LEXICAL TYPOLOGY

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Lexical **motivation** (C.): **quality** of the **sign relation**

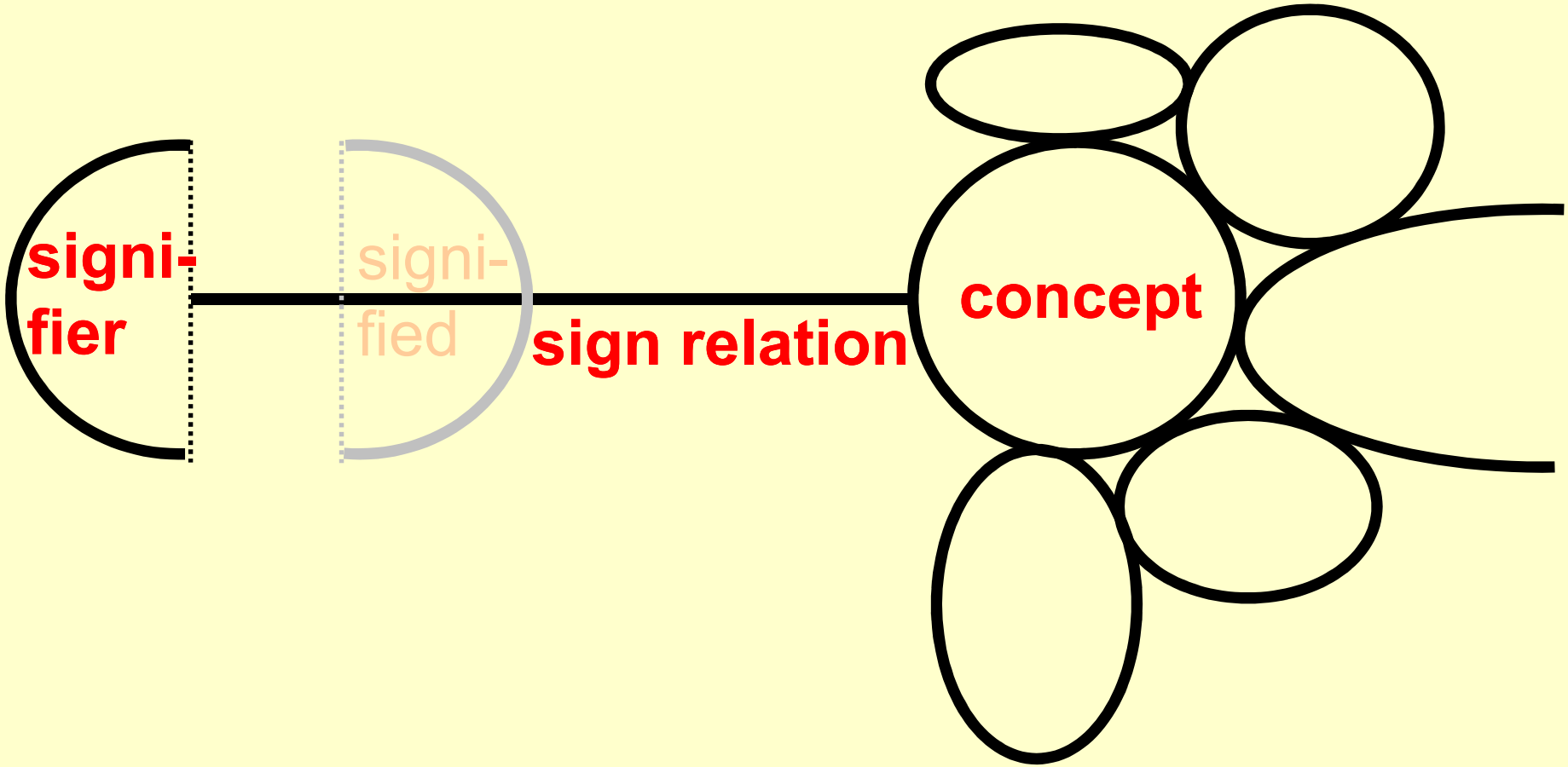


Fig. 30

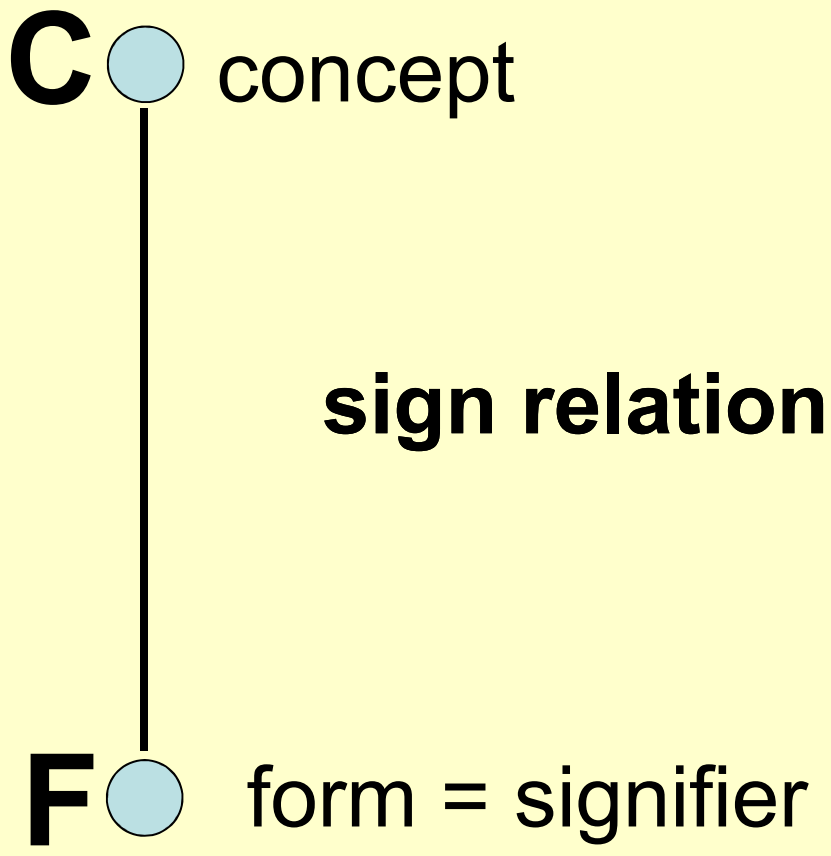
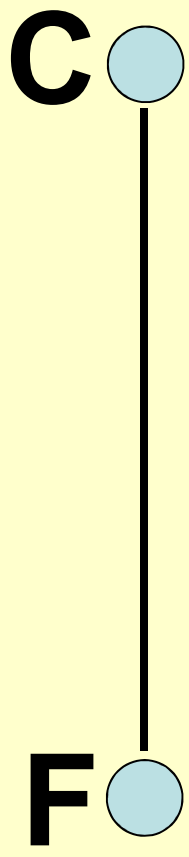


