

Universal Quantification, Distributivity, and Collectivity in Heritage Spanish Bilinguals

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This presentation investigates the acceptability of distributive and collective interpretations of sentences with universal quantifiers in subject position by Spanish heritage speakers and monolingually-raised speakers of English and Spanish, as exemplified below. We concentrate on English *every* and *all the*, and Spanish *todos/as los/as*; the predicate *pass the exam* in (1) is (usually) distributive and the predicate *share the pizza* in (2) is (usually) collective.

- (1) a. **Every** student passed the exam.
b. **All the** students passed the exam.
c. **Todos los** estudiantes aprobaron el examen.
‘All the students passed the exam.’
- (2) a. **Every** kid shared the pizza.
b. **All the** kids shared the pizza.
c. **Todos los** niños compartieron la pizza.
‘All the kids shared the pizza.’

We further examine the effects of lexical access in the heritage and the socially dominant language, as well as dominance, age of acquisition, and patterns of language use on adult heritage language development. While we find a tendency to interpret English *every* distributively, the presence of a collective predicate interacts with that tendency, which influences heritage speakers in cases with *todos/as los/as*. Dominance and age of acquisition of English had no effect on the patterns of collective and distributive interpretation. Spanish lexical access as well as self-reported patterns of use with family members had an effect on heritage speakers, which exhibit similar patterns of interpretation as their Spanish monolingual counterparts. Our findings are compatible with theories that highlight the relevance of language and lexical activation in heritage language development.