

Functions of *yani* in Spoken Turkish Corpus: In memory of Prof. Şukriye RUHİ

Yuji KAWAGUCHI
Tokyo University of Foreign Studies

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東京外国語大学

Tokyo University of Foreign Studies

OUTLINE

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 - 3.3. Interactional functions
- Future perspectives

1.DISCOURSE MARKERS

GENERAL FEATURES OF DISCOURSE MARKERS

Phonetic level:

- Independent prosodic unit

Morphological level:

- Single unit or some fixed units

Syntactic level:

- Connective as primary function
- Optionality

Pragmatic level:

- Procedural semantics

POLYFUNCTIONALITY

In the 20th century written texts in *Frantext*

	tokens	uses
<i>enfin</i>	35,648	14
<i>finalement</i>	3,536	3

(Mosegaard Hansen 2005, p.154)

Enfin is significantly more polyfunctional than *finalement*.

AMBIGUITY

Si vous désirez autre chose, **dites**-le-nous! (imperative)
“if you want another thing, tell us about it.”

[As said to someone to who has just jumped ahead of you in a line]

Dites donc, on est pressé! (discourse marker)

“Hey ! We hurry!”

Jean a tire. **Alors**, Pierre s’est écroulé.

“Jean fired. Then/so, Pierre fell down.”

(temporal adverb or discourse marker)

(Mosegaard Hansen 2006, p.12)

2.SPOKEN TURKISH CORPUS

SPOKEN TURKISH CORPUS

In collaboration with Selim Yılmaz (Marmara University),
Arsun-Uras Yılmaz (Istanbul University)

21st Century COE Program (UBLI)

2005: 29 conversations : 98100 tokens



Global COE Program (CbLLE)

2007: 14 conversations : 56300 tokens

2008: 10 conversations : 38900 tokens

2009: 23 conversations : 75900 tokens

2010: 30 conversations : 60500 tokens

2011: 59 conversations : 184700 tokens

2012: 17 conversations : 63400 tokens

total: 577800 tokens



EXAMPLE : UNIVERSITY & WORK



PK31– peki kaçınıcı sınıftaydınız # {bu arada} (?)

Now you are in what grade ?

AT31– üçüncü sınıftaydım (.)

I am in my third year.

PK32– peki memnun musunuz {bölümünüzden} (?) # **yani keşke başka bi(r) şey olsaydı dediğiniz oldu mu {hiç} (?)**

Are you satisfied with your section ? Or have you found anything more interesting ?

AT32– bölümüm tek istediğim bölümdü (!) hani tek hedeflediğim bölümdü (.) zaten tercihlerimde buna ee yönelik oldu (.) dediğim gibi idealimde reklamcılık olduğu için hani ya reklamcılık okuy(a)caktım ya halkla ilişkiler okuy(a)caktım (.) e reklamcılığı da kendi kendime de geliştirebileceğimi düşündüğüm için # aynı zamanda başka bi(r) dal da olsun diye halkla ilişkiler bölümünü seçtim [*nefes alma*] şu anda bölümümden çok memnunum # hani tam bana uygun bi(r) bölüm diyebilirim {açıkçası} (.)

This is the only section that I wanted ! The only section that I aimed at. And I myself preferred this domain. As I said, it is ideal to be a journalist. I wanted to be going to study journalism and public relations. (...)

PK33– okulunuzdan memnun musunuz {peki} (?)

Are you happy with your school then ?

AT33– okulum # eee şöyle söyli(ye)yim hani hala inanın # bu sene dördüncü senem üçüncü sınıftayım ama [*nefes alma*] okulumla ilgili hakikaten okulumla gurur duyuyorum evet bi(r) İstanbul Üniversitesi biliyo(r)sunuz %Türkiye'nin ilk üniversitesi ilk fakültesi% gerçekten bur(a)da İstanbul Üniversitesinde okumak # hani bi(r) insan sorduğunda hangi üniversitede okuyo(r)sunuz dediğinde # İstanbul Üniversitesinde okuyorum demek gerçekten gurur verici [*nefes alma*] <peki (...)>

(...) You do know Istanbul University. This is the top university & faculty in Turkey. (...) Studying at Istanbul University, I am really proud of it.

