

Usage-Based Linguistic Analysis

- Problems of linguistic variation -



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Workshop on Spoken Language Corpora, TUFFS, 9 December 2005

I. Linguistic Norm

“a forgotten umbrella” in Linguistics

“(…) why, for example, many people say that *ain’t* is “bad” and *am not* is “good.” This is only one of the problems of linguistics, and since it is not a fundamental one, it can be attacked only after many other things are known.” (L. Bloomfield, *Language*, 1935, p.22.)

“(…) But we deliberately disregarded these differences so as to not to complicate our exposition: the analysis of a supposedly uniform language is such a delicate task that one needs to simplify the data as much as possible. However, now that this analysis is accomplished we must necessarily introduce into our examination all the facts which we provisionally set aside.” (A. Martinet, *Elements of General Linguistics*, 1964, p.136.)

Louis Hjelmslev

<i>schema</i> or pure form	defined independently of its social realization and of its material manifestation	/r/ as phoneme
<i>norm</i> or material form	defined by a social realization, but independently of the detail in its manifestation	fricativity of the phoneme /r/
<i>usage</i> or simple sum of habits	adopted in a given society and defined by observed manifestations	alveolar trill [r] voiced or voiceless uvular fricative [ʁ]

2. Norm and Usage

Canadian French

(1) Ce soir, on **va** te **ramener** (PF) puis tu y **alleras** (SF) à soir à cinq heures. (071/584)

periphrastic future (PF) va ramener for simple future (SF)

'Tonight, we're going to bring you back and you'll go there tonight at 5: 00.'

(2) Si mon petit **allait** (IMP) à l'école là, s'il **serait** (COND) à l'école puis qu'il **reviendrait** (COND) puis qu'il **dirait** (COND), "Un professeur m'a tapé dans face là", il **aurait** affaire à moi. (037/437)

conditional (COND) serait, reviendrait, dirait for imperfect (IMP)

'If my kind went to school, if he would be at school, and he would come back, and he would say, "a teacher slapped me across the face", he'd have to deal with me.'

The replacement of (...) the imperfect by the conditional are **thoroughly non-standard**, while the incursion of the periphrastic variant into the domain of the inflected future is generally considered **colloquial**. (Poplack 2001: p.407)

Palatal Nasal in French

	French	[ɲ]	[nj]	[n]
Predominant palatal nasal [ɲ]	éloignement	15	2	
	gagne-petit	14	2	1
	hors-ligne	13	2	
	trépignement	12	5	1
Fluctuation between [ɲ] and [nj]	agneau	8	9	
	beignet	8	9	
Predominant [nj]	saignée	7	10	
	panier	3	14	
	lainier	1	16	

(Brandão de Carvalho & Kawaguchi, 2002, p.12, based on the dictionary of Martinet & Walter (1971))

3. In Between Variant and Usage

“very calm” sapsakin	100 %	“very simple” bambasit basbasit	63 % 38 %
“very clever” zepzeki zemzeki	80 % 17 %	“very big” yüpyüce yüsyüce yümyüce	63 % 31 % 6 %
“very clean” pampak paspak	75 % 25 %	“very natural” dopdoğal dosdoğal	50 % 43 %
“very happy” hophoş homhoş hoshos	69 % 19 % 13 %	“very light” haphahif hashafif hamhafif	44 % 19 % 10 %

Emphatic Adjective in
Turkish
(Kawaguchi 1992,
p.321-322)

4. Usage and Frequency Effect

Je sais / Je connais ~

Two syntactic constraints of *connaître*

- (1) *connaître* cannot be followed by infinitive
- (2) *connaître* cannot be followed by subordinate clause.

Semantic analysis of direct object

- (3) Je sais la profession de Pierre. "I know the profession of Pierre."
- (4) Je connais la profession de Pierre.
- (5) Il sait la forêt. = Il connaît l'âme de la forêt.
"He knows the essence of the forest."
- (6) Je sais l'anglais. "I know English."
- (7) Je connais l'anglais. (Rémy-Giraud, S. 1986)

Subordinate Clause or Inf. :

- 1 je sais si...,
- 2 je sais que...,
- 3 je sais ce que...,
- 4 je sais quel...,
- 5 je sais + infinitif,
- 6 je sais pourquoi...,
- 7 je sais où...,
- 8 je sais combien...,
- 9 je sais comment...;

Preposed Object :

