

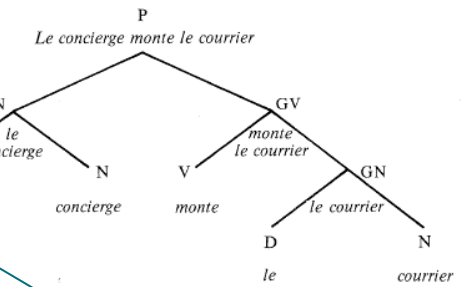
## Symbolisation

onné aux constituants de la phrase, aux constituants du verbe et du groupe du nom des **dénominations**, des **étiquettes**. On peut remplacer ces étiquettes par des abréviations qui en seront les **symboles**.

urons ainsi la liste :

phrase	Adj	adjectif
groupe du verbe	V	verbe
groupe du nom	Adv	adverbe
groupe prépositionnel	Pro	pronom
déterminant	Prép	préposition
nom	Conj	conjonction

mplaçant les étiquettes par des symboles dans l'arbre 5, nous avons la figure suivante :



re l'arbre de la phrase de la façon suivante, en dernière ligne les mots qui la constituent :



# Grammar and its drawings

## The case of syntactic diagrams in French (school) grammar

LingTalk – 19/10/23

Nicolas GREGOV (UR Traverses)



# Outline of the presentation

1. The *syntactic diagram*
2. Studying diagrams in school grammar
3. Analysis tools
4. Corpus
5. Focus: what consistency of data?
6. Perspectives

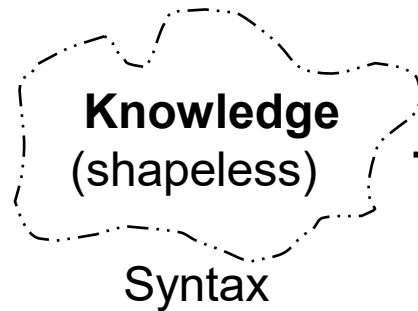
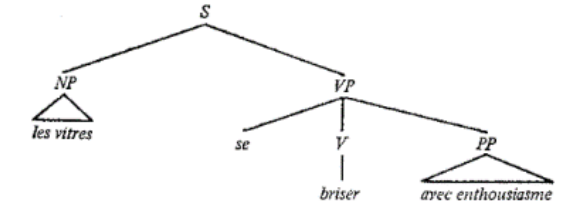
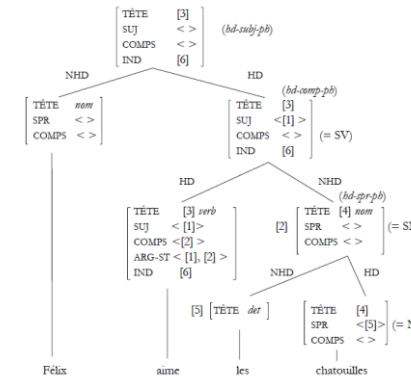


# 1. The syntactic diagram

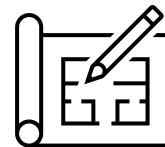
An object of linguistic discourse

► Inscription of knowledge (Bachimont 2010)

→ Syntax field (Mazziotta 2022)



**MEDIUM**



**Inscription (perceptible)**

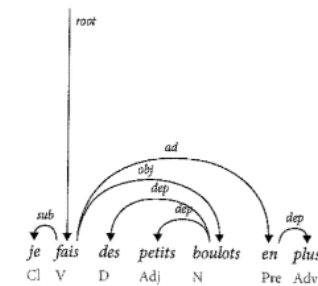
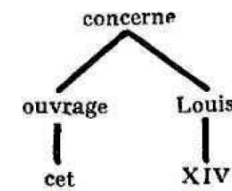


Fig 1. Syntactic schemas as inscriptions (Tesnière 1959, Kahane & Pietrendrea 2019, Ruwet 1972, Desmets *et al.* 2003)