Fig. 31

6. Lexical motivation: basics

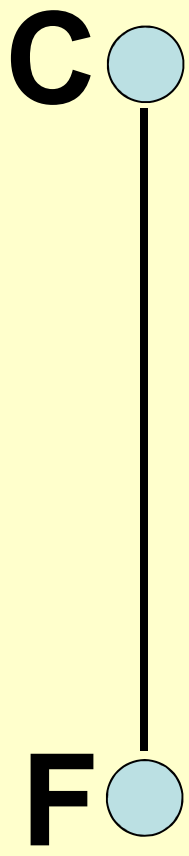


quality of
the sign relation

➔ **motivation**
of signs

- Plato, *Kratylos*
- Peirce 1902
- Saussure 1916
- Benveniste 1966
- Ullmann 1966
- Keller 1998
- Ungerer 2002
- Radden/Panther 2004

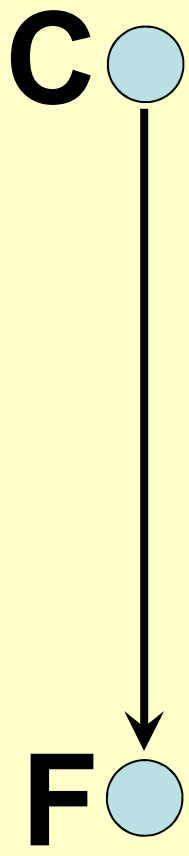
Fig. 32



Ø **symbol**

(cf. Peirce 1902)

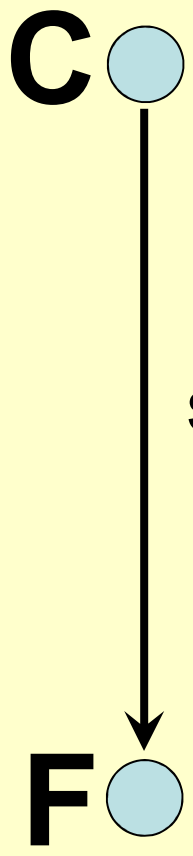
Fig. 36



index

type of **C-F** motivation

Fig. 38



icon

type of **C-F** motivation

Fig. 40

Types of (relative) lexical motivation according to Saussure 1916:

