

Du sens des couleurs dans le Petit Robert

Jean-Paul Sansonnet

LIMSI-CNRS jps@limsi.fr

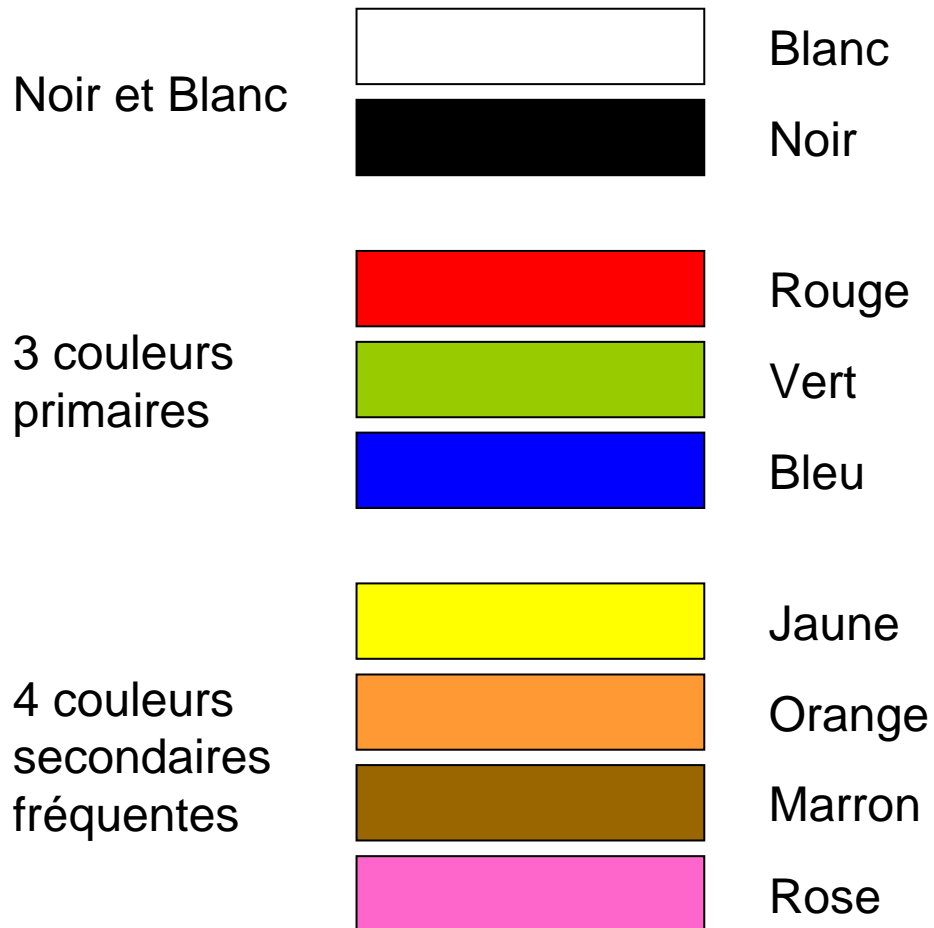


Groupe AMI

Objectifs

- Lister tous les sens associés par le Petit Robert aux **lemmes** en français des principales couleurs :
{blanc, noir, rouge, vert, bleu, jaune, orange, marron, rose}
- Mettre en rapport les sens listés ainsi que la **forme** de leur listage avec la base Wordnet (pour vert et rouge) ;
- Mettre en rapport les sens listés ainsi que la **forme** de leur listage avec des classifications (non lemmatiques) considérées comme 'exotiques' :
 - Classification des animaux dans les encyclopédies chinoises du Moyen-Âge (Classification apocryphe de J. Borgès) ;
 - Classification des noms chez certains aborigènes d'Australie (langue Dyirbal).
- En conclure que
 - Le Petit Robert présente une organisation des couleurs inconsistante pour ne pas dire 'exotique' ;
 - L'idée d'une classification/ontologie **universelle** (en termes de couverture et d'application) des sens d'un lemme (même pour un domaine aussi simple et primal que les couleurs) semble utopique ;
 - Les promoteurs du 'sens par domaine' (Rastier) voire du sens lié à l'intention communicatoire (pragmatisme) sont renforcés.

Les 9 couleurs choisies



Blanc

- ADJECTIF

I.

