## INFLECTIONAL I S L A N D S

Sally Rice \& John Newman

University of Alberta

CANADA

# defective verb paradigms <br> inflectional islands 

the conceit of the 1 mo
words-in-context (WICs)

## defective verb paradigms



DRINK - Spoken BNC


EAT - Written BNC


DRINK - Written BNC


■VVB-verb $\quad$ VVZ-verbs $\quad$ VVI-(to) verb $\quad$ VVD-verbed $\quad$ VVG-(be) verbing $\quad$ IVVN-(have) verbed


## STRUCTURE OF THE TALK

I. describe what we mean by "inflectional islands"
II. survey examples from published literature and our own queries of the BNC
III. suggest implications for linguistic theory, lexicography, typology, and psycholinguistic research

## STRUCTURE OF THE TALK

I. describe what we mean by "inflectional islands"

> survey examples from published literature and our own queries of the BNC
III.
suggest implications for linguistic theory, lexicography, typology, and psycholinguistic research

## THE VERB ISLAND HYPOTHESIS

Tomasello 1992, 2004 V $\lll$ inflection

- children tend to use uninflected verb roots before inflected forms
- verb inflections are mastered on a verb-by-verb basis
- generalization is gradual
- initially, particular verbs "strand" inflections

THE INFLECTIONAL ISLAND HYPOTHESIS

Rice \& Newman 2005


- adults use particular inflected forms of individual verbs on a register-specific basis
- verb inflections adhere to verbs on a verb-by-verb basis
- particularization is gradual
- eventually, inflections "strand" particular verbs


## An English Verb Paradigm: SUBJ x TAM

GO

|  | INF | PRES | PAST | PROG | PERF |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.SG | $\begin{array}{r} \text { I need to } \\ \text { g0 } \end{array}$ | $\begin{aligned} & \text { I } \\ & \text { go } \end{aligned}$ | went | I am/was going | I have/had gone |
| 2 | you need to go | $\begin{aligned} & \text { you } \\ & \text { go } \end{aligned}$ | went | you are/were going | you have/had gone |
| 3.SG | s/he/it need to go | $\begin{aligned} & \text { s/he/it } \\ & \text { goes } \end{aligned}$ |  | going | s/he/it has/had gone |
| 1.PL | we need to go | $\begin{aligned} & \text { we } \\ & \text { go } \end{aligned}$ | went | we are/were going | we have/had <br> gone |
| 3.PL | they need to go | $\begin{aligned} & \text { they } \\ & \text { go } \end{aligned}$ | went | they are/were going | they have/had gone |

## Frequency Distribution in BNCall

GO

|  | INF | PRES | PAST | PROG | PERF |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.SG |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3.SG |  |  |  |  |  |
| 1.PL |  |  |  |  |  |
| 3.PL |  |  |  |  |  |

## Frequency Distribution in BNCall

GO

|  | INF | PRES | PAST | PROG | PERF |
| ---: | ---: | ---: | ---: | ---: | ---: |
| 1.SG | $\mathbf{6} \%$ | $\mathbf{3} \%$ | $\mathbf{2} \%$ | $\mathbf{4} \%$ | $\mathbf{0} \%$ |
| 2 | $\mathbf{2} \%$ | $\mathbf{1 0} \%$ | $\mathbf{0} \%$ | $\mathbf{3} \%$ | $\mathbf{0} \%$ |
| 3.SG | $\mathbf{1 3} \%$ | $\mathbf{4} \%$ | $\mathbf{1 0} \%$ | $\mathbf{1 5} \%$ | $\mathbf{2} \%$ |
| 1.PL | $\mathbf{6} \%$ | $\mathbf{0} \%$ | $\mathbf{1} \%$ | $\mathbf{2} \%$ | $\mathbf{0} \%$ |
| 3.PL | $\mathbf{2} \%$ | $\mathbf{6} \%$ | $\mathbf{1} \%$ | $\mathbf{2} \%$ | $\mathbf{3} \%$ |

## Frequency Distribution in BNCall



GO

|  | INF | PRES | PAST | PROG | PERF |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.SG | 6 \% | $3 \%$ | 2 \% | 4 \% | 0 \% |
| 2 | 2 \% | 10 \% | 0 \% | $3 \%$ | 0 \% |
| 3.SG | 13 \% | 4 \% | $10 \%$ | $15 \%$ | 2 \% |
| 1.PL | 6 \% | 0 \% | $1 \%$ | 2 \% | 0 \% |
| 3.PL | 2 \% | 6 \% | $1 \%$ | 2 \% | 3 \% |