# 1. The *syntactic diagram*

An object of linguistic discourse

- ▶ Inscription of knowledge (Bachimont 2010)
- ▶ Diagrams (Peirce 1931)

↪ “iconic sign of the internal structure of an object, facilitating reasoning”

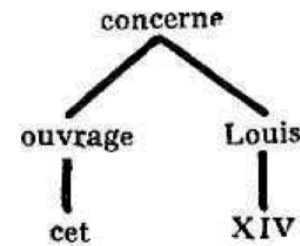


Fig 2. Syntactic schema as a diagram (Tesnière 1959)



# 1. The *syntactic diagram*

An object of linguistic discourse

- ▶ Inscription of knowledge (Bachimont 2010)
- ▶ Diagrams (Peirce 1931)
- ▶ State of the art
  - ↳ Historical point of view
  - ↳ Formal/theoretical point of view



## 2. Studying diagrams in school grammar

### Why this orientation?

- ▶ Pedagogical origin (Hudson 2020, Imrényi & Mazziotta 2020)
- ▶ Influence of scholarly knowledge (Chevallard 1985, Vargas 2014)

→ 1970s : propagation of Chomskyan formalisms

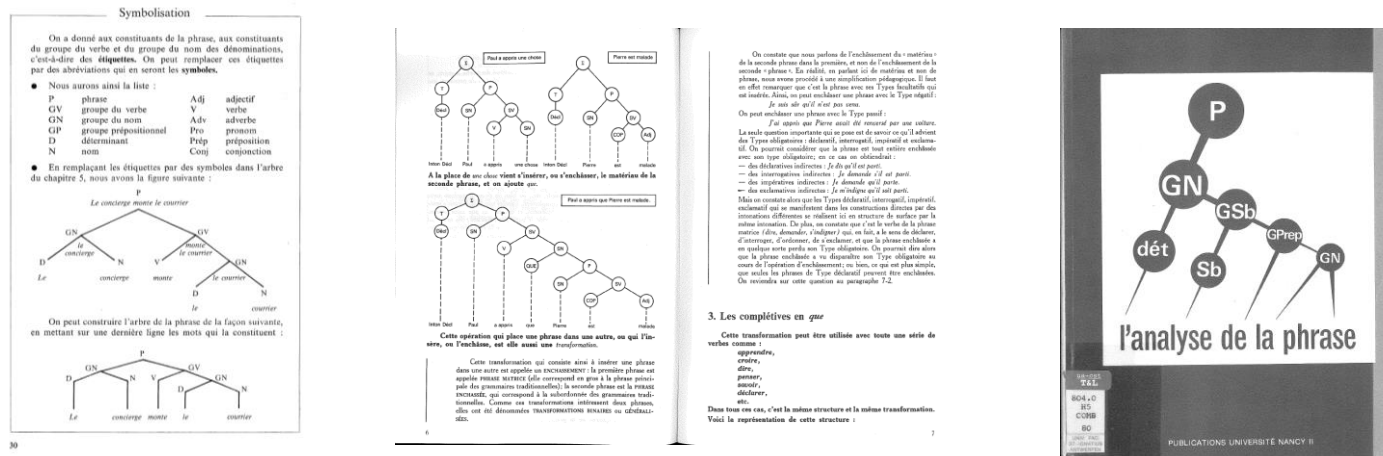


Fig 3. French grammar textbooks (Dubois & Lagane 1973, Dubois-Charlier & Leeman 1975, Combettes et al. 1980)



## 2. Studying diagrams in school grammar

Why this orientation?

- ▶ Pedagogical origin (Hudson 2020, Imrényi & Mazziotta 2020)
- ▶ Influence of scholarly knowledge (Chevallard 1985, Vargas 2014)
- ▶ Context of French-speaking Belgium (Van Raemdonck *et al.* 2011)

## 2. Studying diagrams in school grammar



### Research issues

- ① Which **diagrammatic forms** are used and what consequences for **grammatical theory**?
- ① What **didactic integration** of diagrams?