- 1) Qui est de la couleur de la neige, du lait, ...
- 2) Qui est d'une couleur pale proche du blanc
- 3) Qui n'est pas écrit « page blanche »
- 4) Qui n'est pas souillé physiquement ou moralement « je suis blanc de ce crime »
- 5) Qui n'a pas tous les effets habituels « balle à blanc », « voix blanche »
- 6) Qui fait la synthèse de toutes les fréquences « bruit blanc »

II. Race blanche : « touche pas à la femme blanche »

- NOM

I.

- 1) La couleur blanche
- 2) Matière colorante « blanc de chaux »
- 3) En blanc : avec la couleur blanche « les hommes en blanc »

II.

- 1) Partie blanche de certaines choses : « le blanc d'oeuf » → « un blanc » = un caractère d'espace, « laisser une ligne en blanc » ; « de but en blanc »
- 2) Nom de diverses choses caractérisées par la couleur blanche : maladie = « le blanc de la vigne » ; « vin blanc »

- UNE BLANCHE

- 1) Note de musique
- 2) Boule blanche (billard)

- *ABSENT*

- *Vin* : « on reprendra bien un petit blanc »

Noir

- ADJECTIF

- A. concret

- 1) **Se dit de la surface d'un corps qui ne réfléchit aucune radiation visible** « corps noir » ; figuré « c'est sa bête noire »
 - 2) Qui est de couleur foncée
 - 3) Qui appartient à la race mélando-africaine
 - 4) Qui est plus sombre dans son genre « du pain noir » ; « lunettes noires »
 - 5) Qui pouvant être blanc est sali « gueules noires »
 - 6) Qui est privé de lumière « chambre noire »
 - 7 Ancien médical : « bile noire »
 - 8) Populaire : ivre

- B. Abstrait

- 1) Assombri par la mélancolie « idées noires »
 - 2) Marqué par le Mal « colère noire »
 - 3) Dissimulé « marché noir » ; « travail au noir »

- NOM

- 1) La couleur noire**

- 2) L'obscurité, la nuit « enfant qui a peur du noir »
 - 3) Matière colorante « du noir animal » → figuré « broyer du noir »
 - 4) Concept symbole de la mélancolie « il voit tout en noir »
 - 5) Partie noire d'une chose → nom de maladies des plantes « le noir de la vigne »
 - 6) Homme ou femme de race noire

- (UNE) NOIRE

- 1) Note de musique « une blanche vaut deux noires »
 - 2) Femme de race noire

Rouge

- ADJECTIF

- 1) Qui est de la couleur du sang, des coquelicots, ...
- 2) Qui a pour emblème le drapeau rouge → SUBSTANTIF : un rouge (un communiste)
- 3) Qui est porté à l'incandescence
- 4) Qui devient rouge par l'afflux du sang « voir rouge »

- NOM

- 1) La couleur rouge
- 2) Colorant/pigment rouge « mon rouge (à lèvres) »
- 3) Couleur du métal incandescent
- 4) Teinte rose ou rouge que prend la peau

- *ABSENT*

- *Un peau rouge ~ tirant vers le rouge*
- *Du rouge = vin rouge*

Les Synsets du mot « red » dans Wordnet

WNsee["red"]

- 1 300362449 adj-sat
having any of numerous bright or strong colors reminiscent of the color of blood or cherries or tomatoes or rubies
SYN: {chromatic,colored}
- 1 103879230 noun
ISA: {chromatic_color, chromatic_colour, spectral_color, spectral_colour}
EX: {chrome_red, Turkey_red,alizarine_red, cardinal,carmine, crimson,ruby, deep_red,dark_red, purplish_red}
the quality or state of the chromatic color resembling the hue of blood
- 2 300372041 adj-sat
(used of hair or fur) of a reddish brown color; "red deer"; reddish hair"
SYN: {colored, coloured, in_color{p}, colorful}
- 3 300244959 adj-sat
characterized by violence or bloodshed; "writes of crimson deeds and barbaric days"- Andrea Parke; "fann"d by Conquest"s crimson wing"- Thomas Gray; "convulsed with red rage"- Hudson Strode
SYN: {bloody}
- 3 107118379 noun
ISA: {communist, commie}
emotionally charged terms used to refer to extreme radicals
- 4 300369643 adj-sat
(especially of the face) reddened or suffused with or as if with blood from emotion or exertion; "crimson with fury"; "turned red from exertion"; "with puffy reddened eyes"; "red-faced and violent"; "flushed (or crimson) with embarrassment"
SYN: {colored, coloured, in_color{p}, colorful}
- 5 300245706 adj-sat
red with or characterized by blood; "waving our red weapons o'er our heads"- Shakespeare; ...
SYN: {bloody}
- 6 300373564 adjective
(of wine) deep reddish in color; "a red wine such as a claret or burgundy"; "a pinot noir is a red burgundy"
ANT: {white}