## Frequency Distribution in BNCall

 GO
$\square 1 \mathrm{~s}$
$\square 2$
$\square 3 s$
$\square 1 p$
$\square 3 p$


## lemmas

- argument structure(s)
- syntactic constructions
- lexical meaning


## inflected forms


"have a life of their own"
words in context (WICs)
 $+$

- distribution patterns (usage)
- collocations \& N-grams
- pragmatic associations
- incipient grammaticalization \& idiomaticization

VB - present, imperative go

VVZ - 3sG.present goes

VVI - infinitive go

VVD - past
went
VVG - progressive going


VVN - perfect gone
conversation
fiction
news
academic writing



## Another English Verb Paradigm

## THINK

|  | INF | PRES | PAST | PROG | PERF |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.SG | think | think | thought | thinking | thought |
| 2 | think | think | thought | thinking | thought |
| 3.SG | s/he/it needs to think | thinks | thought | thinking | thought |
| 1.PL | think | think | thought | thinking | thought |
| 3.PL | they need to think | think | thought | thinking | thought |

## Frequency Distribution in $\mathrm{BNC}_{\mathrm{cc}}$

## THINK

|  | INF | PRES | PAST | PROG | PERF |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.SG | 80 \% | 93 \% | 82 \% | 65 \% | 75 \% |
| 2 | $10 \%$ | 2 \% | 2 \% | 8 \% | 11 \% |
| 3.SG | 7 \% | 0 \% | $5 \%$ | $9 \%$ | 10 \% |
| 1.PL | 2 \% | 2 \% | 7 \% | 12 \% | 0 \% |
| 3.PL | $1 \%$ | 3 \% | $4 \%$ | 6 \% | 4 \% |

## Frequency Distribution in $\mathrm{BNC}_{\mathrm{cc}}$

## THINK

|  | INF | PRES | PAST | PROG | PERF |
| ---: | ---: | ---: | ---: | ---: | ---: |
| 1.SG | $\mathbf{8 0} \%$ | $\mathbf{9 3} \%$ | $\mathbf{8 2} \%$ | $\mathbf{6 5} \%$ | $\mathbf{7 5} \%$ |
| 2 | $\mathbf{1 0} \%$ | $\mathbf{2} \%$ | $\mathbf{2} \%$ | $\mathbf{8} \%$ | $\mathbf{1 1} \%$ |
| 3.SG | $\mathbf{7} \%$ | $\mathbf{0} \%$ | $\mathbf{5} \%$ | $\mathbf{9} \%$ | $\mathbf{1 0} \%$ |
| 1.PL | $\mathbf{2} \%$ | $\mathbf{2} \%$ | $\mathbf{7} \%$ | $\mathbf{1 2} \%$ | $\mathbf{0} \%$ |
| 3.PL | $\mathbf{1} \%$ | $\mathbf{3} \%$ | $\mathbf{4} \%$ | $\mathbf{6} \%$ | $\mathbf{4} \%$ |

## Frequency Distribution in $\mathrm{BNC}_{\mathrm{cc}}$

## THINK



## Frequency Distribution in $\mathrm{BNC}_{\mathrm{cc}}$

## THINK



## Hongyin Tao's (2001, 2003) Spoken Corpus (CSAE) Results

## REMEMBER FORGET

| that complement | $19 \%$ | $4 \%$ |
| :---: | :---: | :---: |
| gerundive complement | $6 \%$ | $1 \%$ |
| infinitival complement | $1 \%$ | $14 \%$ |
| non-complement | $74 \%$ | $79 \%$ |
| 1st subject | $55 \%$ | $61 \%$ |
| 2nd subject | $14 \%$ | $4 \%$ |
| 3rd subject | $3 \%$ | $6 \%$ |
| null subject | $28 \%$ | $29 \%$ |

## Hongyin Tao' s $(2001,2003)$ Spoken Corpus (CSAE) Results

## REMEMBER FORGET

| that complement | $19 \%$ | $4 \%$ |
| :---: | :---: | :---: |
| gerundive complement | $6 \%$ | $1 \%$ |
| infinitival complement | $1 \%$ | $14 \%$ |
| non-complement | $74 \%$ | $79 \%$ |
| 1st subject | $55 \%$ | $61 \%$ |
| 2nd subject | $14 \%$ | $4 \%$ |
| 3rd subject | $3 \%$ | $6 \%$ |
| null subject | $28 \%$ | $29 \%$ |