# 3. Analysis tools

## Three steps

- ▶ Graphic forms used (Bertin 2013)
- ▶ Linguistic theory (Kahane & Gerdes 2022, Mazziotta 2022)
- ▶ Teaching practices (Kress 2001)

4. Complétez les arbres suivants en attribuant à chaque nœud l'étiquette qui convient; par exemple, le fragment a) doit être complété comme en b):

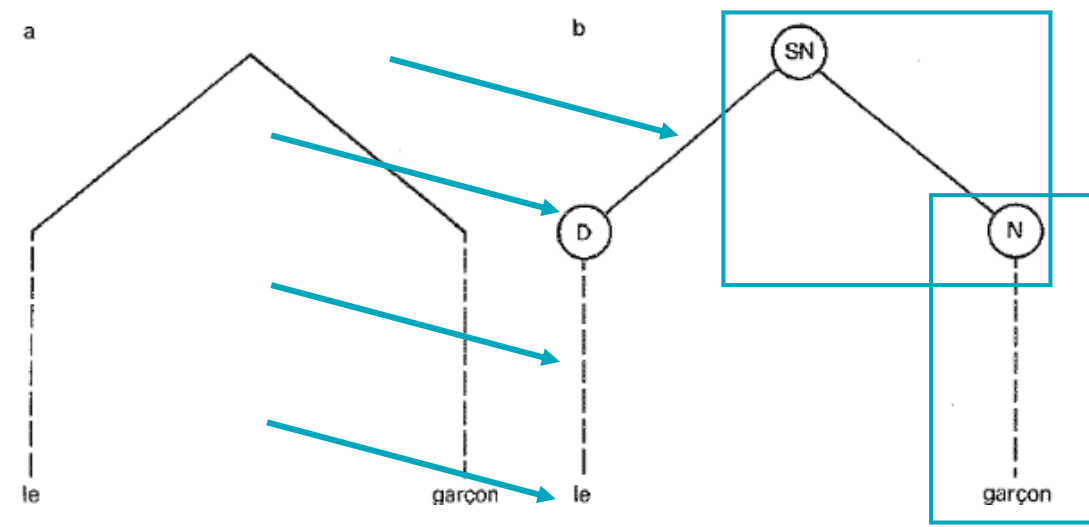


Fig 4. Diagram used in a textbook (Dubois-Charlier & Leeman 1975)

# 4. Corpus



## School grammar

→ “the body of ‘grammatical knowledge’ that school provides to its public” (CherVEL 1977, our translation)