WNsee[w_, n_:10]

n est le nombre max d'éléments affichés

Affiche un mot w sous la forme:

n°sens n° synsset,
catégorie_lexicale,
ISA:{...hyperonymes},
EX: {...holonymes}

le glossaire suivant est utilisé
pour les relations dans le réseau :

SYN : liste des synonymes
ANT : liste des antonymes-contraires
ATTR : liste des attributs
MEMB : liste des méronymes de
membres
SUBS : liste des méronymes de
substance
PART : liste des méronymes de parties
CAUSE : liste des causes
CONSQ : liste des conséquences
FRAME : liste des patterns du verbe

Vert

- ADJECTIF

- 1) Qui est de la couleur de 0,53 μ
- 2) Qui n'est pas mûr
- 3) Qui a de la vigueur
- 4) Qui est grossier « la langue verte » (vieilli)
- 5) Lié à la nature « l'Europe verte » ; « se mettre au vert »

- SUBSTANTIF

- 1) La couleur verte
- 2) Lié à la verdure « mettre un cheval au vert »

- *ABSENT*

- *Les verts = Club de foot de St Etienne ; le parti écologique*

Les Synsets du mot « green » dans Wordnet

WNsee["green"]

- 1 300360195 adj-sat
similar to the color of fresh grass
SYN: {chromatic, colored}
- 1 200363796 verb
ISA: {discolor,discolour,colour}
turn or become green; "The trees are greening"
FRAME: {Something -s}
- 1 103882559 noun
ISA: {chromatic_color, chromatic_colour, spectral_color, spectral_colour}
EX: {greenishness, sea_green,sage_green, bottle_green, chrome_green, emerald, olive_green, yellow_green, yellowish_green, chartreuse,Paris_green, pea_green, bluish_green, teal, jade_green, jade}
the property of being green; resembling the color of growing grass
- 2 301433231 adj-sat
not seasoned; "green wood"; "green pelts"
SYN: {unseasoned}
- 2 106347803 noun
ISA: {tract,piece_of_land,piece_of_ground,parcel_of_land,parcel}
EX: {amusement_park, funfair, pleasure_ground, village_green, Central_Park}
a piece of open land for recreational use in an urban area; "they went for a walk in the park"
PART: {urban_area}
- 3 300890185 adj-sat
lacking training or experience; "the new men were eager to fight"; "raw recruits"; "he shipped as a green hand on a vessel"
SYN: {inexperienced}
- 4 301431944 adjective
not fully developed or mature; "unripe fruit"; "fried green tomatoes"
SYN: {unaged}
ANT: {ripe, mature}
- 4 106325195 noun ISA: {site, land_site}
an area of closely cropped grass surrounding the hole on a golf course
PART: {golf_course, golf_links, links}
- 5 302162641 adj-sat
easily deceived; "at that early age she had been gullible and in love"
SYN: {naive, naif}
- 5 105748390 noun
ISA: {vegetable, veggie}
EX: {chop-suey_greens, sprout,beet_green, chard, Swiss_chard, spinach_beet, leaf_beet, salad_green, salad_greens, dandelion_green, lamb|s-quarter, pigweed, wild_spinach, wild_spinach, turnip_greens, sorrel, common_sorrel, French_sorrel,spinach}
any of various leafy plants or their leaves and stems eaten as vegetables

Bleu

- ADJECTIF

- 1) Qui est de la couleur d'un ciel sans nuage (à 12h ?)
- 2) Couleur de la peau après une contusion ou lié au froid

- NOM

- 1) La couleur bleue
- 2) Jeune recrue (en anglais **green**) – En 1840, les soldats débutants portaient souvent une blouse bleue
- 3) Une ecchymose
- 4) Vin **rouge** de mauvaise qualité
- 5) Cuisine au bleu (pas cuit)
- 6) Bleu de Méthylène
- 7) Petit bleu = télégramme (vieilli)
- 8) Combinaison de travail « en bleu de chauffe »

- *ABSENT*

- *Un bleu = un fromage ; un plan (blueprint)*
- *Une peur bleue ~idées noires*
- *Les bleus = Équipe de foot française*

Jaune

- ADJECTIF

- 1) Qui est de la couleur de l'or, du miel, des citrons, ...