## Hongyin Tao' s $(2001,2003)$ Spoken Corpus (CSAE) Results

## REMEMBER <br> FORGET

| that complement | $19 \%$ | $4 \%$ |
| :---: | :---: | :---: |
| gerundive complement | $6 \%$ | $1 \%$ |
| infinitival complement | $1 \%$ | $14 \%$ |
| non-complement | $74 \%$ | $79 \%$ |
| 1st subject | $55 \%$ | $61 \%$ |
| 2nd subject | $14 \%$ | $4 \%$ |
| 3rd subject | $3 \%$ | $6 \%$ |
| null subject | $28 \%$ | $29 \%$ |

## Hongyin Tao's $(2001,2003)$ Spoken Corpus (CSAE) Results

$$
\text { I remember } \quad \text { I forget }
$$

| that complement | $19 \%$ | $4 \%$ |
| :---: | :---: | :---: |
| gerundive complement | $6 \%$ | $1 \%$ |
| infinitival complement | $1 \%$ | $14 \%$ |
| non-complement | $74 \%$ | $79 \%$ |
| 1st subject | $55 \%$ | $61 \%$ |
| 2nd subject | $14 \%$ | $4 \%$ |
| 3rd subject | $3 \%$ | $6 \%$ |
| null subject | $28 \%$ | $29 \%$ |

## Hongyin Tao's $(2001,2003)$ Spoken Corpus (CSAE) Results

In spoken English, REMEMBER and FORGET are de facto discourse particles or epistemic stance predications; moreover, "complement-taking is actually a marginal feature" Tao 2003:75.

## THE INFLECTIONAL ISLAND HYPOTHESIS

Rice \& Newman 2005


- uneven distribution of inflection
- verbs (and verb classes) have "weighted" inflectional profiles
- weightings may be universal (experientially motivated)
- inflectional categories are lexically \& pragmatically meaningful
- especially "weighty" inflected verbs (WICs) may idiomaticize and grammaticalize


## STRUCTURE OF THE TALK

describe what we mean by "inflectional islands
II. survey examples from published literature and our own queries of the BNC
III. suggest implications for linguistic theory, lexicography, typology, and psycholinguistic research

## Looking for Islands (Stranded Verbs)

## searched BNC with Mark Davies' corpus tool:

Variation in English Words and Phrases: http://view.byu.edu
de-lemmatized the verb (re-inflectionalized it)
downloaded 100 hits each for every verb matching a BNC tag
factored in genre/register
Casual Conversation (4.2M sub-corpus)
tracked subject \& TAM distribution
coded each hit for subject, tense, complement type, etc.
examined inflectional "skew"

## Some Classic Stranded Verbs (inflectional islands)

MODALS
IMPERSONALS
WEATHER VERBS
rumour
rid
allow

## rumour

## 

| VVB-base |
| :--- |
| VVZ-3sg.pres |
| VVI-inf |
| VVD-past |
| VVG-prog |
| VVN-perf part |

RUMOUR
frequency per million



## rumour

## it BE rumoured to V...

- 100M BNC
- 273 hits
- 2.8 (freq per M)
- not in casual conversation

Subjects of (BE) RUMOURED
[VVN]

$\square$ dummy it/there $\square$ personal $\square$ inanimate $\square$ corporations $\square$ animate
Complements of (BE) RUMOURED
[VVN]
$\square$ inf
$\square$ that S
$\square \mathrm{S}$
$\square$ other (as, for)
$\square$ none
rid
allow


| VVB-base |
| :--- |
| VVZ-3sg.pres |
| VVI-inf |
| VVD-past |
| VVG-prog |
| VVN-perf part |

RID
frequency per million


ALLOW
frequency per million


## rid allow

## 

| VVB-base |
| :--- |
| VVZ-3sg.pres |
| VVI-inf |
| VVD-past |
| VVG-prog |
| VVN-perf part |

frequency per million


## ALLOW

frequency per million
2/3 not be allowed to VP 2/3 be allowed (to have) NP


## Some Emerging Stranded Verbs (inflectional islands)

think
know
mean
want
*say

## think

## Bumy Namen Corry

VVB-base<br>VVZ-3sg.pres<br>VVI-inf<br>VVD-past<br>VVG-prog VVN-perf part



THINK
(Subject x TAM)
$\square 1 \mathrm{~s} \quad \square 2 \quad \square 3 \mathrm{~s} \quad \square 1 \mathrm{p} \quad \square 3 \mathrm{p}$


