

## Constructional Integration and Grammaticalization

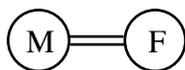
- A. Basics
- B. Degrees of Conceptual Overlap
- C. GIVE Constructions

### A. Basics

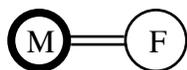
- (1) Lexicon and grammar form a continuum consisting solely of *assemblies of symbolic structures*. A **symbolic structure** pairs a **semantic structure** with a **phonological structure** (its two poles).
- (2) A semantic structure consists of both conceptual **content** and the **construal** imposed on that content (e.g. *prominence, perspective, level of specificity*).
- (3) One facet of prominence is the imposition of a **profile** on a conceptual **base** (the extent of the content evoked). An expression's profile is the entity it is construed as *designating* (its conceptual *referent*). Expressions with the same base can differ in meaning by virtue of their different profiles.

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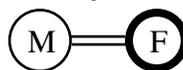
(a) Base



(b) *husband*

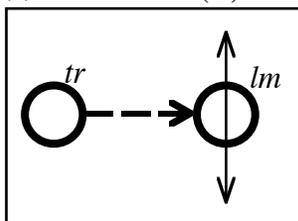


(c) *wife*

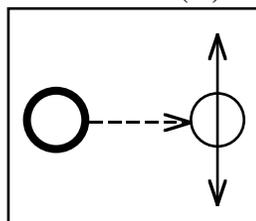


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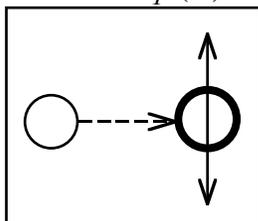
(a) *choose* (V)



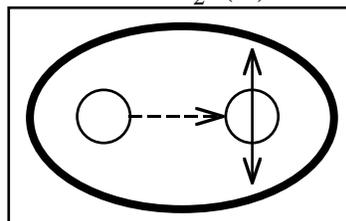
(b) *chooser* (N)



(c) *choice*<sub>1</sub> (N)



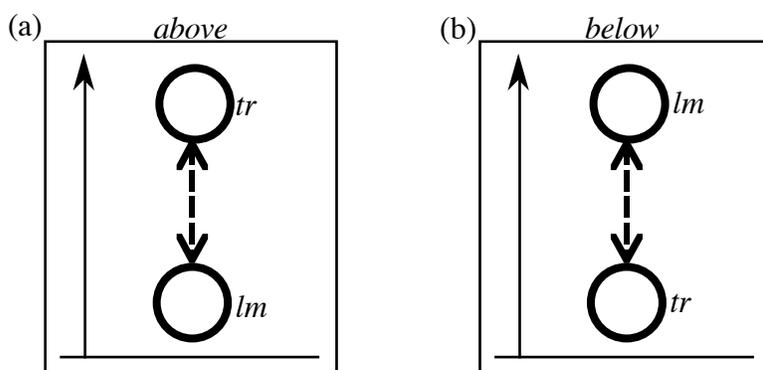
(d) *choice*<sub>2</sub> (N)



(6) An expression's grammatical class is determined by its profile. A *noun* profiles a **thing** (abstractly defined). A *verb* profiles a **process**, defined as a relationship scanned sequentially in its evolution through time. Such classes as *adjectives*, *adverbs*, and *prepositions* profile relationships that are **non-processual** ("atemporal" in the sense that evolution through time is not in focus).

(7) When a relationship is profiled, its participants are made prominent to varying degrees. The most prominent participant, called the **trajector** (*tr*), is construed as the entity being located, evaluated, or described. It is the *primary focus* ("figure") within the profiled relationship. Often another participant is made prominent as a *secondary focus*. This is called a **landmark** (*lm*). Expressions with the same content and profile can differ in meaning because they make different choices of trajector and landmark.

(8)