- 2) Fièvre jaune (maladie)

- 3) Race jaune

- 4) Syndicats jaunes (anti grèves)

- 5) Nain jaune (jeu)

- NOM

- 1) La couleur Jaune

- 2) Pigment/colorant jaune

- 3) Être habillé de jaune « le jaune ne lui va pas »

- 4) Partie jaune d'un objet « du jaune d'œuf »

- 5) Individu de race jaune

- 6) Membre d'un syndicat jaune

- ADVERBE

- 2) Rire jaune

Orange

- NOM
 - 1) Fruit comestible de l'oranger – pourquoi comestible?
 - 2) Qui est de la couleur semblable à celle de l'orange
- ORANGÉ
 - 1) Qui est de la couleur semblable à celle de l'orange
- *ABSENT*
 - *ADJECTIF* : « un pull orange »

Marron

- NOM

- I.

- 1) Fruit du châtaigner cultivé - pourquoi cultivé ?
 - 2) Marron d'inde
 - 3) Qui est de la couleur semblable à celle des marrons

- II. Jeton de présence des ouvriers - 1752

- III. *Populaire*

- 1) Coup de poing
 - 2) Être trompé « je suis marron encore une fois »

- ADJECTIF

- 1) Ancien esclave – 1640 Antilles
 - 2) Qui se livre à l'exercice illégal/clandestin d'une profession « avocat marron »

Rose

- NOM

- A.

- 1) Fleur du rosier

- romantique : « roman à l'eau de rose » ; « la bibliothèque rose »

- frais : « comme une rose » ; « ne pas sentir la rose »

- 2) Nom de fleurs qui ne sont pas des roses ! « rose trémière » ; « laurier rose »

- B. Par analogie de forme

- 1) Rosace

- 2) Rose des vents

- 3) Diamant en rose

- 4) Rose de sables

- ADJECTIF

- 1) Qui est d'un rouge très pale comme la rose

- optimiste : « voir la vie en rose » ; pessimiste : « ce n'est pas rose »

- 2) La couleur rose « un vieux rose »

- (UNE) ROSEUR

- 1) Tache de couleur rouge pale sur la figure

- (UN) ROSÉ

- 1) Vin

- *ABSENT*

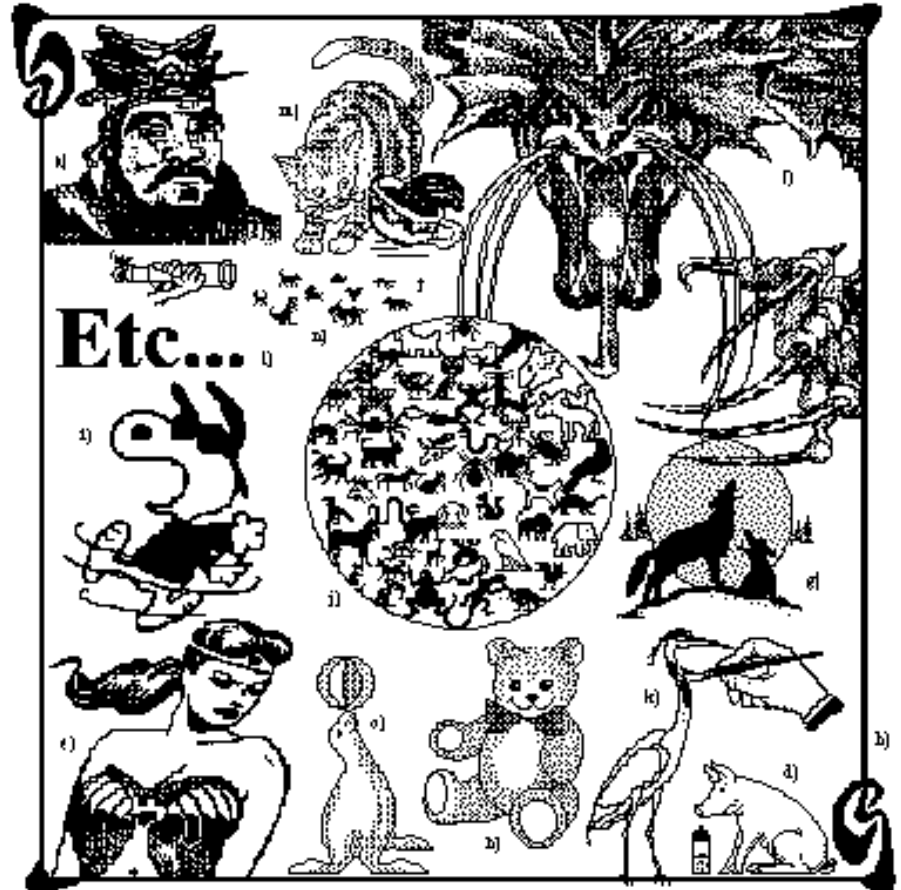
- *Champignon* : « j'ai trouve que des rosés »

