicii Laura, fiecare fată s-a gândit la ea.**  
 |  at soirée Grandma Laura every girl has thought about her  
 |  ‘At Grandma Laura’s soirée, every girl thought about her.’  |  |
| Disj. (Dem.) | **La serata bunicii Laura, fiecare fată s-a gândit la aceasta.**  
 |  at soirée Grandma Laura every girl has thought about this one  
 |  ‘At Grandma Laura’s soirée, every girl thought about this one.’  |  |
| Refl. (Emp. Refl.) | **La serata bunicii Laura, fiecare fată s-a gândit la ea însăși.**  
 |  at soirée Grandma Laura every girl has thought about her herself  
 |  ‘At Grandma Laura’s soirée, every girl thought about herself.’  |  |
Item 13

Unambiguous Context:

Unchiul George are o casă frumoasă. Monica, Irina și Elena au dorit să îi vadă biroul.

‘Uncle George has a beautiful house. Monica, Irina and Elena wanted to see his office.’

Ambiguous Context:

Bunica Maria are o casă frumoasă. Monica, Irina și Elena au dorit să îi vadă biroul.

‘Bunica Maria has a beautiful house. Monica, Irina and Elena wanted to see her office.’

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disj. (Masc. Pron.)</td>
<td>În biroul unchiului George, fiecare nepoată a pălăvorât despre el.</td>
</tr>
<tr>
<td></td>
<td>in office Uncle George every niece has jabbered about him</td>
</tr>
<tr>
<td></td>
<td>‘In Uncle George’s office, every niece jabbered about him.’</td>
</tr>
<tr>
<td>Refl. (Fem. Pron.)</td>
<td>În biroul unchiului George, fiecare nepoată a pălăvorât despre ea.</td>
</tr>
<tr>
<td></td>
<td>in office Uncle George every niece has jabbered about her</td>
</tr>
<tr>
<td></td>
<td>‘In Uncle George’s office, every niece jabbered about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender &amp; Form Group</th>
<th>Ambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambig. (Fem. Pron.)</td>
<td>În biroul bunicii Maria, fiecare nepoată a pălăvorât despre ea.</td>
</tr>
<tr>
<td></td>
<td>in office grandma Maria every g-daughter has jabbered about her</td>
</tr>
<tr>
<td></td>
<td>‘In Grandma Maria’s office, every g-daughter jabbered about her.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form Group</th>
<th>Unambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disj. (Dem.)</td>
<td>În biroul bunicii Maria, fiecare nepoată a pălăvorât despre aceasta.</td>
</tr>
<tr>
<td></td>
<td>in office grandma Maria every g-daughter has jabbered about this one</td>
</tr>
<tr>
<td></td>
<td>‘In Grandma Maria’s office, every g-daughter jabbered about this one.’</td>
</tr>
<tr>
<td>Refl. (Emph. Refl.)</td>
<td>În biroul bunicii Maria, fiecare nepoată a pălăvorât despre ea însăși.</td>
</tr>
<tr>
<td></td>
<td>in office grandma Maria every g-daughter has jabbered about her herself</td>
</tr>
<tr>
<td></td>
<td>‘In Grandma Maria’s office, every g-daughter jabbered about herself.’</td>
</tr>
</tbody>
</table>
Item 14

Unambiguous Context:

Bunicul Radu are o grădiniă superbă. Irinei, Elena și Monica le place să stea acolo.

‘Grandpa Radu has a beautiful garden. Irina, Elena and Monica love being there.’

Ambiguous Context:

Mătușa Diana are o grădiniă superbă. Irinei, Elena și Monica le place să stea acolo.

‘Aunt Diana has a beautiful garden. Irina, Elena and Monica love being there.’

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>Gender Unambiguous</th>
<th>Ambiguous</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISJ. (MASC. PRON.)</strong></td>
<td>În grădina bunicului Radu, fiecare fată a istorisit despre el. in garden grandpa Radu every girl story-told about him</td>
<td>In grădina mătușii Diana, fiecare fată a istorisit despre ea. in garden aunt Diana every girl story-told about her</td>
</tr>
<tr>
<td><strong>REFL. (FEM. PRON.)</strong></td>
<td>În grădina bunicului Radu, fiecare fată a istorisit despre ea. in garden grandpa Radu every girl story-told about her</td>
<td>In grădina mătușii Diana, fiecare fată a istorisit despre aceasta. in garden aunt Diana every girl story-told about this one</td>
</tr>
<tr>
<td><strong>FORM GROUP</strong></td>
<td>AMBIGUOUS</td>
<td>FORM UNAMBIGUOUS</td>
</tr>
<tr>
<td><strong>AMBIG. (FEM. PRON.)</strong></td>
<td>În grădina mătușii Diana, fiecare fată a istorisit despre ea. in garden aunt Diana every girl story-told about her</td>
<td>In grădina mătușii Diana, fiecare fată a istorisit despre ea însăși. in garden aunt Diana every girl story-told about herself</td>
</tr>
<tr>
<td><strong>DISJ. (DEM.)</strong></td>
<td>In grădina mătușii Diana, fiecare fată a istorisit despre aceasta. in garden aunt Diana every girl story-told about this one</td>
<td>‘In Aunt Diana’s garden, every girl told stories about this one.’</td>
</tr>
<tr>
<td><strong>REFL. (EMPH. REF.)</strong></td>
<td>In grădina mătușii Diana, fiecare fată a istorisit despre ea însăși. in garden aunt Diana every girl story-told about herself</td>
<td>‘In Aunt Diana’s garden, every girl told stories about herself.’</td>
</tr>
</tbody>
</table>
Item 15