- onomatopœia
- word-formation

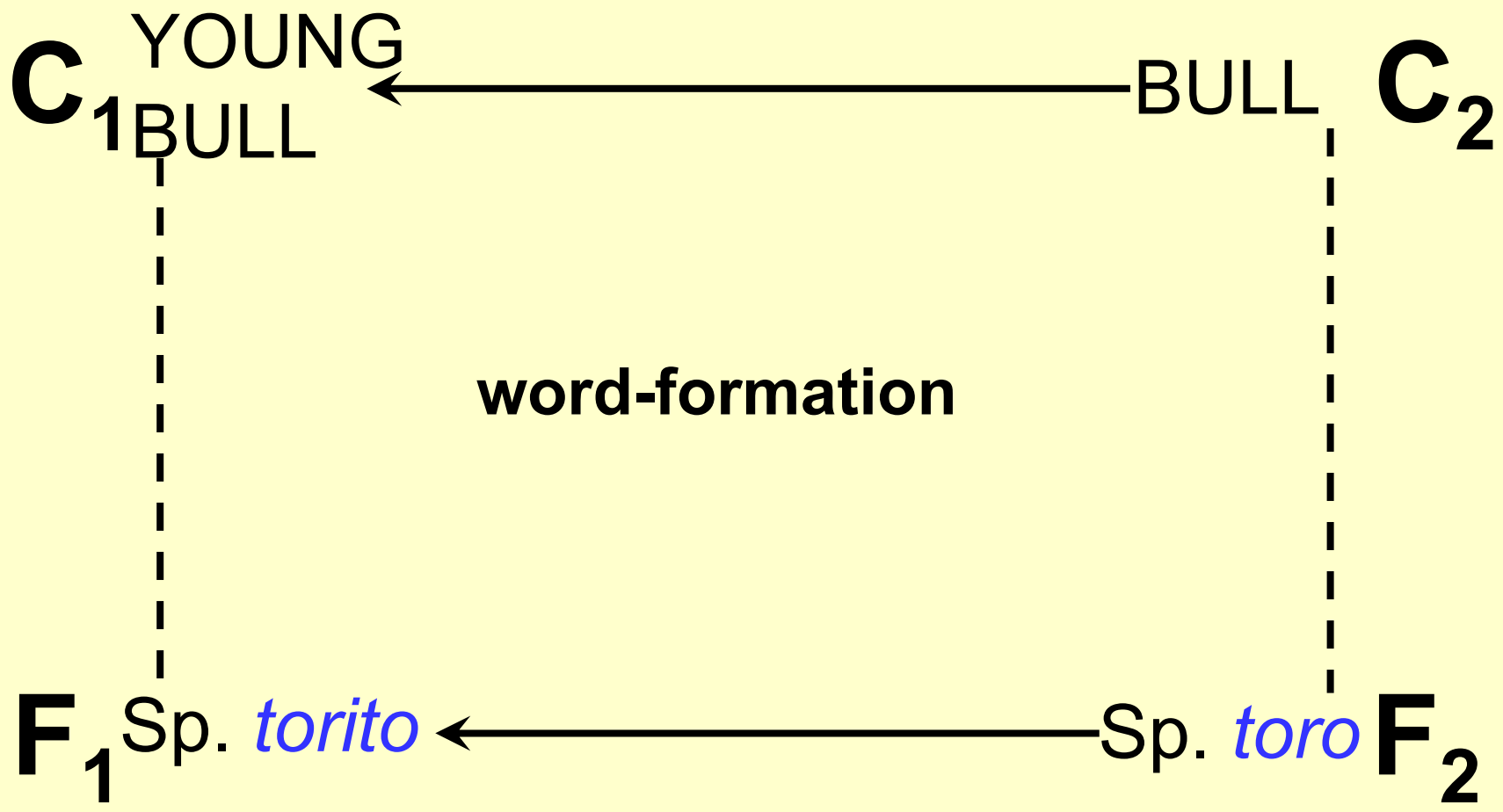


Fig. 41

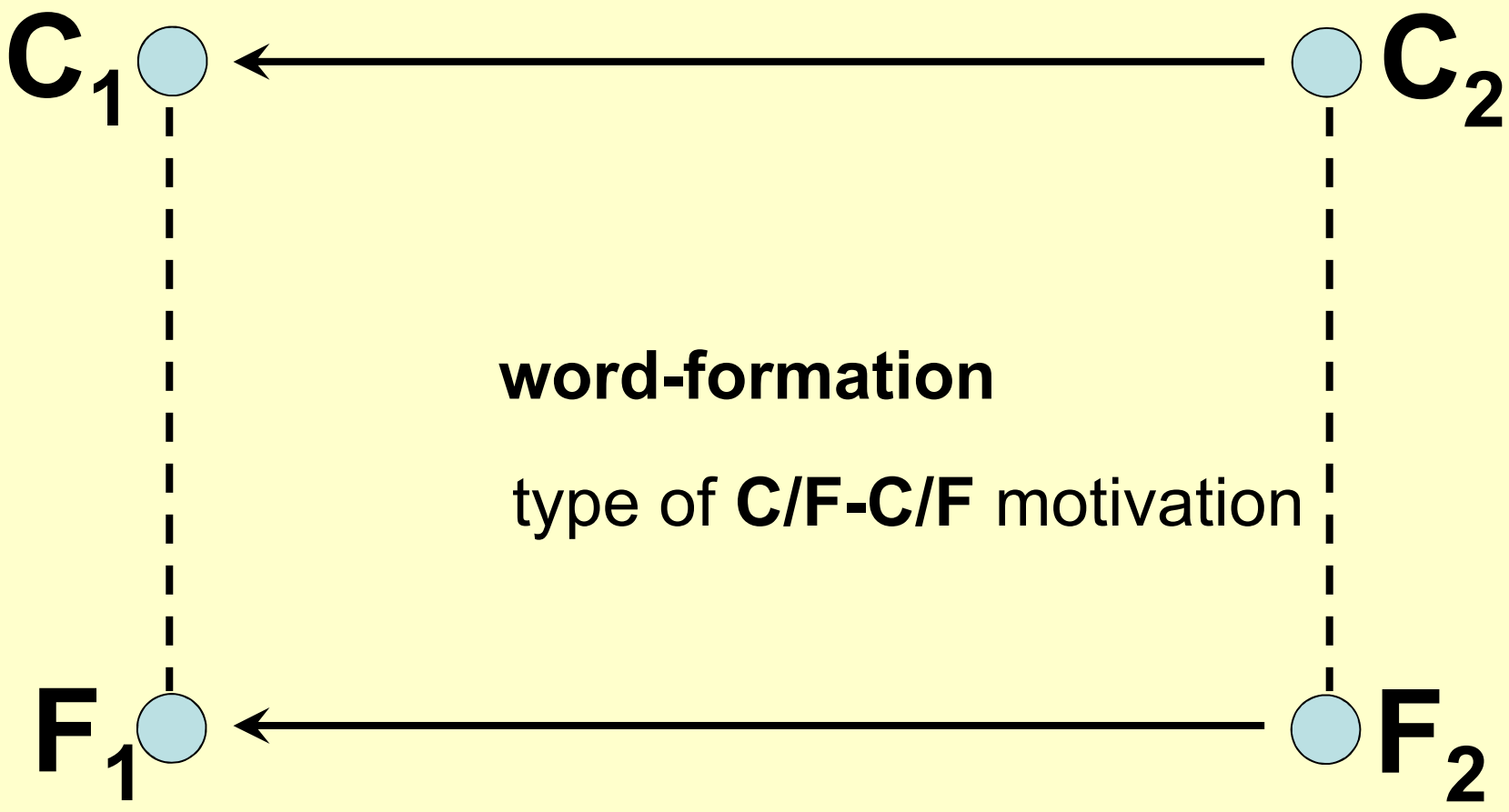


Fig. 42

Types of (relative) lexical motivation according to Ullmann 1966:

- onomatopœia (‘phonetic’ motivation)
- word-formation (‘morphological’ motivation)
- metaphor, metonymie (‘semantic’ motivation)