La classification chinoise de J. L. Borgès

Dans la préface de son essai "Les mots et les Choses" (Nrf Gallimard 1966), Michel Foucault fait état d'un texte de J. L. Borges dans ses "Enquêtes" (Folio Gallimard 1974), dont la lecture dit-il "ébranle les surfaces ordonnées et tous les plans qui assagissent pour nous le foisonnement des êtres, faisant vaciller et inquiétant pour longtemps notre pratique millénaire du Même et de l'Autre" ce qui veut dire qu'il est à la fois rigolo et profond. Ce texte cite "une certaine encyclopédie chinoise" où il serait écrit que :

Les animaux se divisent en

a) appartenant à l'Empereur, b) embaumés, c) apprivoisés, d) cochons de lait, e) sirènes, f) fabuleux, g) chiens en liberté, h) inclus dans cette classification, i) qui s'agitent comme des fous, j) innombrables, k) dessinés avec un pinceau très fin en poil de chameau, l) etc., m) qui viennent de casser la cruche, n) qui de loin ressemblent à des mouches.



Les classifieurs du Dyirbal

Also known as Djirbal, an Australian language of northern Queensland, in the rainforests south of Cairns, remarkable in several respects. Sadly the language is in severe decline, though not yet extinct: around a hundred speakers remained in 1982, divided among several dialects.

- First it contains a sublanguage used when one's mother-in-law is present, called an avoidance language or mother-in-law language. The normal form of the language is called Guwal and the mother-in-law language is called Dyalnguy. There are fewer words in Dyalnguy; they are more generic: the grammar is the same.
- Second it exhibits the rare phenomenon of syntactic ergativity. The description of it by the linguist Bob Dixon is an important work in linguistics, often quoted, because of the light it throws on ergativity, and syntax generally. Dyirbal is agglutinative, using suffixes but not prefixes, and has fairly free word order. Younger speakers, under the influence of English, are neglecting the ergative case.
- Third, it has four noun classes. This is common enough in languages - German and Russian and Greek have three, Spanish and Italian two, Bantu languages many - but the distribution of nouns across the categories prompted the linguist George Lakoff to entitle a book "**Women, Fire, and Dangerous Things**". (In French the moon is feminine and the sun is masculine: these lists don't really reveal much about the French or Dyirbal mind.)

Here are the four classes listed by their article:

- **Bayi**: men, kangaroos, possums, bats, most snakes, most fishes, some birds, most insects, the moon, storms, rainbows, boomerangs, some spears, etc.
- **Balan**: women, anything connected with water or fire, bandicoots, dogs, platypus, echidna, some snakes, some fishes, most birds, fireflies, scorpions, crickets, the stars, shields, some spears, some trees, etc.
- **Balam**: all edible fruit and the plants that bear them, tubers, ferns, honey, cigarettes, wine, cake.
- **Bala**: parts of the body, meat, bees, wind, yamsticks, some spears, most trees, grass, mud, stones, noises, language, etc.