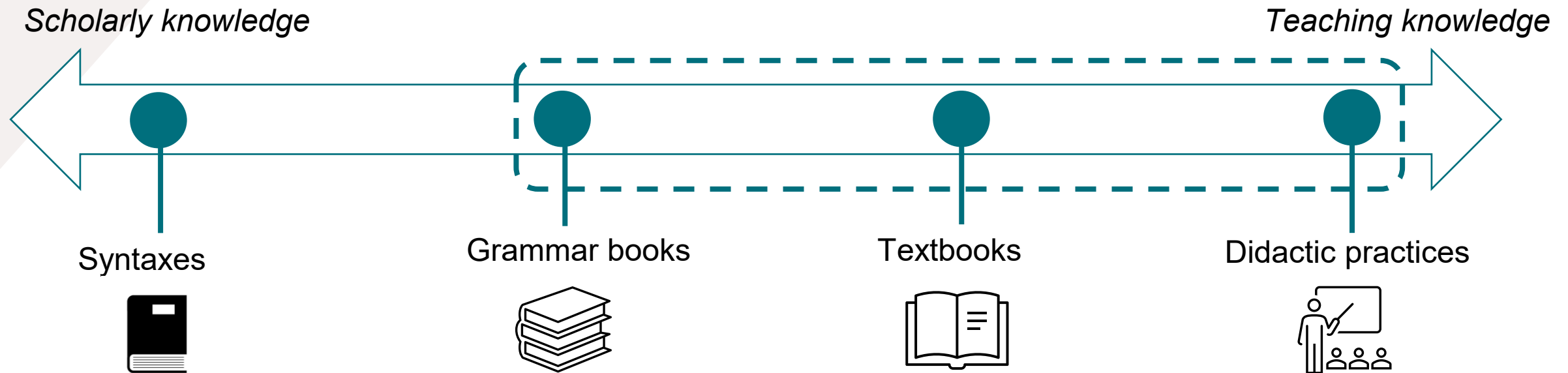


Fig 5. School grammar as a socio-discursive continuum



## 5. Focus: what consistency of data?

### Hypothesis

- ▶ 1970-2020 : constituent tree formalisms  
... but resistances (Chevalier 1999, Roubaud 2014)

⊙ Invisibility of other diagrammatic forms ?

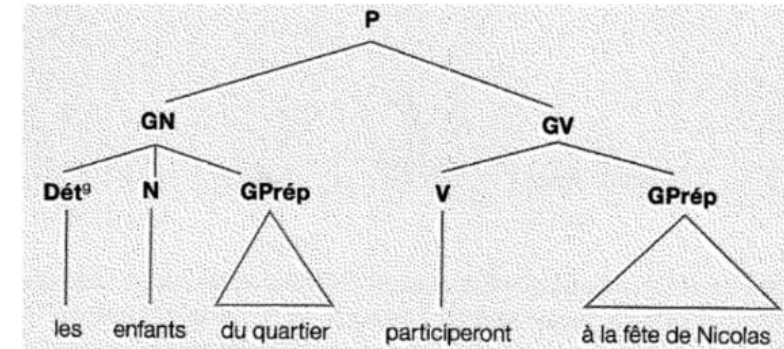


Fig 6. Typical constituent tree formalism (Boivin & Pinsonneault 2019)



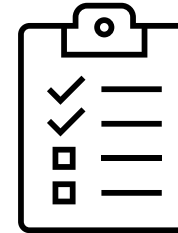
## 5. Focus: what consistency of data?

Objects with blurred boundaries

### ► Which grammar books?

→ School, university, and general public grammars

→ French for French-speaking learners



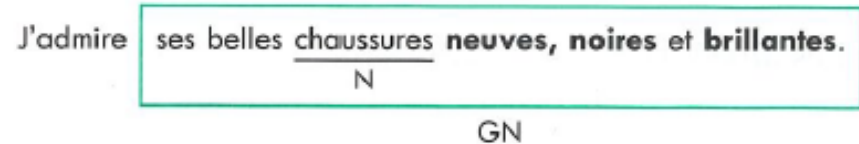
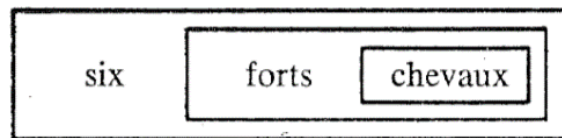
Corpus:  
106 grammars



## 5. Focus: what consistency of data?

### Objects with blurred boundaries

- ▶ Which grammar books?
- ▶ What can be considered as a syntactic diagram?



*Il a trouvé ses deux chiens [<sub>GAdj</sub> couchés sur le divan].*

*Il me salua assez sèchement.*



Corpus:  
106 grammars

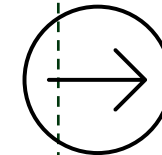


Fig 7. Schemas with a problematic status (Dubois & Lagane 1973, Fouillade 1990, Piron 2017, Cherdon & Saroléa 2012)



## 5. Focus: what consistency of data?

### Objects with blurred boundaries

- ▶ Which grammar books?
- ▶ What can be considered as a syntactic diagram?