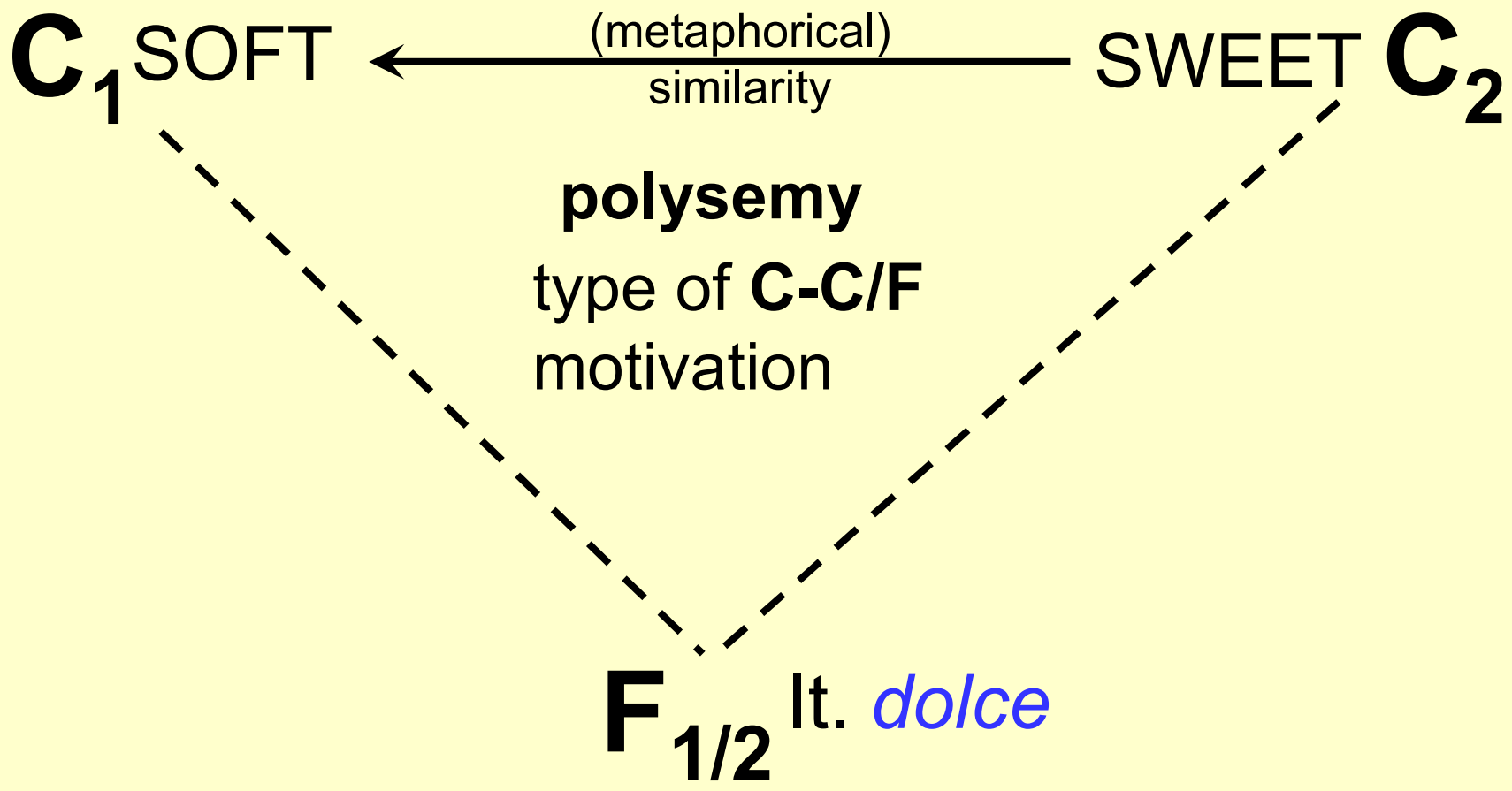

C1 SOFT
(metaphorical)
similarity
SWEET C2
polysemy
type of C-C/F
motivation
F1/2 It. dolce

Fig. 43

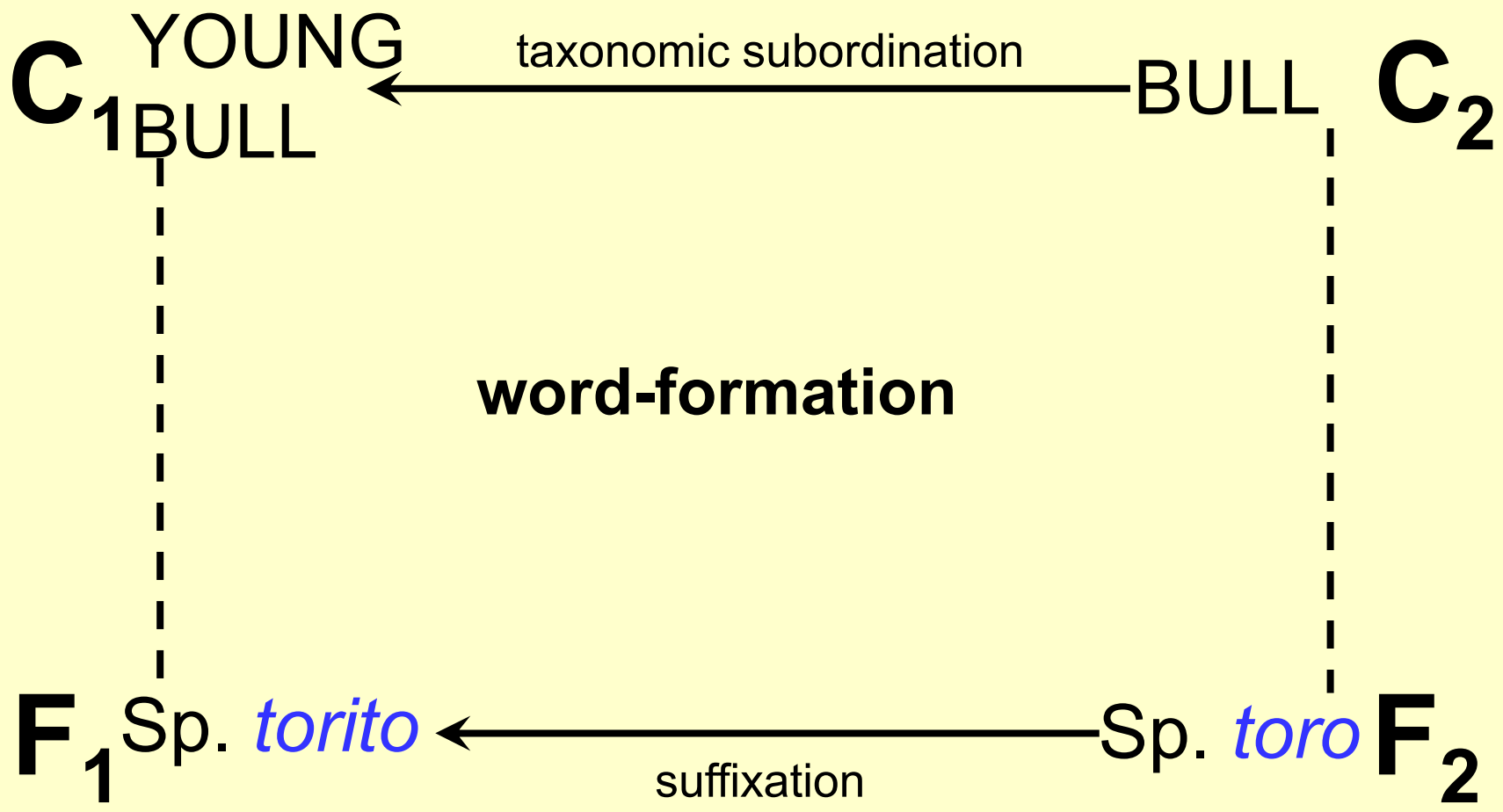

C1
YOUNG
BULL
taxonomic subordination
BULL
C2
word-formation
F1
Sp. torito
suffixation
Sp. toro
F2