Sources :

- 1) Everything2.com « Dyirbal Bayi »
- 2) G. Kleiber, « La sémantique du prototype » p163 citant G. Lakoff 1986-1987 qui cite W. Dixon 1982 & A. Schmidt 1983

Domaines sémantiques

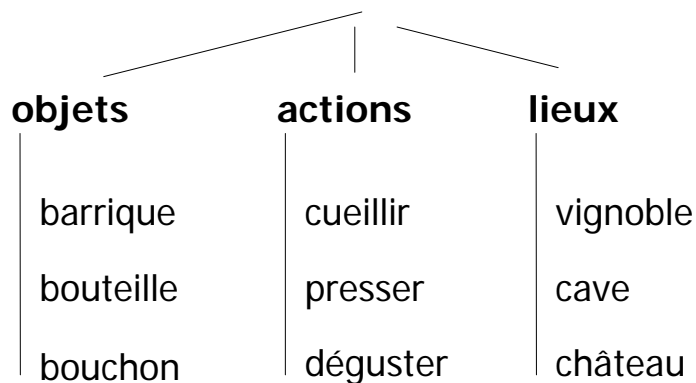
Vocabulaire partagé des vins

Blanc : vin blanc
Noir : pinot
Bleu : vin de mauvaise qualité (P. Robert)
Rouge : vin rouge
Vert : vin pas mûr
Jaune : vin jaune
Rosé : vin rosé

Vocabulaire partagé de la politique

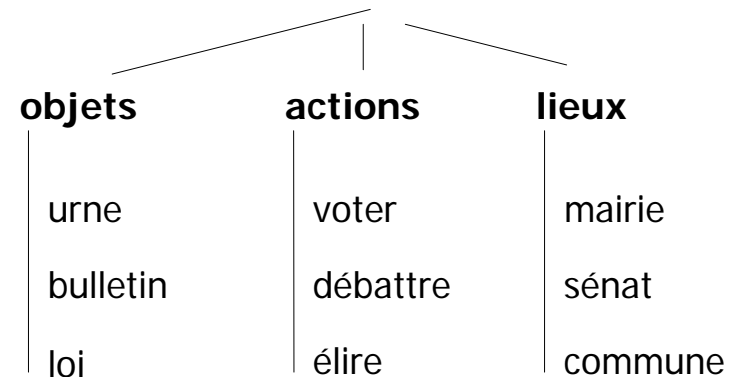
Blanc : vote blanc
Noir : ∈ minorité défavorisée
Bleu : -
Rouge : communiste
Vert : écologiste
Jaune : anti-gréviste
Rose : -

Espace : Vin



Vocabulaire spécifique des vins

Espace : politique



Vocabulaire spécifique de la politique

Concepts and categories

Author
E. Pritchard, University of Winnipeg

- The following connects with material in chapter 7 of Hunt & Ellis, where we are discussing how information in LTM is organized. The following are ideas about how conceptual information (declarative memory) is stored and used. Recently, the emphasis has gone from how conceptual information is stored to how people process that information. This switch has happened with the rise of exemplar theories, categorization experiments, and similarity judgments. But that's getting ahead.
- Concepts are essentially each little idea that we have in our heads. This includes not only every thing, but every attribute of every thing. So, we have a concept of a square, and we have concepts of corners, sides, and equality, which are the attributes (or features) of being square. Similarly, we have a concept of a penguin, and we have concepts of birds, black, white, feathers, swimming, and Antarctica.

The Classical view of concepts

- Jerome Bruner was one of the first to study concepts and concept learning. Bruner's task was more of a problem solving task than an examination of people's use of concepts. People would try to figure out what concept Bruner had selected by picking cards, and receiving feedback as to whether the card they selected was an example of the concept or not.
- Bruner's work resulted in the *classical view of concepts*. According to the classical view, concepts have defining features. Thus, whether any particular instance is a concept or not is clear. Members of a category can be neatly specified. Intuitively, the classical view makes sense.
- But what about chairs? Must we be able to sit on them? Must they have 4 legs? (bean bag chair) How are chairs different from stools? (three legged chairs) What about furniture? Rugs? Marble floor? Telephone?
- Even naturally occurring plants and animals can be difficult to categorize (the oft mentioned debate about whether a tomato is a vegetable or a fruit). All of these categorizing difficulties led to the downfall of the classical view.