Unambiguous Context:

Bunicul Paul ș i-a serbat ziua de naștere. Irina, Elena ș i Monica au fost ș i ele prezente.

‘Grandpa Paul celebrated his birthday. Irina, Elena, and Monica were also there.’

Ambiguous Context:

Mătușa Raluca ș i-a serbat ziua de naștere. Irina, Elena ș i Monica au fost ș i ele prezente.

‘Aunt Raluca celebrated her birthday. Irina, Elena, and Monica were also there.’

<table>
<thead>
<tr>
<th>GENDER GROUP</th>
<th>GENDER UNAMBIGUOUS</th>
</tr>
</thead>
</table>
| Disj. (Masc. Pron.) | La ziua bunicului Paul, fiecare nepoată a râs de el.  
‘At Grandpa Paul’s birthday, every g-daughter laughed at him’ |
| Refl. (Fem. Pron.) | La ziua bunicului Paul, fiecare nepoată a râs de ea.  
‘At Grandpa Paul’s birthday, every g-daughter laughed at her’ |

<table>
<thead>
<tr>
<th>GENDER &amp; FORM GROUP</th>
<th>AMBIGUOUS</th>
</tr>
</thead>
</table>
| Ambig. (Fem. Pron.) | La ziua mătușii Raluca, fiecare nepoată a râs de ea.  
‘At Aunt Raluca’s birthday, every niece laughed at her’ |

<table>
<thead>
<tr>
<th>FORM GROUP</th>
<th>FORM UNAMBIGUOUS</th>
</tr>
</thead>
</table>
| Disj. (Dem.) | La ziua mătușii Raluca, fiecare nepoată a râs de aceasta.  
‘At Aunt Raluca’s birthday, every niece laughed at this one’ |
| Refl. (Emph. Refl.) | La ziua mătușii Raluca, fiecare nepoată a râs de ea însăși.  
‘At Aunt Raluca’s birthday, every niece laughed at herself.’ |
Filler Items

**Context**: Unchiul Vlad a organizat o reuniune de familie. Mihai, Daniel și Elena au ajuns mai devreme să îl ajute.

‘Uncle Vlad organized a family reunion. Mihai, Daniel, and Elena got there earlier to help out.’

**Sentence**: Înainte de petrecere, ambii băieți s-au plâns despre prăjituri.

‘Before the party, both boys complained about the desserts.’

**Context**: Mătușa Diana și-a scos nepoții la film. Apoi, Andrei, Monica și Irina au mers la ea acasă.

‘Aunt Diana took her nieces and nephews to the movies. Afterwards, Andrei, Monica, and Irina went by for a visit.’

**Sentence**: După film, ambele fete erau încântate de performanța actorilor.

‘After the movie, both girls were delighted with the actors’ performance.’

**Context**: Mătușa Raluca s-a dus la serbarea nepoților ei. Mihai, Irina și Elena merg la aceeași școală.

‘Aunt Raluca went to her nieces’ and nephews’ school festivities. Mihai, Irina, and Elena go to the same school.’

**Sentence**: La serbare, toți elevii au discutat planurile lor pentru vacanță.

‘At the festivities, all of the students discussed their plans for the school break.’
Context: **Bunica Maria s-a invitat nepoții la ea. Daniel, Monica și Andrei vorbeau despre ceva.**

‘Grandma Maria invited her grandchildren over. Daniel, Monica, and Andrei were talking about something.’

**Sentence:** *Bunica Maria a aflat că unii dintre nepoții ei cântă la chitară.*

‘Grandma Maria found out that some of her grandchildren play the guitar.’

Context: **Unchiul Vlad era în grădină cu familia lui. Elena, Mihai și Irina discutați despre pasiunile lor.**

‘Uncle Vlad was in the garden with his family. Elena, Mihai, and Irina were discussing their hobbies.’

**Sentence:** *Unchiul Vlad a auzit că ambele lui nepoate iubesc cărtile.*

‘Uncle Vlad heard that both his nieces love books.’