(9)(a) *The fire will melt it.*

(b) *It will be melted by the fire.*

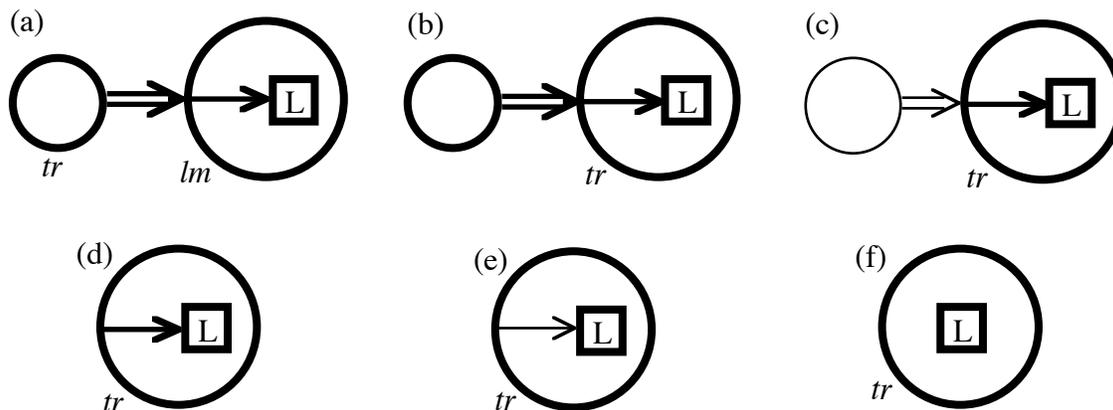
(c) *It should melt easily.*

(d) *It may melt in the heat.*

(e) *It is finally melted.*

(f) *It is now liquid.*

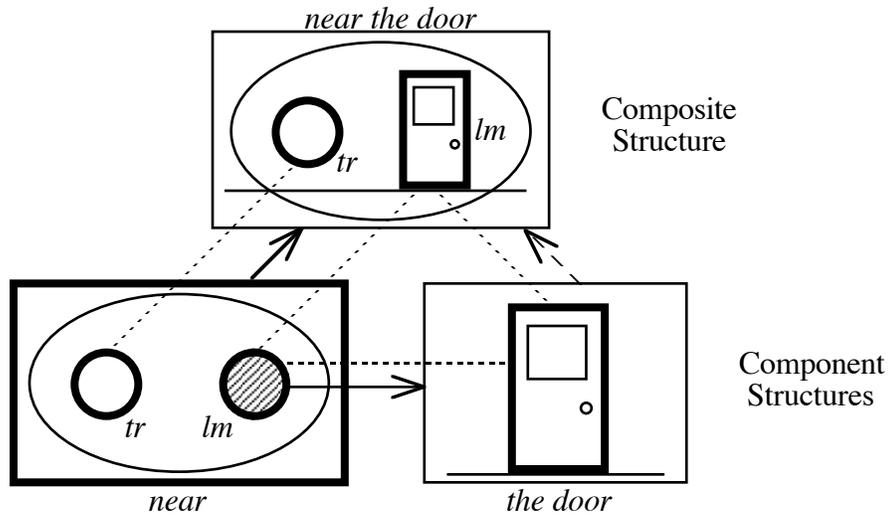
(10)



(11) A **construction** is any symbolically complex expression (fixed or novel, regular or irregular), or any schematic pattern for assembling complex expressions.

(12) Canonically, a minimal construction consists of two **component structures** which are **integrated** to form a **composite structure**. These structures are linked by **correspondences** (dotted lines) and relationships of **categorization** (arrows).

(13)

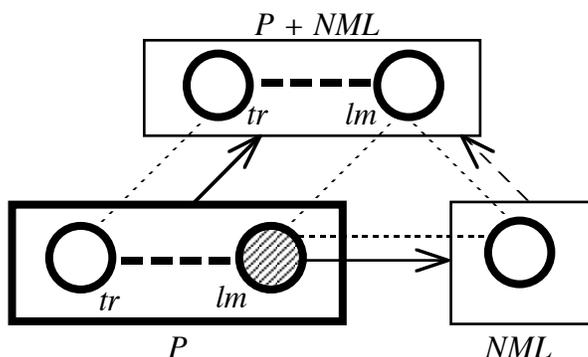


(14)(a) It is usual for the composite structure to inherit its profile from one of the components, which is thus the **head** or **profile determinant** (heavy-line box).

(b) Usually one component structure has a schematic **elaboration site** (hatched) that corresponds to the profile of the other component, which specifies it in finer detail.

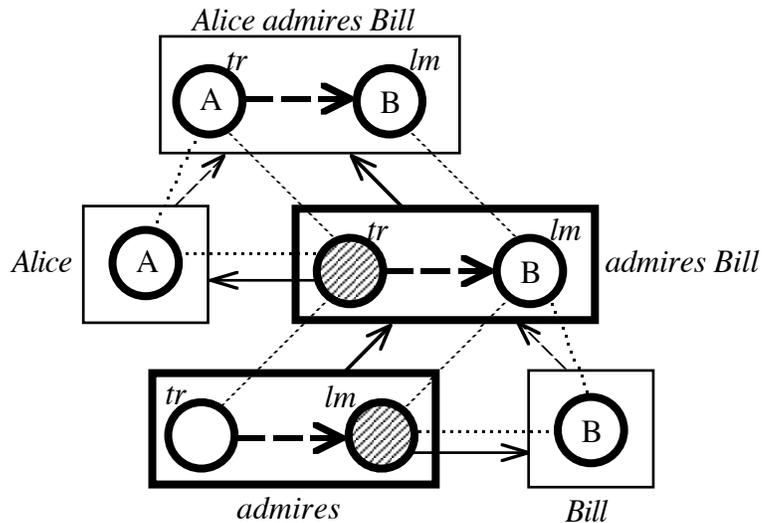
(15) Patterns of composition are described by **constructional schemas**, i.e. schematic symbolic assemblies representing whatever commonality is observable across a set of symbolically complex expressions. Constructional schemas serve as templates for the construction and evaluation of novel expressions.