Probabilistic View of Concepts

- As Bruner's work led to the classical view of concepts, Wittgenstein's work led to the probabilistic view of concepts. Wittgenstein introduced the notion of *family resemblance*, which suggests that category members tend to share some characteristic properties or attributes or features, but there are no defining features.
- The best example of the category is called the prototype. But prototypes are not context sensitive, so a cello is a typical musical instrument in the context of a concert hall, but an atypical instrument in the context of camp fires. People's expectations of a prototype can change from one situation to another. The probabilistic view implies three things.
- One, there will be a difference between category members in the number of characteristic properties each member has.
- Two, category boundaries will be fuzzy, so it will not be clear whether some instances are category members or not.
- Three, category learning is not a simple matter of figuring out the defining features of a concept/category, because there may not be any such features.

Source : Web

<http://io.uwinnipeg.ca/~epritch1/amnotesfall2000.html>

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The prototype theory

- Rosch and Mervis demonstrated that the more category properties a concept had the higher it was rated as typical of that category. The number of characteristic properties correlates with typicality ratings.
- Rosch suggested that how people used concepts was related to their *cognitive economy and perceived world structure*. Cognitive economy is the idea of having enough categories, but not too many. The ideal cognitive economy of concepts is rarely, if ever, attained.
- Perceived world structure relates the idea that some attributes tend to be combined with other attributes (or features). In Bruner's cards, you will notice that attributes are uncorrelated. That is, if an object is black says nothing about how many objects are on the card. The lack of correlation between attributes is unnatural, as some attributes tend to occur together in the real world. For example, wings and feathers tend to occur together (birds), although not always (bats and aeroplanes)

Vertical and Horizontal Dimensions

- Rosch also introduced the ideas of vertical and horizontal dimensions to categories. The vertical dimension refers to how inclusive the category is, or how much stuff is beneath it in a conceptual hierarchy.
- With this dimension, Rosch also suggested that there was a basic level of concepts, and at that level concepts share more features or attributes than at higher levels. It is the natural level for naming objects. Interestingly, children seem to acquire basic level concepts before other concepts. Examples of basic level concepts are bird, cat, dog, car, boat, pen, pencil.
- Curiously, cross-cultural studies of biological categorization identify the genus level as the basic level. At the genus level are maple tree, oak tree, robin, eagle, etc. Notice that this is the subordinate level, according to Rosch. Why the difference? Perhaps there was a difference in the level of biological expertise between the subjects in the cross-cultural studies and Rosch's subjects, who were undergraduates. Also, the tasks were somewhat different. In the cross-cultural studies, naming tasks were used, but Rosch used perceptual tasks and feature listing to examine concept knowledge.
- The horizontal dimension refers to how similar or different concepts are at the same vertical level. This is where prototypicality comes in, as some concepts share more of the characteristic features of that concept than other concepts. Sharing more features will mean that the concepts are closer together along the horizontal dimension. More prototypical concepts will share more attributes with each other than with non-prototypical concepts.

Problems with Prototypes including Linear Separability

- Prototype models of concepts assume that some information about individual concepts is forgotten or ignored. The prototype is the best example of the concept, or perhaps the average concept example, and individual differences are not represented in the prototype. However, prototype representations do not include several bits of information, including category size, the variability of category members, and an account for correlation between attributes of the category members.
- But there is evidence that people will use such information to make categorization decisions. There is also the idea of *linear separability*. Linear separability suggests that category members can be separated from non-category members along some dimension(s) based on the number of characteristic features the members have. Here's a graph of this idea.
- Prototype models suggest that linear separability should make it easier to learn a category, because examples of the category will be closer that categories prototype than some other prototype. However, categories that are linearly separable are not easier to learn than categories that are not linearly separable. Thus, linear separability is not an important factor in category learning, which implies that the prototype view of concepts and categories is incomplete.

Source : Web

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Exemplar theories

- If not prototypes, then what? Another variation on the probabilistic view involves the use of exemplars. Exemplar models suggest that concepts are learned by storing exemplars of that concept, which have more information than a prototype. The additional information that exemplars have can be helpful when making categorization decisions.
- New information is categorized as an example of that concept, or not, based on similarity to the exemplars already known. A new experience activates the exemplars in memory. Not a single exemplar, but many, which may each be used in considering how to categorize the new experience.
- Exemplar views can account for information that prototypes do not, such as
 - category size,
 - the variability of category members, and
 - correlations between the attributes of category members.