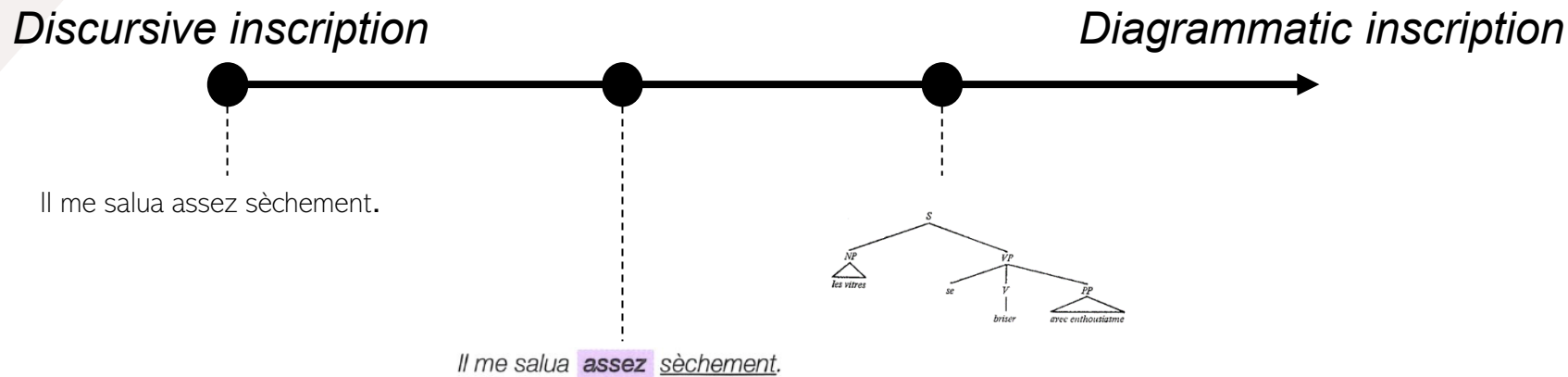


Fig 8. Diagrammatic inscription as a continuum



Corpus:  
106 grammars

six forts chevaux

J'admire ses belles chaussures neuves, noires et brillantes.  
N  
GN

Il a trouvé ses deux chiens [GAdj] couchés sur le divan.

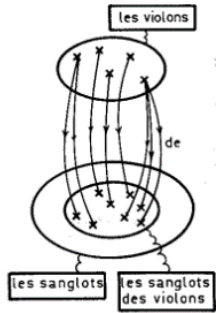
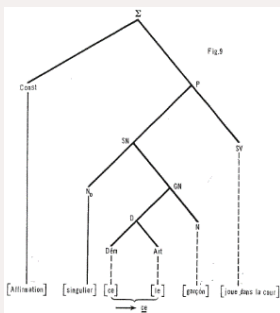
Il me salua **assez** sèchement.



# 5. Focus: what consistency of data?

## A diagrammatic diversity

- Ten “diagrammatic canons” (Bubenhofer 2020)



le	camarade	de	mon	cousin	tour	ait	un	film	beaucoup	trop	long
									beaucoup	trop	long
	camarade	de	mon	cousin				film	beaucoup	trop	long
	camarade	de	mon	cousin	tour	ait	un	film	beaucoup	trop	long
le	camarade	de	mon	cousin	tour	ait	un	film	beaucoup	trop	long
le	camarade	de	mon	cousin	tour	ait	un	film	beaucoup	trop	long