(16)



(17) A symbolic assembly exhibits a kind of **constituency** when the composite structure at one level of organization (in one construction) functions in turn as component structure at a higher level of organization (in a higher-order construction).

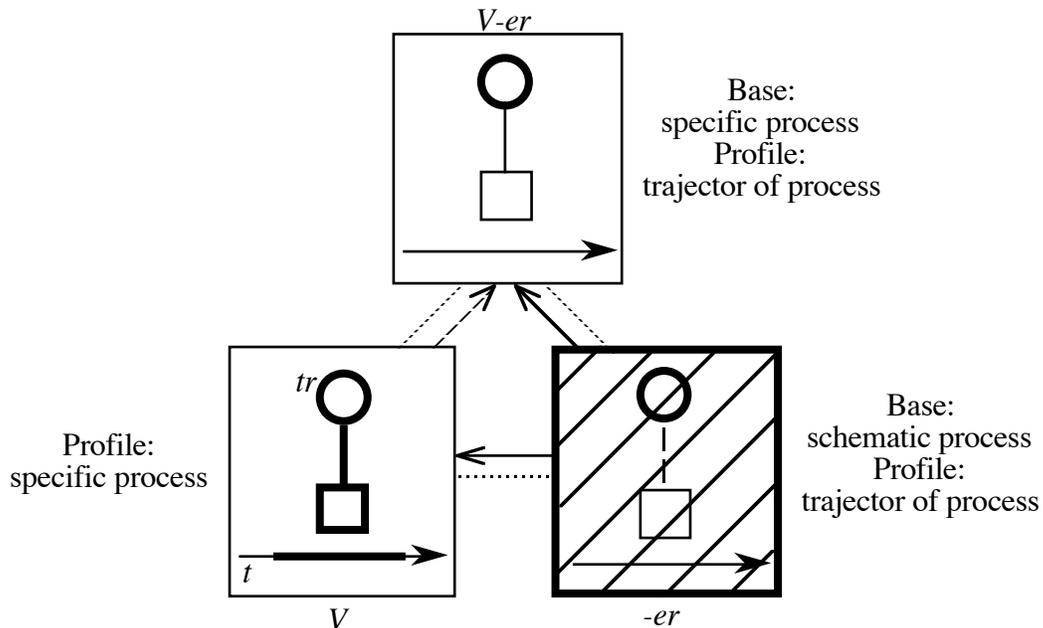
(18)

(19)(a) **Grammatical dependencies** are represented by correspondences.(b) A *subject* is a nominal whose profile corresponds to a relational **trajector**.(c) An *object* is a nominal whose profile corresponds to a relational **landmark**.

## B. Degrees of Conceptual Overlap

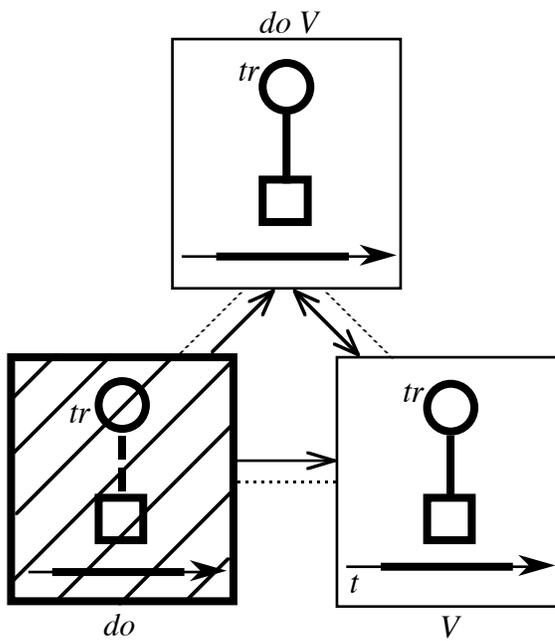
(20) Correspondences represent **conceptual overlap** between component structures. Higher degrees of conceptual overlap are reflected in multiple correspondences or a more inclusive elaboration site. Tighter conceptual integration is characteristic of grammatical elements and a significant factor in grammaticization.