Similarity

- Exemplar views suggest that new information is judged based on its similarity to stored exemplars. But can similarity explain categorization? No. In fact, similarity is not very well understood. Similarity judgments are very context sensitive. Someone from Quebec City and someone from Winnipeg may seem very dissimilar in Ottawa, but they may seem very similar in Calcutta.
- Also, the features considered in similarity judgments are quite limited. Based on what features are considered can result in concepts being judged as very similar or very dissimilar. For example, plums and lawn mowers have lots of features in common: they weigh less than 1000 kg; they are droppable; they don't hear very well; they are both products of planet earth; they cannot be worn by penguins; and on and on. Given so many commonalities, why don't we say that plums and lawn mowers are very similar?

Theories of how the world works

- Perhaps we don't judge plums and lawn mowers to be similar, because we have theories of the world. That is, we may construct concepts and categories that help us explain the world. Though plums and lawn mowers have many features in common, so they may seem very similar, we have different theories about their place in this world, so we do not put plums and lawn mowers in the same category (usually).
- I say usually, because there may be some situations where we do want to put plums and lawn mowers in the same category. This relates to Larry Barsalou's work on ad hoc categories. Ad hoc categories are created for the first time at a moment's notice. Things to take out of your house, when it's on fire, is one example of an ad hoc category.
- Interestingly, ad hoc categories also have a graded structure, which indicates that people (within a particular culture) think about familiar objects in the same way. Barsalou suggests ad hoc categories have an implicit goal. The graded structure results from the degree to which an object helps to attain that implicit goal.

How concepts are created: Lakoff

- The exemplar view explains quite a bit of data for how people make categorizations, but it doesn't explain how categories are initially formed. George Lakoff, a linguist, has been very interested in the issue of how people create categories and concepts. He has examined the issue of categorization in different languages.
- In Dyirbal, an Australian aboriginal language, there are four categories: bayi, balan, balam, and bala. Everything that exists can be put into these four categories. As you might expect, if a people have only four categories for things, then some things could put together that we might not perceive to belong together. Specifically, women, fire, and dangerous things are all in the same category (balan).
- Lakoff explains how categorization in Dyirbal, or any other language, could have happened using three principles.
 - Domain of experience principle, so things that are experienced in the same way are categorized together.
 - Myth and belief principle, things that are linked by myth or belief are categorized together.
 - Important property principle, things that have an important property are categorized together.
- In Dyirbal, bayi and balan are categories for human male and human female, balam is for non-human living things, and bala is for everything else. Women are placed in the balan category (domain of experience principle), and women are believed to be related to the sun (myth and belief principle), which is related to fire, so fire is also placed in the balan category, but an important property of fire is that it's dangerous (important property principle), so dangerous things are also placed in the balan category.

Source : Web

<http://io.uwinnipeg.ca/~epritch1/amnotesfall2000.html>

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Conclusion

- Il apparaît deux faits
 - Dans les 9 lemmes étudiés, le traits sémantique de couleur-percept-visuel /rouge/, /vert/ ... existe (même si non cité dans le PR) comme nom et comme adjectif, donnant un noyau sémantique commun à tous les lemmes de couleur ;
 - Par contre, les traits autres sens sont très dispersés et semblent liés à des emplois métaphoriques.
- On peut en déduire (pour les couleurs)
 - L'existence d'un sens générique (probablement génésique/génétique) ;
 - L'application/mapping (par analogie, par métonymie,...) de ce sens pour étiquetter/discriminer des sous-catégories dans un domaine donné :
 - Marquer/discriminer les vins par des couleurs
 - Marquer/discriminer les équipes de sport par des couleurs
 - Marquer/discriminer les factions politiques par des couleurs
- Moralité
 - Avec Yarowsky, il convient de constater l'adage « One sense per discourse » qui stipule que dans un contexte linguistique donné il est extrêmement rare qu'un lemme soit employé avec deux sens différents (dans la même phrase « ? Le rouge était noir » = « le communiste était ivre », dans le même paragraphe, texte, ...) ;
 - Donc, **en pratique**, il faudrait recenser les sens non par lemmes mais par domaines (vision statique) ou par situation (vision dynamique liée à l'intention dans l'action).