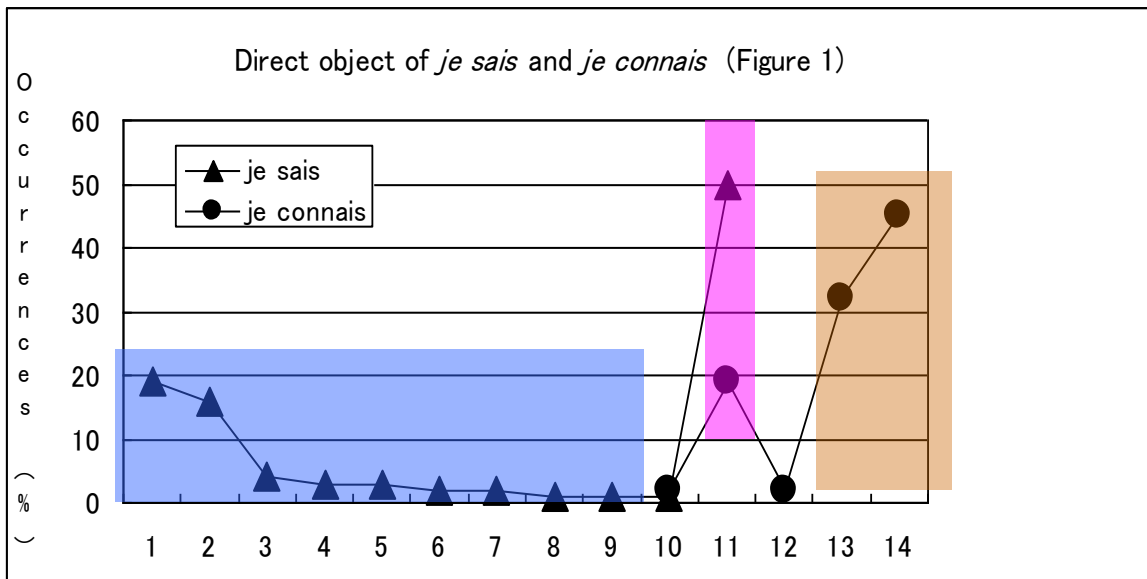
- 10 N je sais/connais;

Without direct object :

- 11 je sais/connais Ø;

Nominal Object :

- 12 je sais/connais ça,
- 13 je connais inanimate N,
- 14 je connais animate N



Je sais / Je connais ~
in Spoken French Corpora

5. From Usage To Use

C-ORAL-ROM

The frequency of Parts of Speech also varies according to the context of **use**. (C-ORAL-ROM, p.7)

d. Domain of **use**: domain of social environments, activities and professions, such as law, business, research, teaching, church, etc.; (*op.cit.*, p.8)

The C-ORAL-ROM corpora (...) are intended to represent a possible **standard usage** that occurs in those areas. (*op.cit.*, p.8)

Center of Usage-Based Linguistic Informatics

main objectives

- to elucidate the realities of linguistic usage
- to apply research results to actual language education settings

TUFS Language Modules in 17 different languages

5. From Usage To Use

UBLI: Spoken Turkish Corpus

spoken usage

AHT 1 - evet # *mer(h)aba* nasılsınız Duygu hanım (?) [gülme]

yes # hello how are you M Duygu (?) [laugh]

DH 1 - *iyiyim sağolun siz nasılsınız* <Ahmet Hamdi bey (?)>

fine thanks and you <Mr Ahmet (?)>

discourse strategy
of initiation

AHT 2 - <teşekkür ederiz > gerçi az evvel söylediğimiz gibi sizli konuşmuyca(ğ)ız
ama neyse öyle şimdilik başlangıç olsun # evet # ee <ben>

<thanks> in fact as I said before we will not talk using “siz” (=polite form) but
anyway like this at the beginning # yes # ee <I>

spoken usage

dislocated
elements

DH 2 -< tatile> çıkmayı *düşünüyo(r)* musun(?)

are you going to be away on vacation (?)

AHT 3 - ben tatile çıkmayı tabi düşünüyorum {*herkez gibi*} ama # bu sene
imkanlarımız olacak mı bilemiyorum e tatil için # gitmemiz gitmeyi
düşündüğümüz yerler arasında güney sahilleri var {*gerçi ama*}

dislocated
elements

I will take vacation of course like everyone but # this year I don't know there
will be possibilities e for vacation # southern beech is among the places where
we want to go { in fact but }

spoken usage

DH 3 - nereye gitmeyi *düşünüyo(r)*sun(?)

where do you want to go (?)

Conclusion

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