3.FUNCTIONS OF *YAN/* IN SPOKEN TURKISH CORPUS

ABOUT *YANI*

Etymology

يعني [jaʕni:] “that is, in other words”

Non-past form of عَنَى [ʕana:] “to mean”

Partial corpus of 10 spontaneous conversations
recording in 2008

duration : 4 hours 37 minutes

Corpus size

÷ 36000 tokens / 8970 types

Tokens

477 tokens of *yani*

PREVIOUS STUDIES

Özbek Nurdan (2000) “*Yani, işte, şey, ya*: Interactional markers of Turkish”, in A. Göksel and C. Kerslake (eds.) *Studies on Turkish and Turkic Languages*. Proceedings of the Ninth International Conference on Turkish Linguistics, Lincoln College, Oxford, 1998,

Yılmaz Erkan (2004) *A pragmatic analysis of Turkish Discourse Particles: yani, işte and şey*. A thesis submitted to the graduate school of social sciences of Middle East Technical University.

Ruhi Şükriye (2009) “The Pragmatics of *yani* as a Parenthetical Marker in Turkish: Evidence from the METU Turkish Corpus”, *Working papers in corpus-based linguistics and language education 3*, Tokyo: Tokyo University of Foreign Studies, 285-298.

POLYFUNCTIONALITY OF *YANI*

Analysis of 1211 tokens

Conversational Structure Domain		Interpersonal Domain		Content Domain	
1. Turn Initiation (Turn-Entry Device)	79	1. Emotional Effect	325	1. Topic Expansion at Local Level	324
2. Turn Completion (Turn-Exit Device)	40	2. Speaker's Emphasis	61	2. Topic Expansion at Conversational Level	90
3. Floor-Holder	20	3. Response Particle	10	4. Summary/Assessment/ Recapitulation	101
4. TCU-Initial Self-Repair					
5. TCU-Medial (Built-in) Self-Repair	31 113				
6. Response to a Question	17				
Total tokens	300	Total tokens	396	Total tokens	515

Yilmaz (2004)



self-repair



emphasis



topic expansion

3.1.

FUNCTIONAL DISTRIBUTION

DISTRIBUTION & FUNCTION

Utterance-initial

→ Topic continuation

Utterance-medial

→ Repair & expansion

Utterance-final

→ Contextualization cue, emotive effect

(Ruhi 2009, p.289 & Yilmaz 2004)

3.2.

CONNECTIVE OR PARENTHETICAL

COORDINATION

BE15- tabi mesela uçağa binmek isteyip de korkan insan çok fazla # hatta bununla ilgili # daha önce e bir yolcumuzun **klostrofobi # yani** kapalı yerde **durma gibi bir e şeyi var rahatsızlığı varmış #** (2008-004)

“of course many people being afraid of getting on a plane # in fact like this # before euh a traveler is **claustrophobic # that is he happened to be in a closed place he had a fear #**”

yani = başka deyişle “in other words”

PARENTHETICAL OR SUBORDINATION

BÖ2- peki bi(r) şey **sorabilir miyim (?) # yani** bunun için bir eğitim filan almamız gerekiyo(r) mu (?)

AK2- kesinlikle eğitim gerekmiyo(r) # yalnız kendi çapınızdaki araştırmalarınızla ya da bi(r) <(.)> gruplara katılarak da yapabilirsiniz {bunu}

“- well **can I ask** a question ? # **that (= that is)** it is necessary to receive some education for this ?

- absolutely not necessary # through your own research domain or a <.> through joining a group you can make it”

3.3.

INTERACTIONAL FUNCTION

3.3.1. DEMARCATIVE FUNCTION

HE41- (...) kokpitte o zaten düğmeleri görünce ben korktum *{yani}* [gülme]

BE41- <hangisine> basıcağız dimi (değil mi) (?)

HE42- evet korkunçtu *{yani}* [öksürme]

BE42- <kaptan> olmak zor bir iş

HE43- evet tebrik ettim {onları da}(2008-04)

HE41- (...) as soon as I see the buttons in the cockpit it made me really scared *yani* [smile]

BE41- which one to push, isn't it ?

HE42- yes it was scary *yani* [cough]

BE42- difficult to be captains

HE43- yes I praise them too

3.3.2. EMPHATIC FUNCTION

evet # yani, hayır # yani

MN139- öğrenciyle alakası yok # öğrencinin suçu yok (!)

SY76- *evet # yani* (.)

MN140- sistem ve hocalarda suç # bizde (2008-01)

MN139 - nothing to do with the student, no errors in them!

SY76 - *yes # yani (= yes indeed)*

MN140 - (but) in system and professors, it is our error.

MN128- tamam da # şimdi dediğim gibi # dilemek ayrı
şey # yapmak ayrı şey # sen şimdi bir dilekte
bulunuyorsun

AUY81- *hayır # yani* (.)