Context: **Unchiul George voia idei de cadouri pentru familie. Daniel, Elena și Monica îi sugerau ce știa ar dori.**

‘Uncle George wanted ideas for presents for his family. Daniel, Elena, and Monica were suggesting what they might want.’

**Sentence:** *Unul dintre nepoții i-a spus unchiului George că este interesat de chimie.*

‘One of the nephews told uncle Goerge that he’s interested in chemistry.’

Context: **Bunica Laura își încurajează mereu nepoții să învețe lucruri noi. Monica, Daniel și Irina îi spuneau ce au mai studiat.**

‘Grandma Laura always encourages her grandchildren to learn new things. Monica, Daniel and Irina were telling her what else they’ve learned.’

**Sentence:** *Una dintre nepoate i-a zis bunicii Laura că a învățat un nou cântec.*

‘One of the granddaughters told Grandma Laura that she learned a new song.’
Context:  Bunicul Radu a fost vizitat recent de familie. Mihai, Monica și Irina vorbeau despre examene.

‘Grandpa Radu was visited by his family recently. Mihai, Monica, and Irina were talking about exams.’

Sentence:  Doi dintre nepoții bunicului Radu erau mulțumiți de notele lor.

‘Two of grandpa Radu’s grandchildren were happy with their grades.’

Context:  Bunicul Paul doar ce a împlinit 75 de ani. Andrei, Elena și Daniel au mers și ei să îl vadă.

‘Grandpa Paul recently turned 75. Andrei, Elena, and Daniel also went to see him.’

Sentence:  Doi dintre nepoții bunicului Paul au spus că îl admiră pe bunic.

‘Two of grandpa Paul’s grandchildren said they admire grandpa.’

Context:  Mătușa Raluca are o livadă în afara orașului. Irina, Andrei și Monica merg des acolo.

‘Aunt Raluca has an orchard outside of town. Irina, Andrei, and Monica go there often.’

Sentence:  În livada mătușii Raluca, toți nepoții ei au vorbit despre ceilalți.

‘In aunt Raluca’s orchard, all of her nieces and nephews talked about the others.’

Context:  Mătușa Diana a deschis accidental contul de Facebook al Irinei. Se uita la ce îi mai scrisese lumea pe pagină.

‘Aunt Diana accidentally opened Irina’s Facebook account. She was checking what people had been writing on her wall.’

Sentence:  Pe pagina de Facebook a Irinei, Daniel a scris despre el.

‘On Irina’s Facebook page, Daniel wrote about him.’
‘Mihai and Irina were in Mihai’s room. Irina found his diary.’

‘In Mihai’s diary, Irina read about Andrei.’

‘Grandpa Paul and Grandma Maria went to Irina’s school celebration. Monica went there, too.’

‘At Irina’s school, Monica said nice things about her.’

‘A new haunted house opened. Monica, Daniel, and Elena went there too.’

‘In the haunted house, one of the kids said they’re afraid of vampires.’

‘Grandpa Paul invited his grandchildren to his library. Irina, Daniel, and Andrei were glad to go.’

‘In grandpa Paul’s library, all of the children read about science.’
Mihai, Monica și Andrei sunt la școală. Doar ce au aflat rezultatele de la un test.

‘Mihai, Monica, and Andrei are at school. They just found out about their test results.’

Examenul a fost foarte dificil, dar acum Mihai este mândru de nota sa.

‘The exam was really hard, but now Mihai is proud of his grade.’

Bunica Laura își cheamă des nepoții acasă. Daniel și Monica au dormit la ea.

‘Bunica Laura invites her grandchildren over often. Daniel and Monica slept over.’

Una dintre cele mai arzătoare dorințe ale Monicăi e să meargă la mare.

‘One of Monica’s most burning wishes is to go to the seaside.’

O parte din familie s-a dus în vacanță. Andrei și Monica erau împreună la plajă.

‘A part of the family went on vacation. Andrei and Monica were at the beach together.’

A fost o iarnă foarte friguroasă, dar acum lui Andrei îi este dor de ea.

‘It’s been quite a cold winter, but now Andrei now misses it.’

Irina și Elena au ieșit în oraș. Acum, fetele discutaș despre ce mai aveau de făcut.

‘Irina and Elena went out. Now, the girls were talking about what else they had to do.’

Una dintre cele două fete este nemultumită de lista ei.

‘One of the two girls is quite displeased with her to-do list.’

Bunica Laura a dat o petrecere aseară. Monica a rămas peste noapte.

‘Bunica Laura had a party last night. Monica stayed overnight.’

După petrecerea de ieri, Monica este supărată pe ea.

‘After yesterday’s party, Monica is mad at her.’
BIBLIOGRAPHY


Bresnan, Joan. 1987. LSA Summer Institute class lectures, Stanford University. (Based on unpublished work by Joan Bresnan, Per-Kristian Halvorsen and Joan Maling.)


323