## know

## 

| VVB-base |
| :--- |
| VVZ-3sg.pres |
| VVI-inf |
| VVD-past |
| VVG-prog |
| VVN-perf part |

KNOW



## mean

## 

| VVB-base |
| :--- |
| VVZ-3sg.pres |
| VVI-inf |
| VVD-past |
| VVG-prog |
| VVN-perf part |

MEAN
frequency per million


MEAN
(Subject x TAM)


## want

## Bumy Namen

VVB-base<br>VVZ-3sg.pres<br>VVI-inf<br>VVD-past<br>VVG-prog VVN-perf part

WANT
(Subj x TAM)


## say

## Bumy Namen Corry

VVB-base<br>VVZ-3sg.pres<br>VVI-inf<br>VVD-past<br>VVG-prog VVN-perf part



SAY
(Subj x TAM)
$\square 1 \mathrm{~s} \quad \square 2 \quad \square 3 \mathrm{~s} \square 1 \mathrm{p} \quad \square 3 \mathrm{p} \quad \square \mathrm{unspec}$



High frequency constructions are more likely to undergo semantic/pragmatic and phonological change over time. Bybee 1985, Bybee \& Hopper 2001

## STRUCTURE OF THE TALK

describe what we mean by "inflectional islands"
survey examples from published literature and our
own queries of the BNC
III. suggest implications for linguistic theory, lexicography, typology, and psycholinguistic research


## LONGMAN

 STUDENT GRAMMAR OF SPOKEN AND WRITIEN ENGLISH
## coublotion S. cosen <br> 보

THE CAMBRIDGE GRAMMAR ENGLISH LANGUAGE
$R$ • LANGUAGE * ENGLISH * GRAMMAR

- LANGUAGE • ENGLISH - GRAMMAR *

LANGUAGE • ENGLISH • GRAMMAR • LA
NGUAGE • ENGLISH • GRAMMAR • LAN

Rodney Huddleston
Gcoffrey K. Pullum

## LEMMA x GENRE

INFLECTED FORMS

## IMPLICATIONS OF USAGE-BASED APPROACHES TO GRAMMAR

a new starting point for linguistic analysis
put lemmas aside (as done earier with syntaciic rule in favor of constructions)
substitute words-in-context or WICs (intersection of genre, register, \& infiection)
a new (lower) level of linguistic generalization
find the "hierarchy of lower-level structures...[that] specify the actual array of subcases and specific instances that support and give rise to the higher-level generalization" RWL, Concept, Image, \& Symbol, 1991:281-282

## WICs

locus of grammaticalization
active in borrowings \& morphological realignment
spawn psychological associations, induce priming effect
WICs are relevant for speakers....why not for linguists??

## WICs

locus of grammaticalization
active in borrowings \& morphological realignment
spawn psychological associations, induce priming effect
normalize suppletion \& polysynthesis

A Typical Dene (Athapaskan) Verb Paradigm

| sit.IMPF | SG | DU | PL |
| :---: | :---: | :---: | :---: |
| 1 | thida | th7ke | deth7ltth' $\mathbf{i}$ |
| 2 | th8da | thuhke | dumtth' $i$ |
| 3 | theda | heheke | d44tth' $\mathbf{i}$ |

## Another Dene (Athapaskan) Verb Paradigm

| go.IMPF | SG | DU | PL |
| :---: | :---: | :---: | :---: |
| 1 | hessa | h7t' 1 s | h7d4m |
| 2 | h8gha | huh/1s | huhd4m |
| 3 | hegha | he/1s | hed4m |

## Another Dene (Athapaskan) Verb Paradigm

PERF forms are different again....so which is chosen as the head word?

| go.IMPF | SG | DU | PL |
| :---: | :---: | :---: | :---: |
| 1 | hes | h7t'1s | h7d 44 m |
| 2 | h8gha | huh/1s | huhd4m |
| 3 | hegha | he/1s | hed4m |

Thank you.

## Sally Rice

 sally.rice@ualberta.ca John Newman john.newman@ualberta.ca