(21) *hiker, complainer, cheater, flinger, blender, printer, teacher, driver ...*



(22)(a) *Did he finish?* (b) *He DOES like her.* (c) *I do not see it.* (d) *They do.*

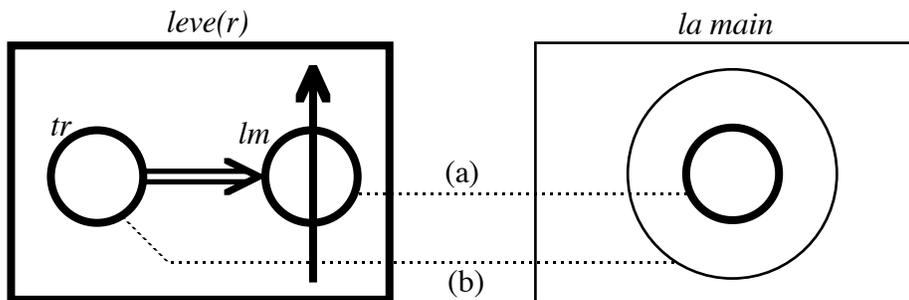
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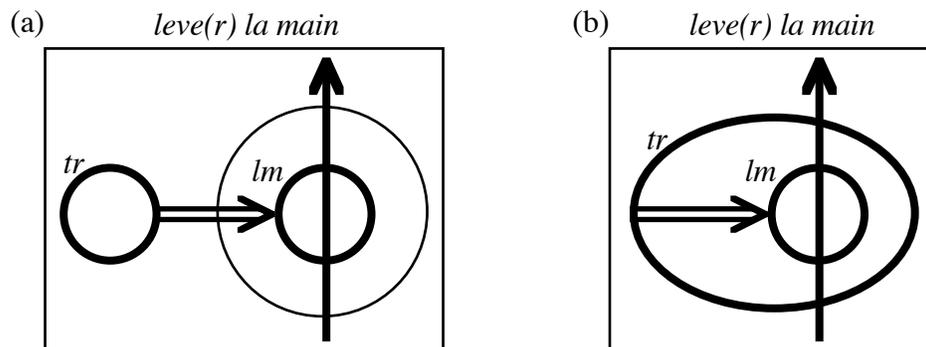
(24)(a) *Elle lève la main.* 'She raises the [= her] hand.'

(b) *J'ouvre les yeux.* 'I open the [= my] eyes.'

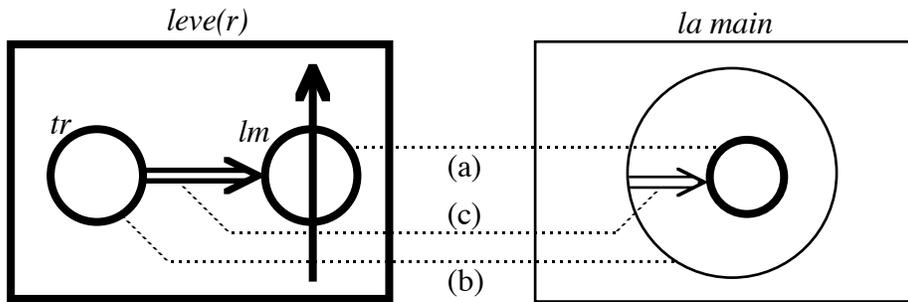
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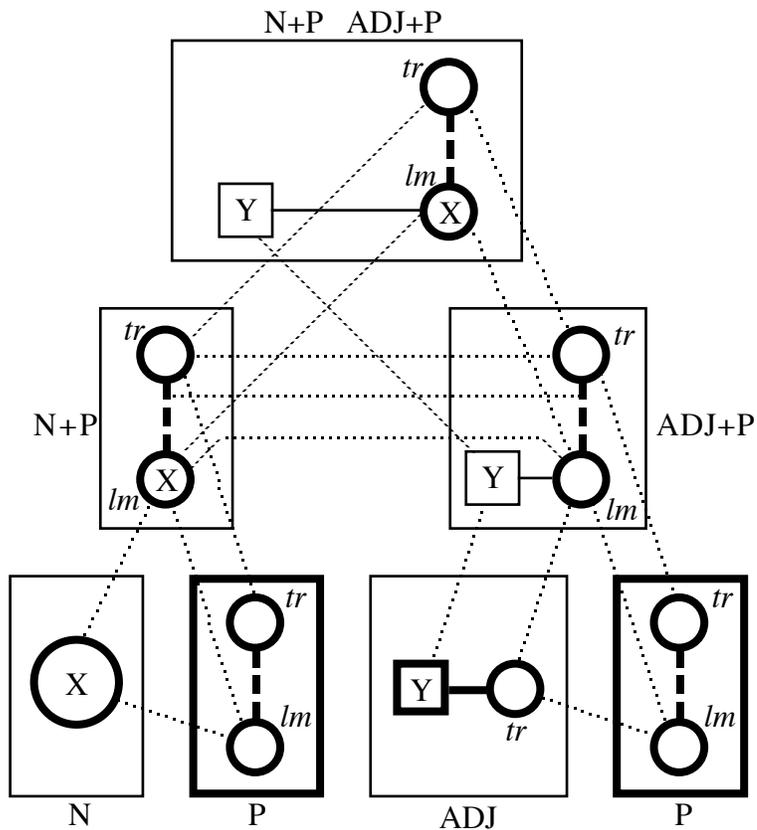
(27)

