

Deixis, Utterances, and Learning

Week 4

Q450/B490
Spring 2012

Reference (cont.)

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- **Clark** wants the **peach**.

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- **Clark** wants the **peach**.
- **I** want the peach.

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- *Clark* wants the *peach*.
- *I* want the *peach*.
- *I* want *it*.

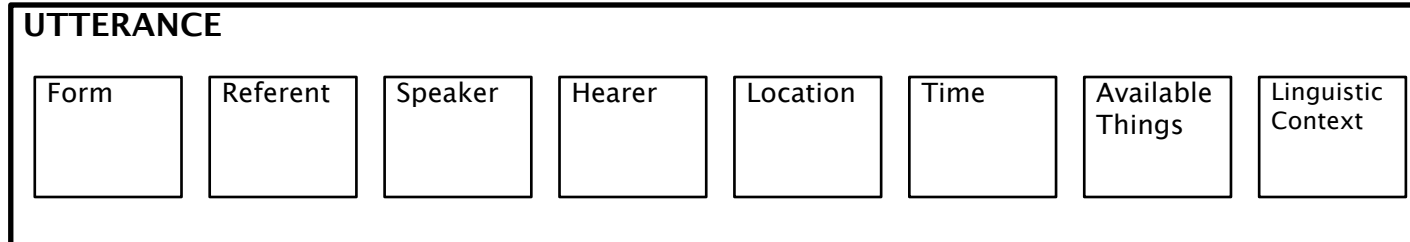
Reference (cont.)

- **Clark** wants the **peach**.
- *I* want the peach.
- *I* want **it**.
- **Deictic** expressions

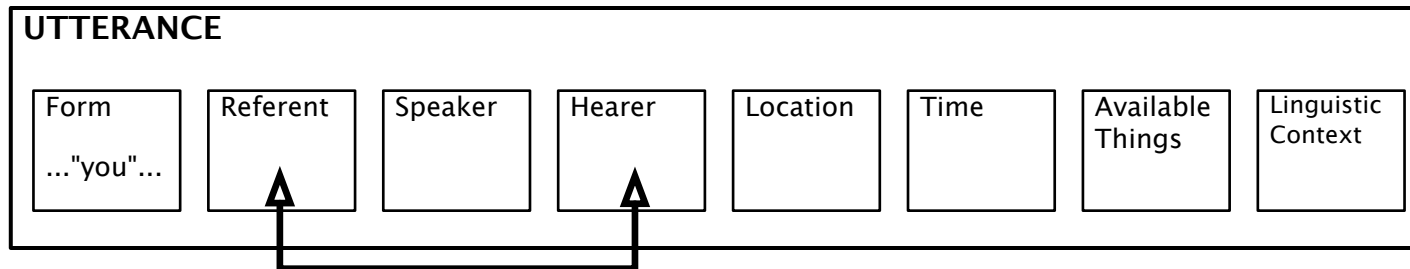
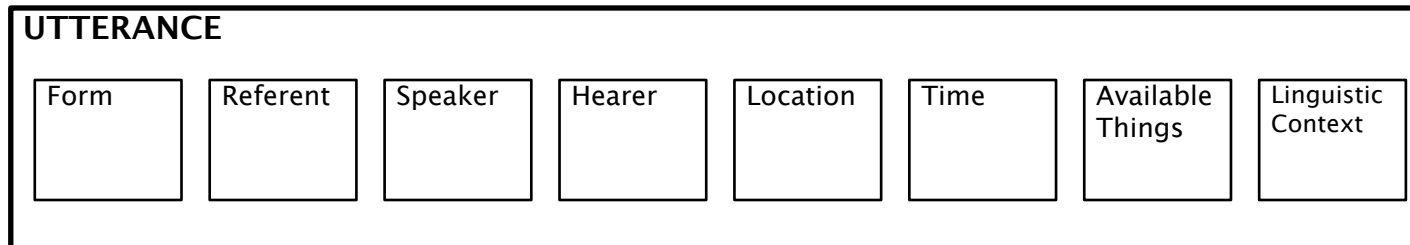
Sentences and utterances