Fig. 44

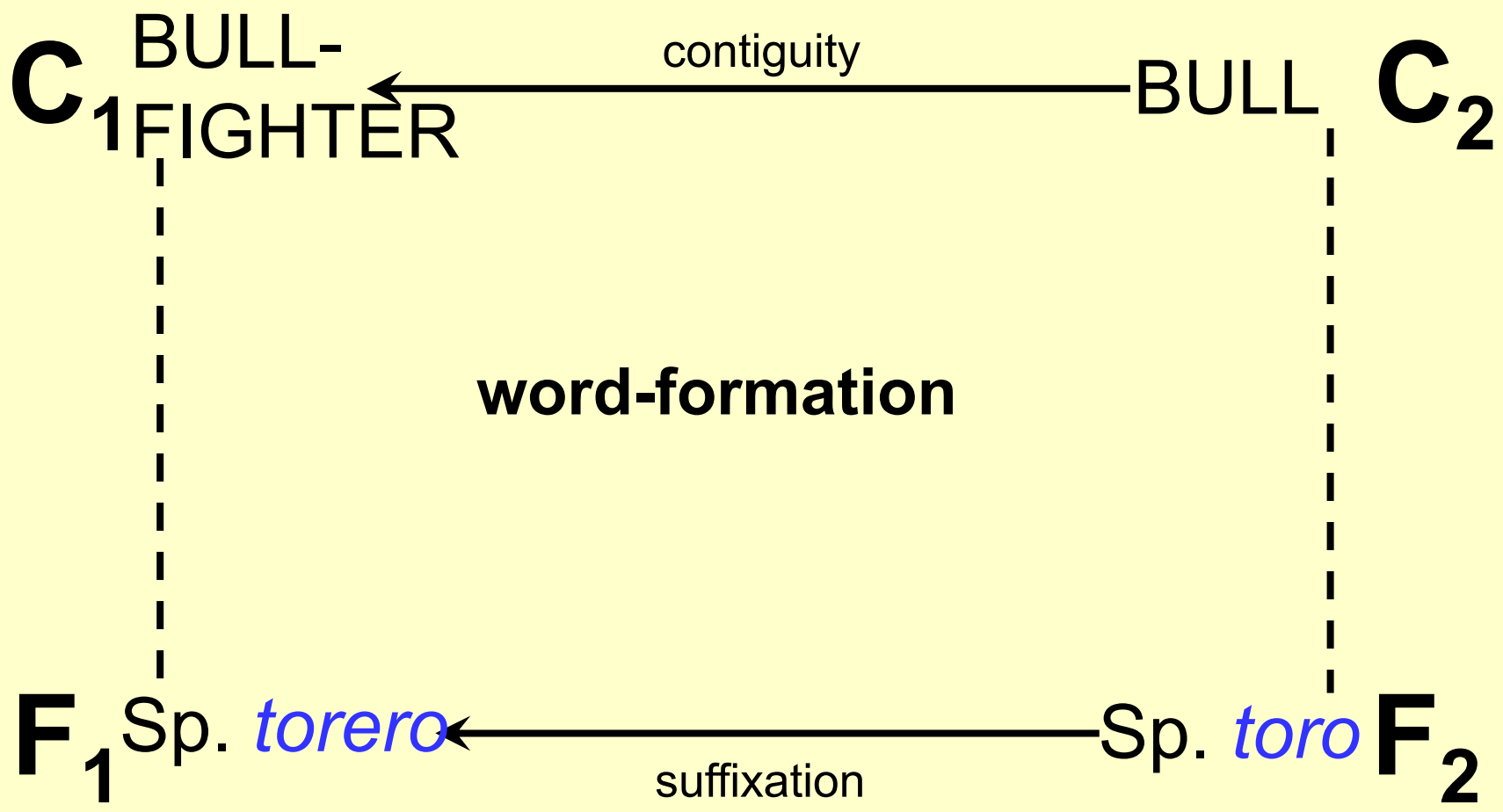

C1
BULL-FIGHTER
contiguity
BULL
C2
word-formation
F1
Sp. torero
suffixation
Sp. toro
F2