(28)(a) *ki-nga yawaywi-nga* (house-in pretty-in) ‘in the pretty house’

[Luisseño]

(b) *palvun-ik konokni-yk* (valley-to green-to) ‘to the green valley’

(29)

(30)(a) *Chaam=kunu=sh 'aachich-um.* ‘They say we are crazy.’

[Luisseño]

we=QUOT=1p crazy-PL

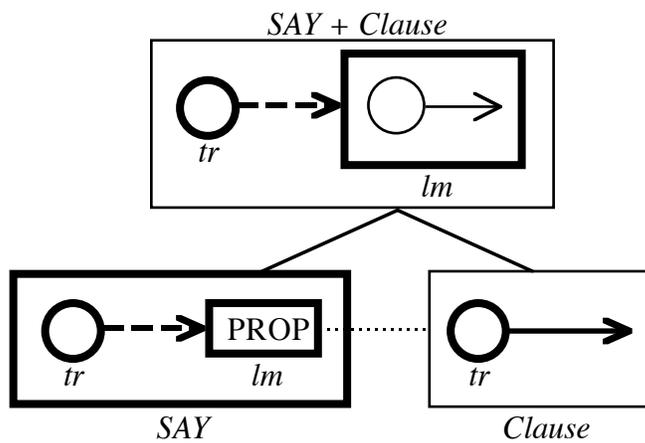
(b) *Wunal=kun moya-q.* ‘She says she is tired.’

that:one=QUOT be:tired-TNS

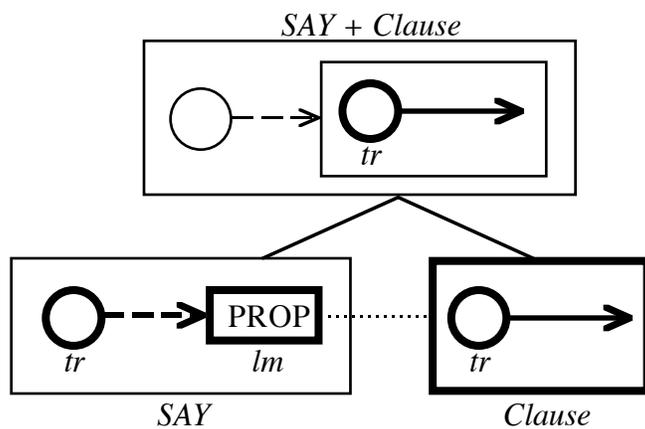
(c) *Wunal=up sungaal ya-qaa wunal=kun ngee-lowut.*  
that:one=3s woman say-TNS that:one=QUOT leave-gonna  
‘That woman says he’s gonna leave.’

- (31)(a) *She said that this bridge is unstable.*  
 (b) *They say that this bridge is unstable.*  
 (c) *This bridge, they say, is unstable.*