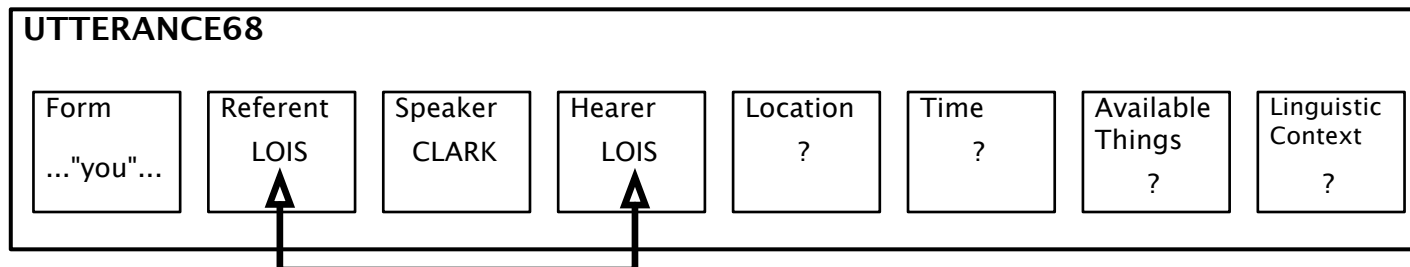
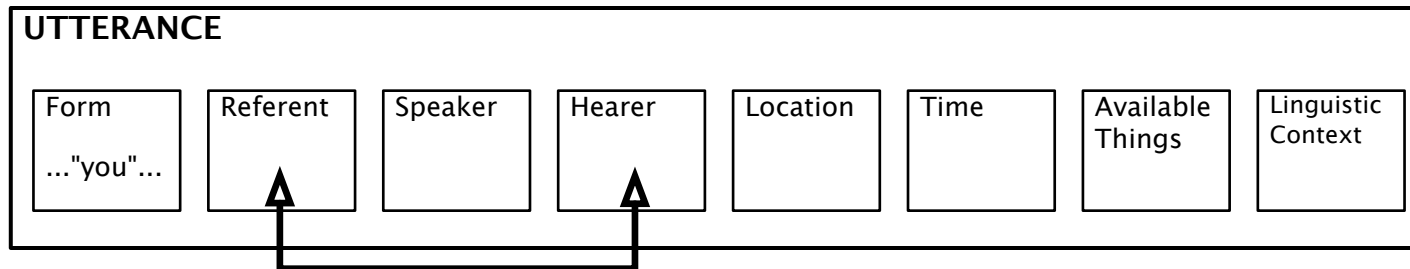
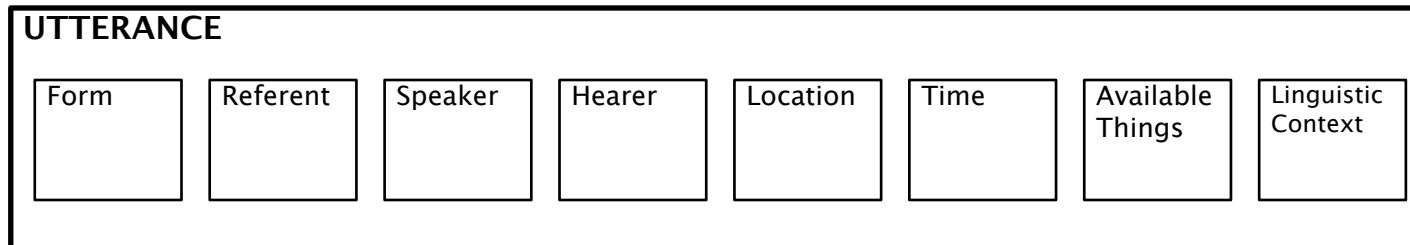
Sentences and utterances



Sentences and utterances



Sentences and utterances



Person

Person

- First: *me, us*

Person

- First: *me, us*
- Second: *you, y'all*

Person

- First: *me, us*
- Second: *you, y'all*
- Third

Person

- First: *me, us*
- Second: *you, y'all*
- Third
- (Other pronoun dimensions)

Implications for learning

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- For nouns, the SPEAKER and HEARER roles end up irrelevant; it is the FORM and REFERENT roles that predominate.
- For pronouns and other deictic expressions, the SPEAKER, HEARER or other contextual roles also matter.
- To make deictic generalizations, the learner needs to be able to recognize sameness within an episode, to create **variables**.