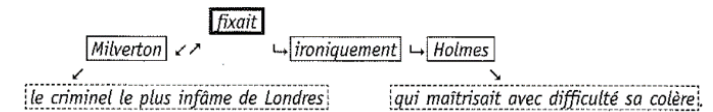
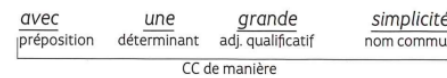
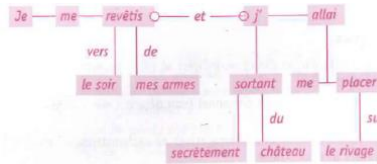
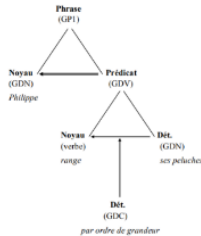
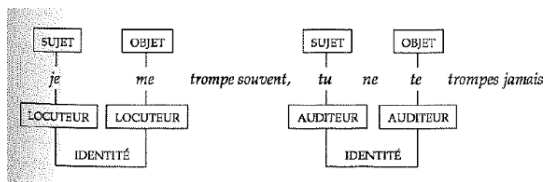
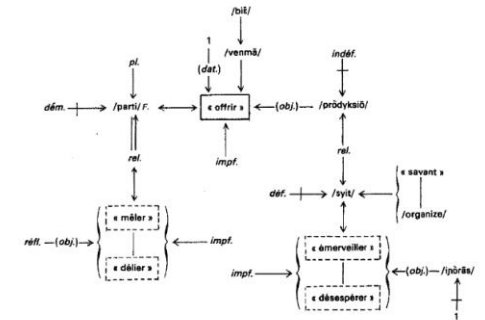
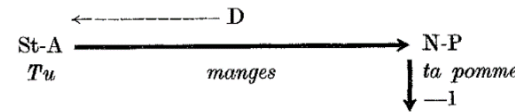


Fig 9. Ten syntactic diagrammatic canons (Dubois & Dubois-Charlier 1970, Van Hout 1973, Le Galliot 1975, Warnant 1984, Martinet 1985, Weinrich 1989, Van Raemdonck et al. 2011, Grevisse & Lits 2009, Bescherelle 2012, Grevisse & Kalinowska 2015)



## 5. Focus: what consistency of data?

A diagrammatic diversity

- ▶ Ten “diagrammatic canons” (Bubenhofer 2020)
- ▶ Distribution analysis

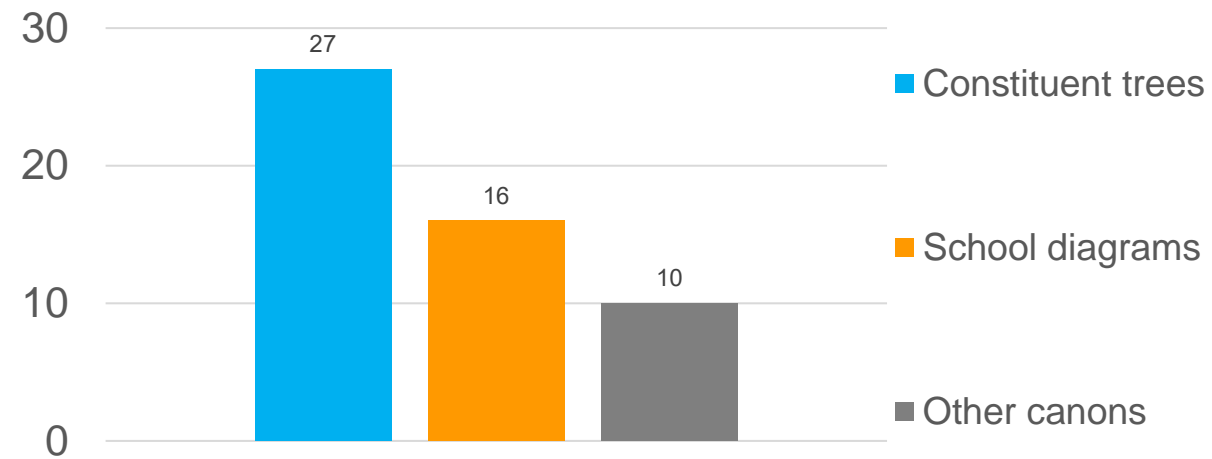


Fig 10. Distribution of grammars with systematic use of diagrams (53)