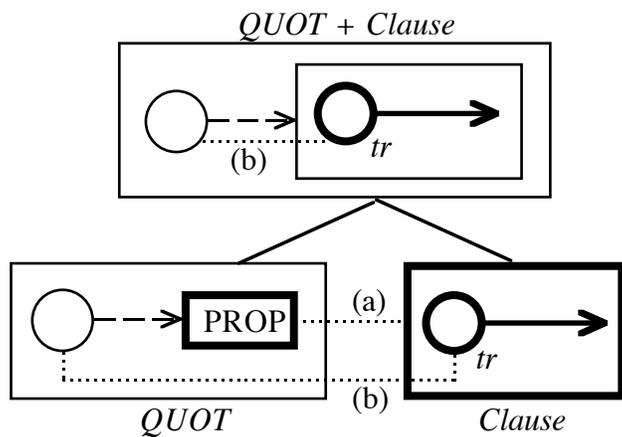
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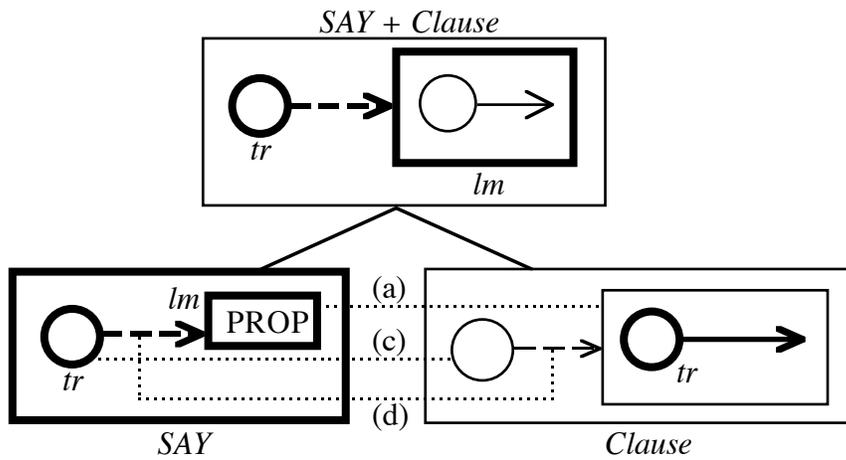
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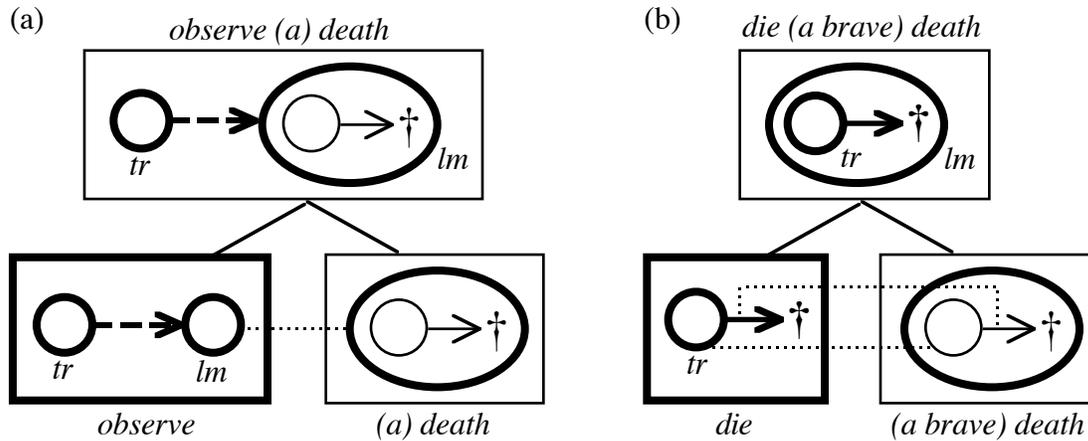
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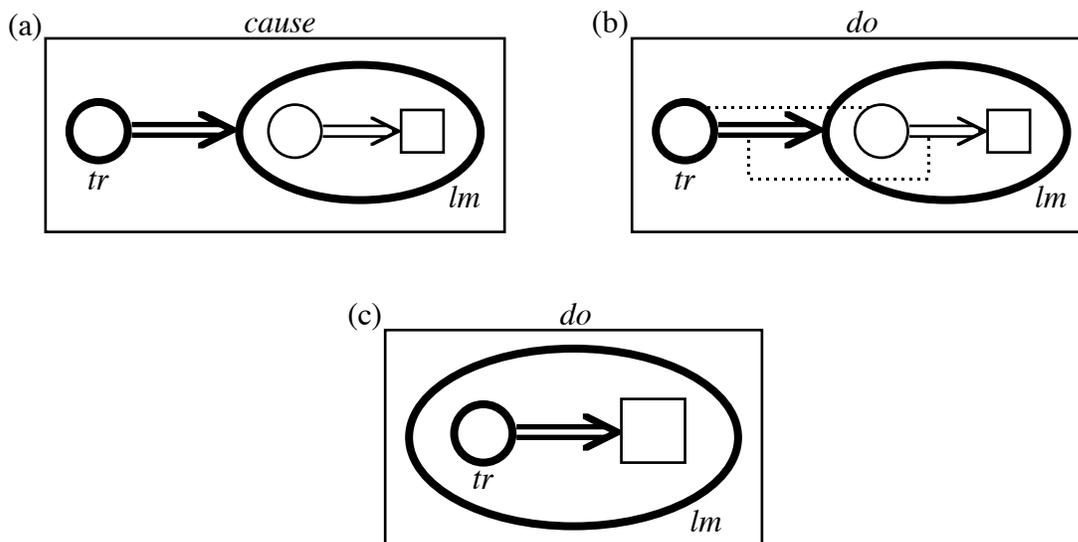
(35)