Fig. 45

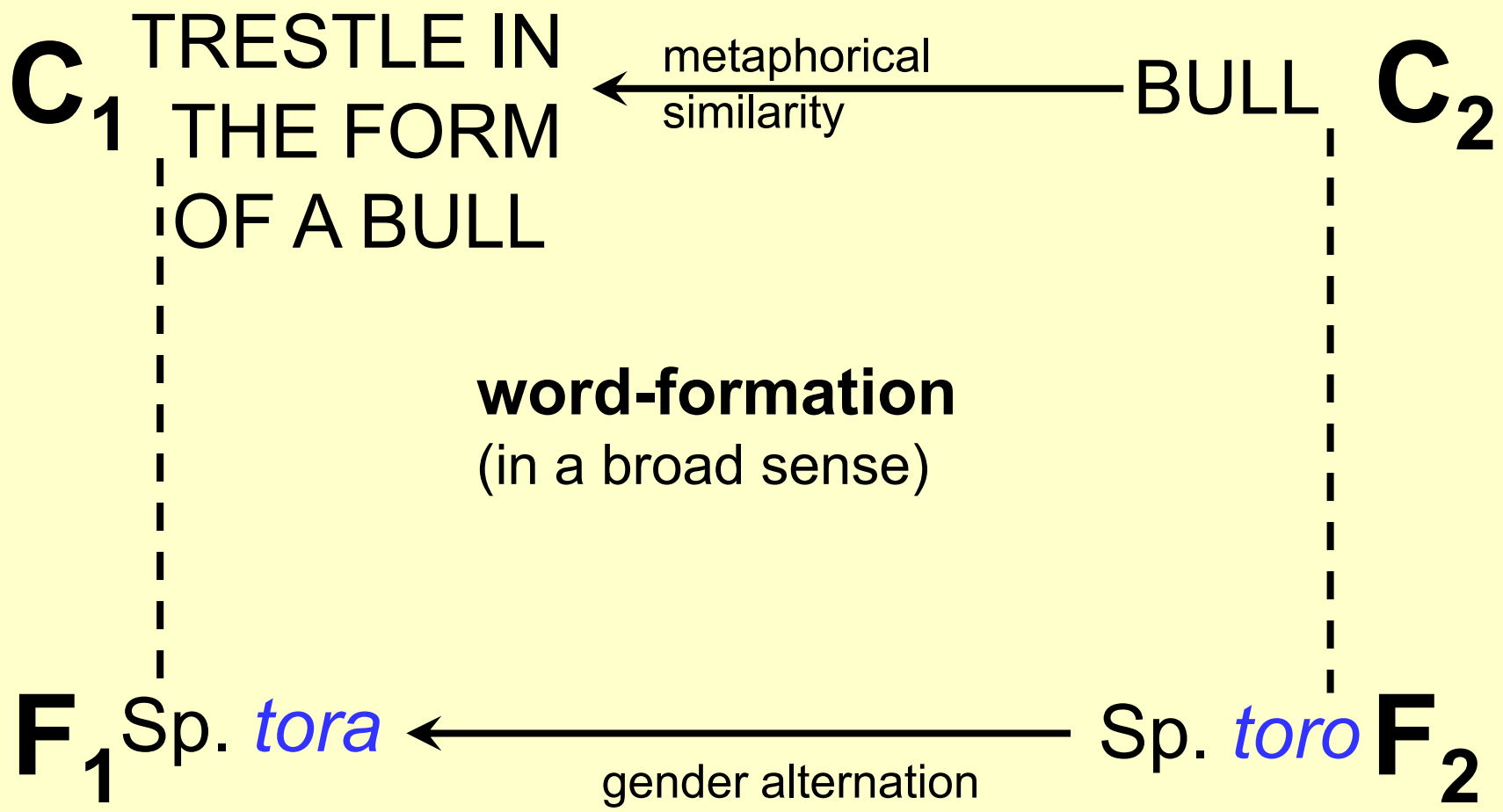
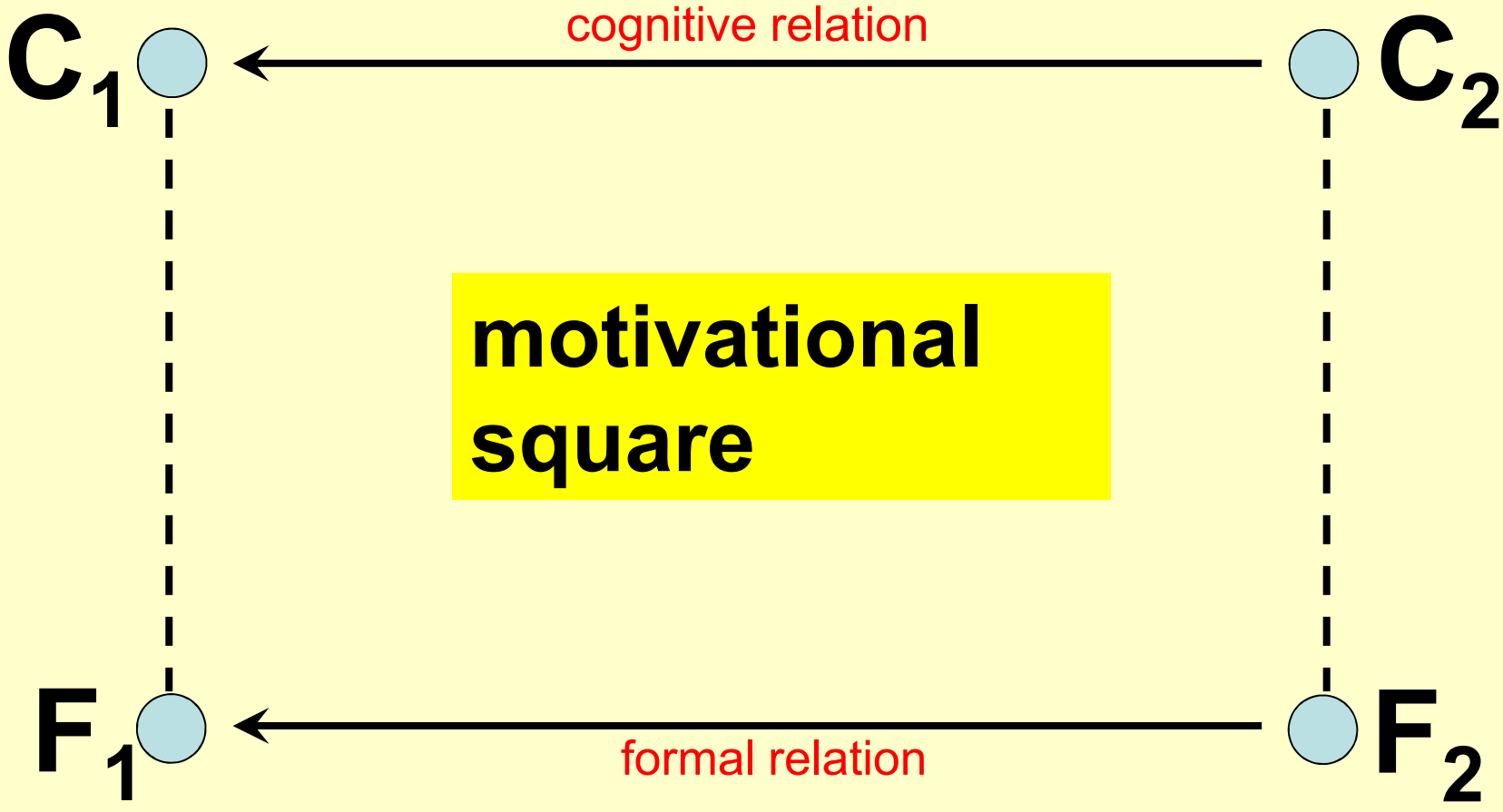
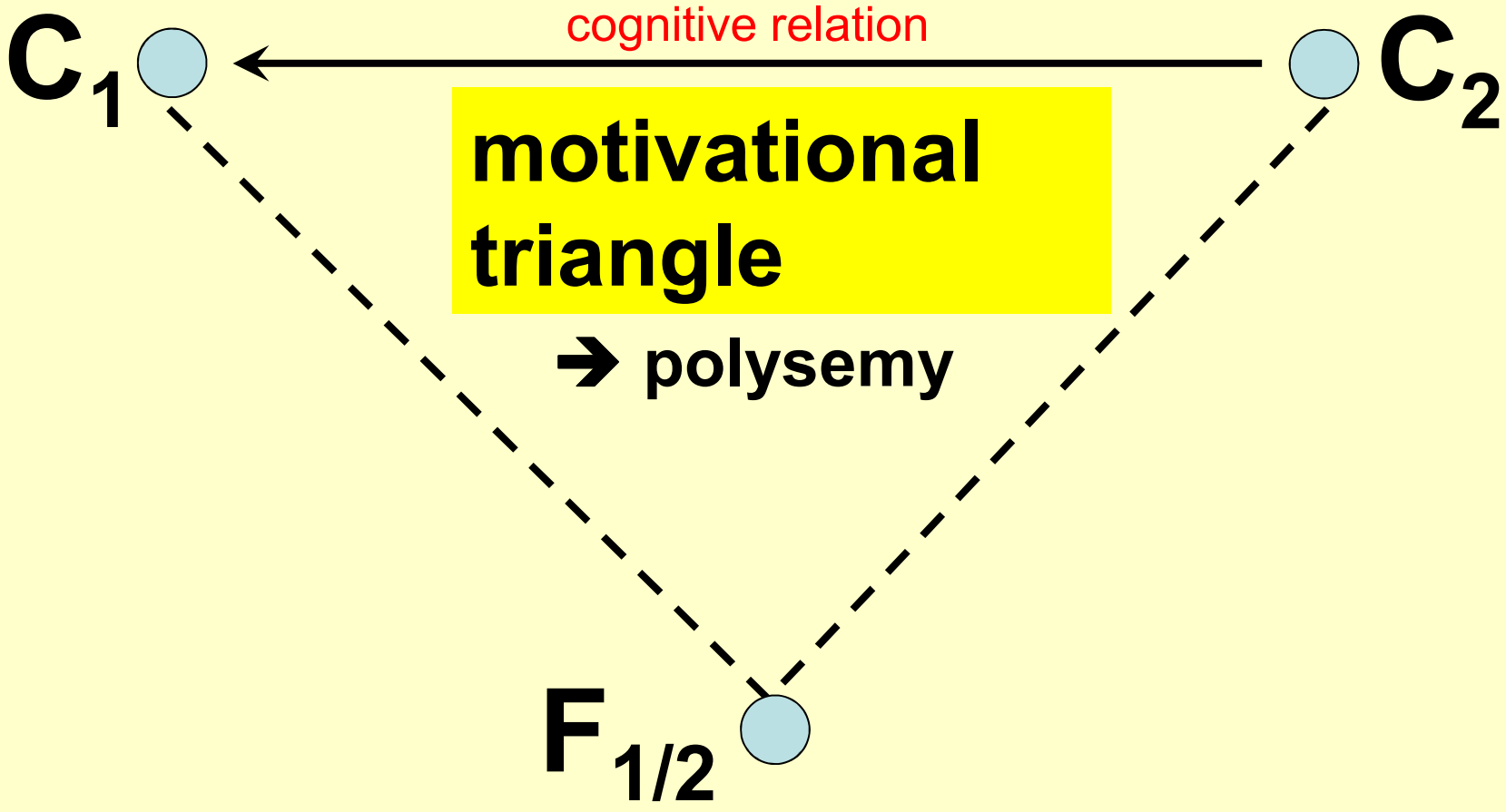