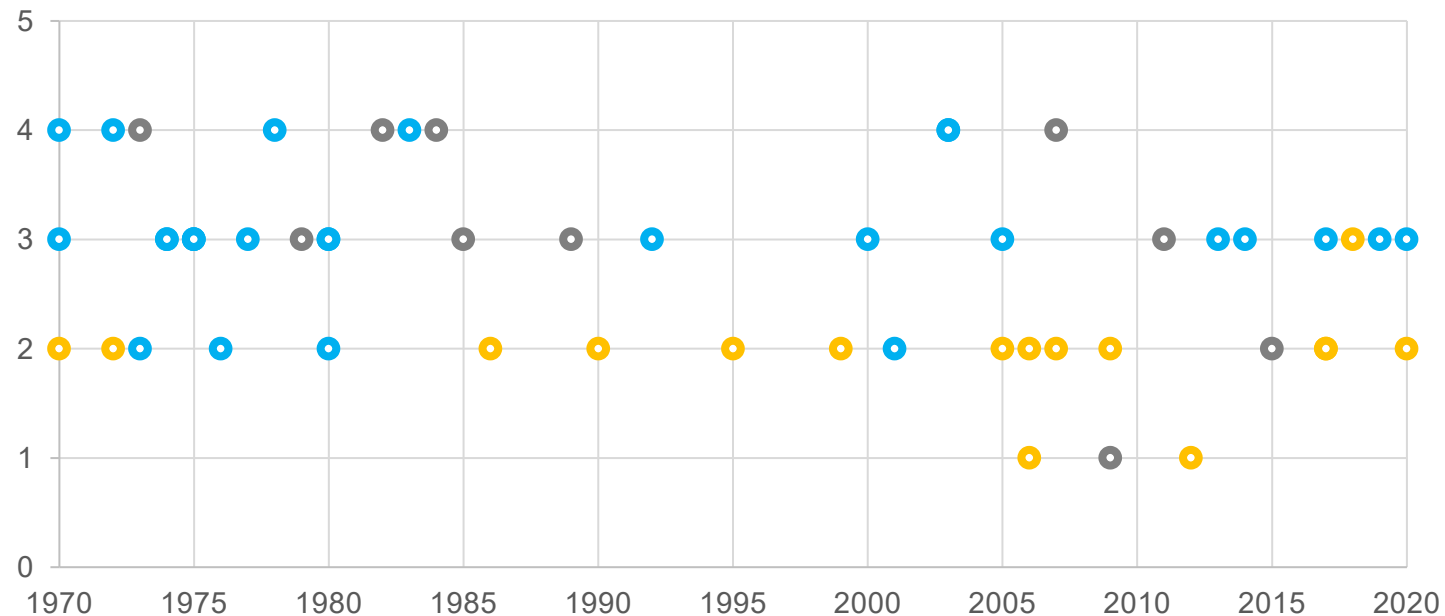




## 5. Focus: what consistency of data?

A diagrammatic diversity

- ▶ Ten “diagrammatic canons” (Bubenhofer 2020)
- ▶ Distribution analysis



- Constituent trees
- School diagrams
- Other canons

Fig 11. Distribution of grammars according of chronological axis



## 5. Focus: what consistency of data?

A diagrammatic diversity

- ▶ Ten “diagrammatic canons” (Bubenhofer 2020)
- ▶ Distribution analysis
- ▶ Scientific and pedagogical interest