(36)(a) *He died.*(b) *\*He died a death.*(c) *He died a brave death.*(d) *He observed a brave death.*

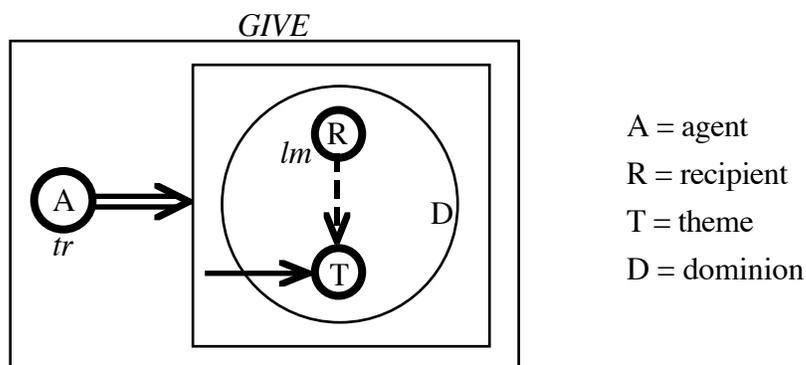
(37)

(38) *He did {a study/a dance/something/it}.*(39)(a) *Bill quit. Joe caused it.*(b) *Bill quit. He really did it.*(40)(a) *Joe caused something, namely (he caused) Bill's quitting.*(b) *\*Bill did something, namely (he did) his quitting.*(c) *Bill did something, namely he quit.*

(41)



(42)



### C. GIVE Constructions

(43)(a) *Give me that hammer.*(b) *Ali gave his opponent a black eye.*(c) *The students give me a lot of trouble.*(d) *I gave the door a new coat of paint.*

(44)(a) *Wǒ gěi tā yì fēn lìwù.* ‘I gave him a present.’ (V) [Mandarin]  
I give him one CL present

(b) *Wǒ sòng-le yì fēn lìwù gěi tā.* ‘I gave a present to him.’ (R)  
I present-ASP one CL present give him

(c) *Tā gěi wǒ zào-le yì dōng fángzi.* ‘He built a house for me.’ (B)  
he give me build-ASP one CL house

(45)(a) *Chán hâi nănsĭ: kè: dèk.* ‘I gave a book to a child.’ (V) [Thai]  
 I gave book to child

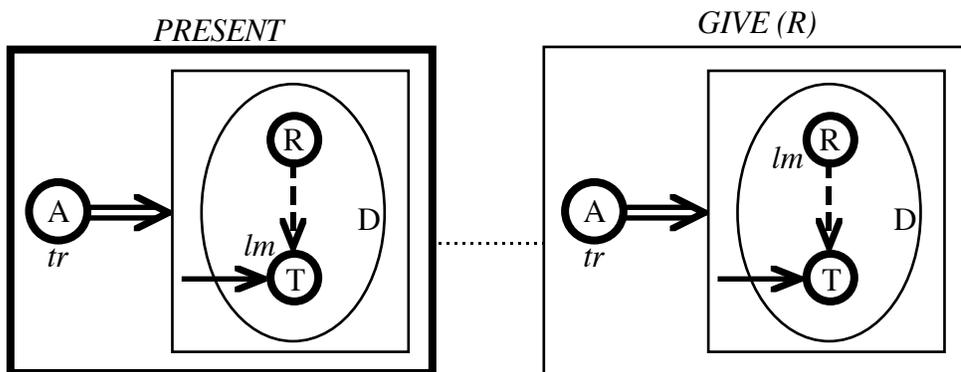
(b) *Chán sòng nănsĭ: hâi dèk.* ‘I sent a book {to a child/for the child}.’ (R/B)  
 I sent book give child

(46)(a) *Kofi og na Paramaribo gi mi.* ‘K. went to P. for me.’ (B) [Sranan]  
 Kofi go to Paramaribo give me