MN129- arzunu dile getiriyorsun (2008-01)

MN128- OK but as I said # to hope is one thing # to realize is
another # now you have only hope

AUY81- *no # yani (= not at all)*

MN129- you are talking about your hope

3.3.3. CONFRONTATIONAL FUNCTION ?

BE23- havalimanları güzel yerlerdir
{esasinda} # ama insanlar orada vakit
geçirmeyi çok sevmiyorlar {uçak rötara
girdiği zaman}

HE24- <genelde> free shoplar hemen

BE24- *yani* iç hatlardaki yolcu
giremiyo(r) {belki} # ama dış hatlardaki yolcu
free shop da vakit geçirebiliyo(r) (2008-04)

BE23 – airports are basically nice places # but
people do not like to spend time there when flights
are delayed

HE24- <usually> immediately to free shops

BE24- *but* travelers flying domestically cannot enter perhaps
but those of international flight can spend time in
free shops

FUTURE PERSPECTIVES

Some basic problems

- Coordination / Subordination or Parenthesis
- Definition of functions
Repair / Expansion / Explanation

INCONSISTENCY

<i>yani</i>		
1. turn-initial	217	17.92%
utterance-initial	450	37.16%
2. turn-medial	20	1.65%
utterance-medial	140	11.56%
3. turn-final	40	3.30%
utterance-final	9	0.74%
4. others	335	27.66%
	1211	

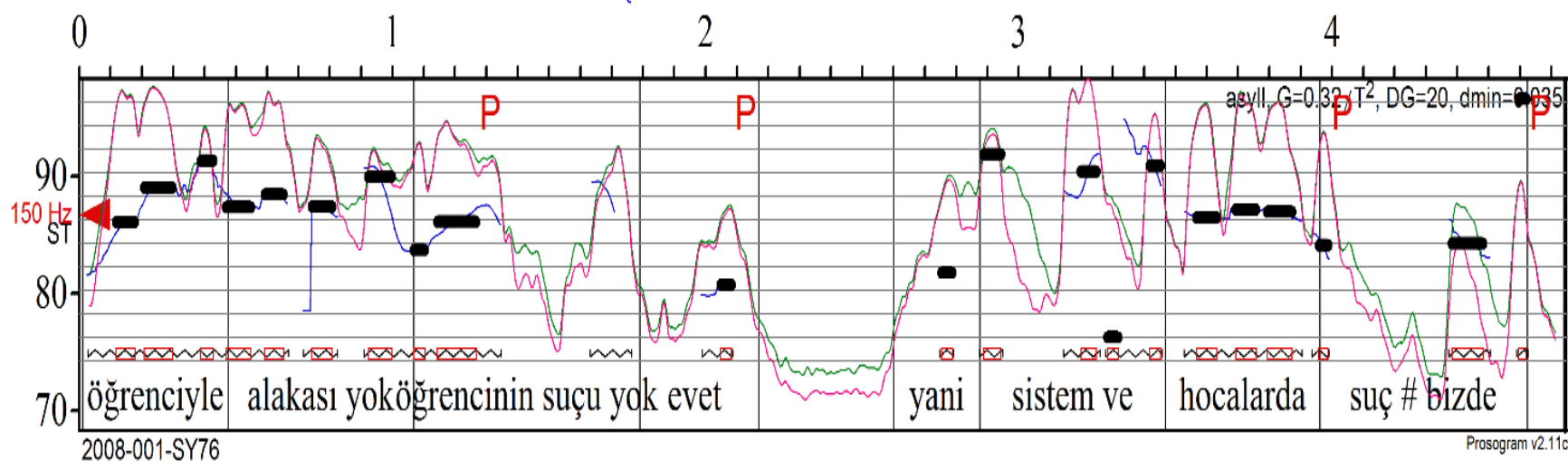
Yılmaz (2004)

<i>yani</i>		
1. utterance-initial	46	9.6%
<i>ama yani, evet yani, hayır yani,</i> etc.	15	3.1%
2. utterance-medial		
with pause	170	35.6%
without pause	214	44.9%
3. utterance-final	32	6.7%
	477	

Kawaguchi (2014)

MEANING & FORM

- Interpretation of cotext/context
- Discourse markers & prosody



- nothing to do with the student, no errors in them!
- **yes # yani (= yes # indeed)**
- (but) in system and professors, it is our error.

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Thank you for your attention!

ykawa@tufs.ac.jp



東京外国語大学

Tokyo University of Foreign Studies

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