## 6. Perspectives



»» Syntactic diagrams in school grammar

»» Two other aspects

↳ Observations in primary and secondary schools

↳ Appropriateness of diagrams

# References



- Bachimont, B. (2010). *Le sens de la technique : le numérique et le calcul*. Belles Lettres.
- Bertin, J. (2013). *Sémiologie graphique : Les diagrammes, les réseaux, les cartes*. EHESS.
- Bescherelle. (2012). *Bescherelle. École*. Hatier.
- Boivin, M.-C. & Pinsonneault, R. (2019). *La grammaire moderne : Description et éléments pour sa didactique*. Chenelière éducation.
- Bubenhof, N. (2020). *Visuelle Linguistik. Zur Genese, Funktion und Kategorisierung von Diagrammen in der Sprachwissenschaft*. De Gruyter.
- Chervel, A. (1977). *Histoire de la grammaire scolaire*. Payot.
- Chevalier, J.-L. (2012). *Histoire de la grammaire française*. PUF.
- Cherdon, C. & Saroléa, S. (2012). *Ma première grammaire française*. De Boeck
- Chevallard, Y. (1985). *La transposition didactique : Du savoir savant au savoir enseigné*. Pensée sauvage.
- Combettes, B. et al. (1980). *L'analyse de la phrase*. Université de Nancy II.
- Desmets, M. et al. (2003). Les grammaires HPSG, *Linx*, 48, 57-76.
- Dubois, J. & Dubois-Charlier, F. (1970). *Éléments de linguistique française : Syntaxe*. Larousse.
- Dubois, J. & Lagane R. (1973). *La nouvelle grammaire du français*. Larousse
- Dubois-Charlier, F. & Leeman, D. (1975). *Comment s'initier à la linguistique ?* Larousse.
- Fouillade, G. (1990). *Petite grammaire alphabétique du français*. Bordas
- Grevisse, M. & Kalinowska, I.-M. (2015). *La phrase. Règles, exercices et corrigés*. De Boeck.
- Grevisse, M. & Lits, M. (2009). *Le petit Grevisse : Grammaire française*. De Boeck/Duculot.
- Hudson, R. (2020). Towards a pedagogical linguistics. *Pedagogical Linguistics*, 1, 8-33.
- Imrényi, A. & Mazziotta, N. (eds.). (2020). *Chapters of Dependency Grammar. A historical survey from Antiquity to Tesnière*. John Benjamins.
- Kahane, S. & Gerdes, K. (2022). *Syntaxe théorique et formelle. Modélisation, unités, structures*. Language Science Press.
- Kahane, S. & Pietrandrea, P. (2019). Syntactic Annotation of the Rhapsodie Corpus : An Overview. In *Rhapsodie: A Prosodic and Syntactic Treebank for Spoken French*, Lacheret-Dujour, A. et al. (eds), John Benjamins, 35-47.
- Kress, G. et al. (2001). *Multimodal teaching and learning. The rhetorics of the science classroom*. Bloomsbury.
- Le Galliot, J. (1975). *Description générative et transformationnelle de la langue française*. Nathan.
- Martinet, A. (1985). *Syntaxe générale*. Armand Colin.
- Mazziotta, N. (2022). Syntaxe en *n* dimensions : choisir et représenter les espaces d'analyse. *Travaux de linguistique*, 84-85, 53-72.
- Peirce, C. S. (1931-1958). *Collected Papers of Charles Sanders Peirce*. Harvard University Press.
- Piron, S. (2017). *Grammaire française. Perfectionnement*. De Boeck.
- Roubaud, M.-N. (2014). *De la description de la langue à son enseignement*. HDR soutenue à l'université Stendhal – Grenoble 3.
- Ruwet, N. (1972). *Théorie syntaxique et syntaxe du français*. Seuil.
- Tesnière, L. (1959). *Éléments de syntaxe structurale*. Klincksieck.
- Van Hout, G. (1973). *Franc-Math*. Didier.
- Van Raemdonck, D. et al. (2011). *Le sens grammatical. Référentiel à l'usage des enseignants*. Peter Lang.
- Vargas, C. (2014). *Les grammaires scolaires. De la recomposition à la reconfiguration*. Presses universitaires de Provence.
- Warnant, L. (1984). *Précis de cinéto-syntaxe. Langue française*. Conseil International de la Langue Française.
- Weinrich, H. (1989). *Grammaire textuelle du français*. Didier.