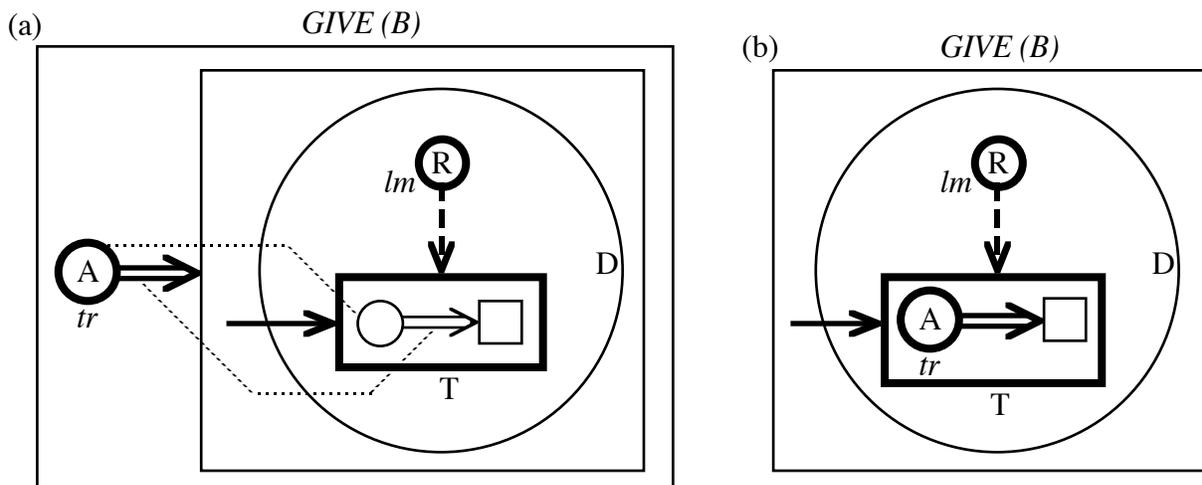
(b) *Mi wroko gi en.* ‘I worked for him.’ (B)  
 I work give him

(c) *Kofi kibri wan sani gi Gado.* ‘Kofi is hiding something from God.’ (B)  
 Kofi hide one something give God

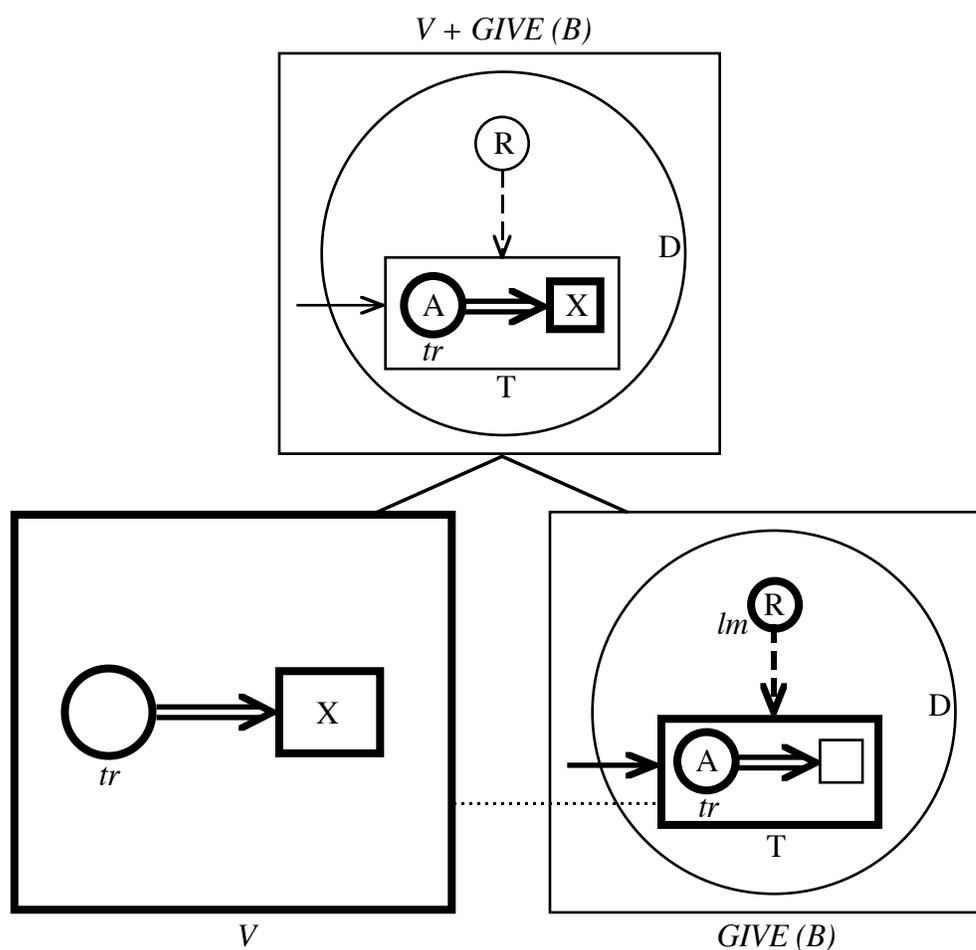
(47)



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