C1
TRESTLE IN THE FORM OF A BULL
metaphorical similarity
BULL
C2
word-formation
(in a broad sense)
F1
Sp. tora
gender alternation
Sp. toro
F2

Fig. 46



(cf. Koch 2001: 1156-1159; Koch/Marzo 2007: 260-265; also Radden/Panther 2004)

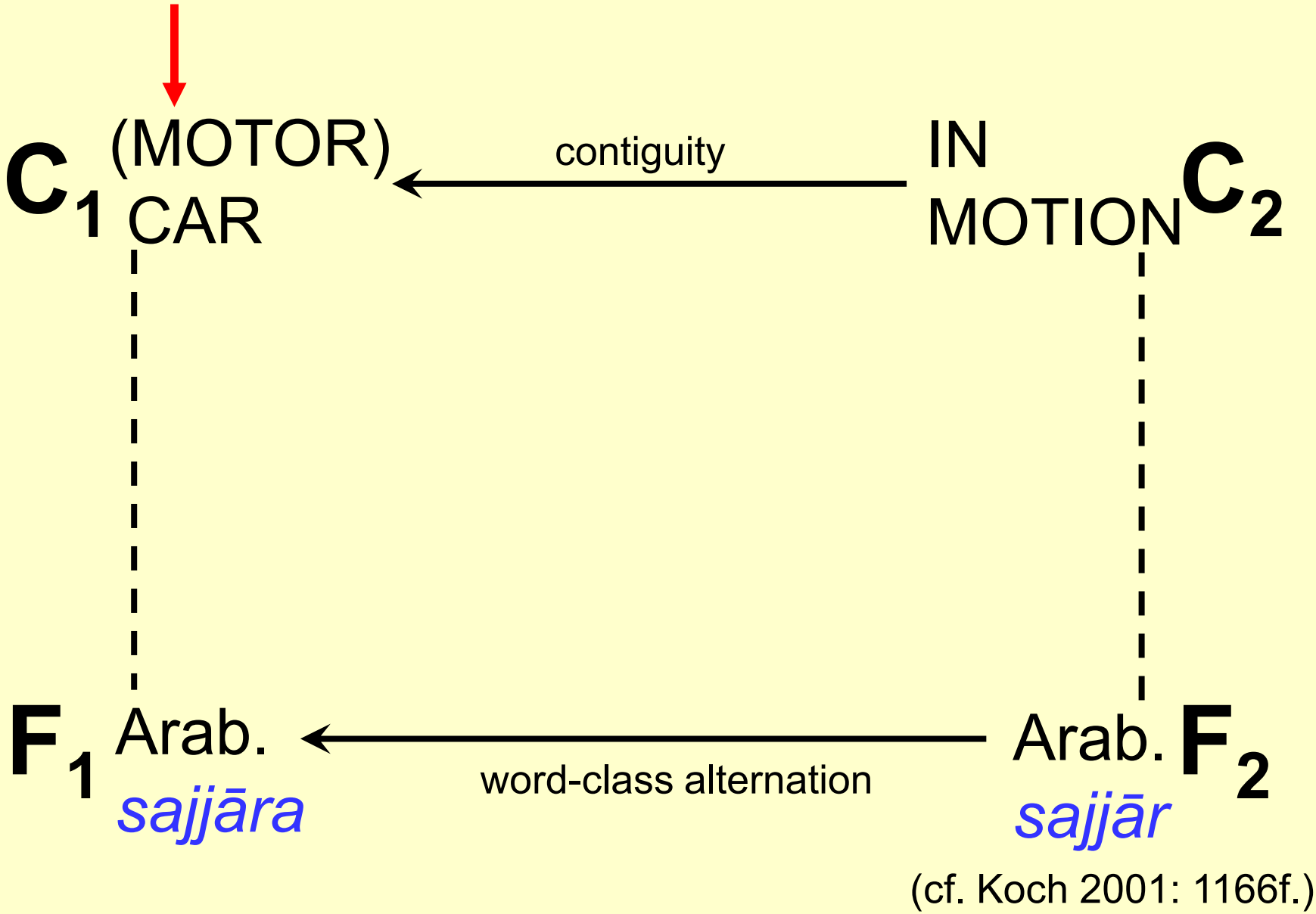
Fig. 47



(cf. Koch 2001: 1158; Koch/Marzo 2007: 265; also Radden/Panther 2004)

Fig. 48

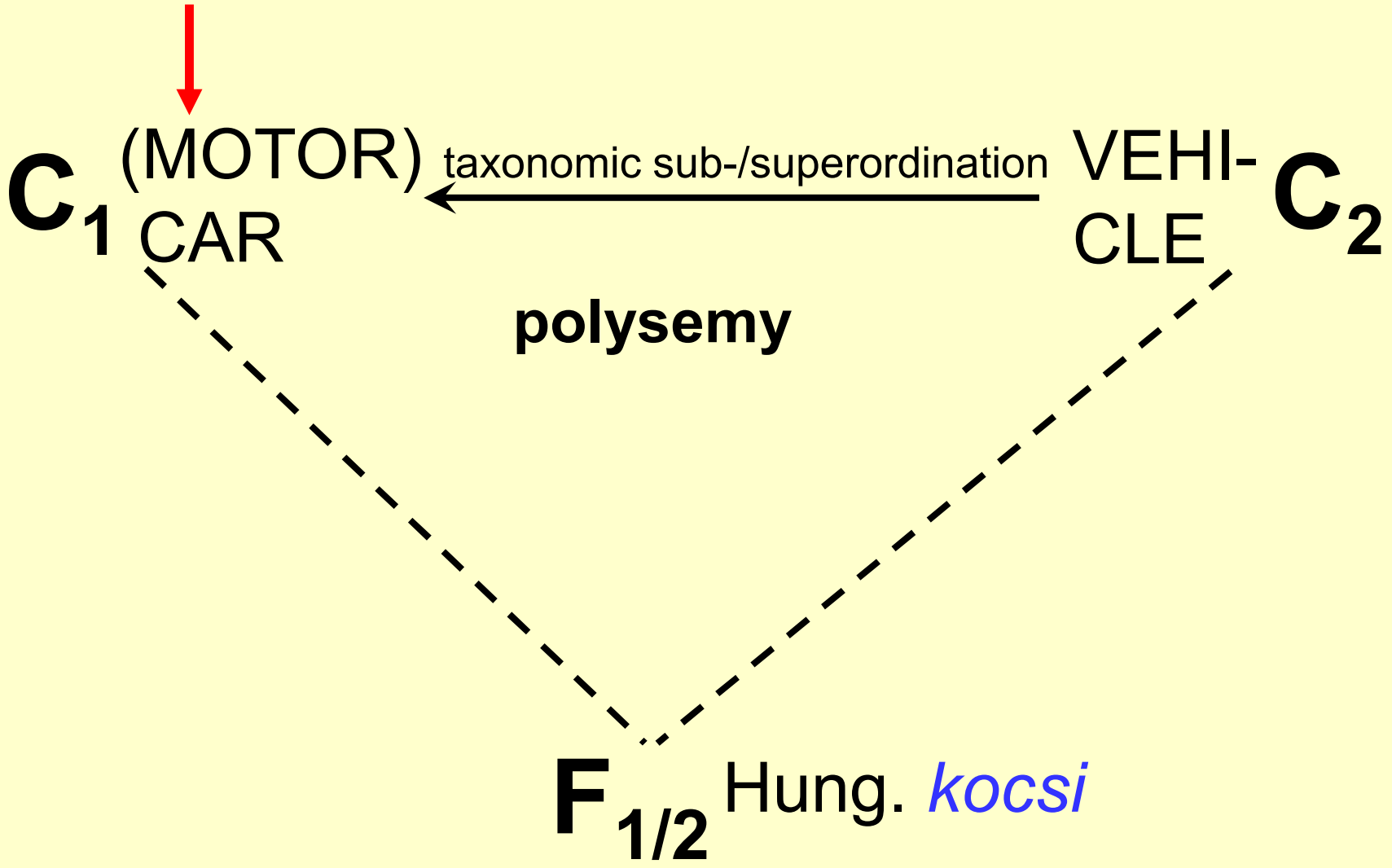
7.1. The cognitive and the formal dimension



(cf. Koch 2001: 1166f.)

Fig. 52

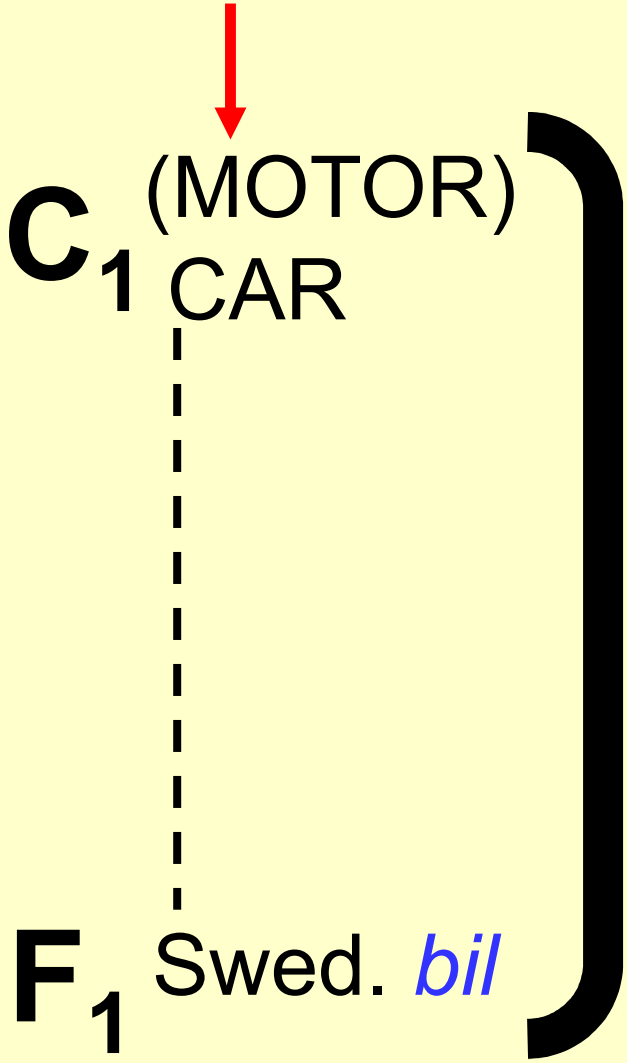
7.1. The cognitive and the formal dimension



(cf. Koch 2001: 1166f.)

Fig. 53

7.1. The cognitive and the formal dimension

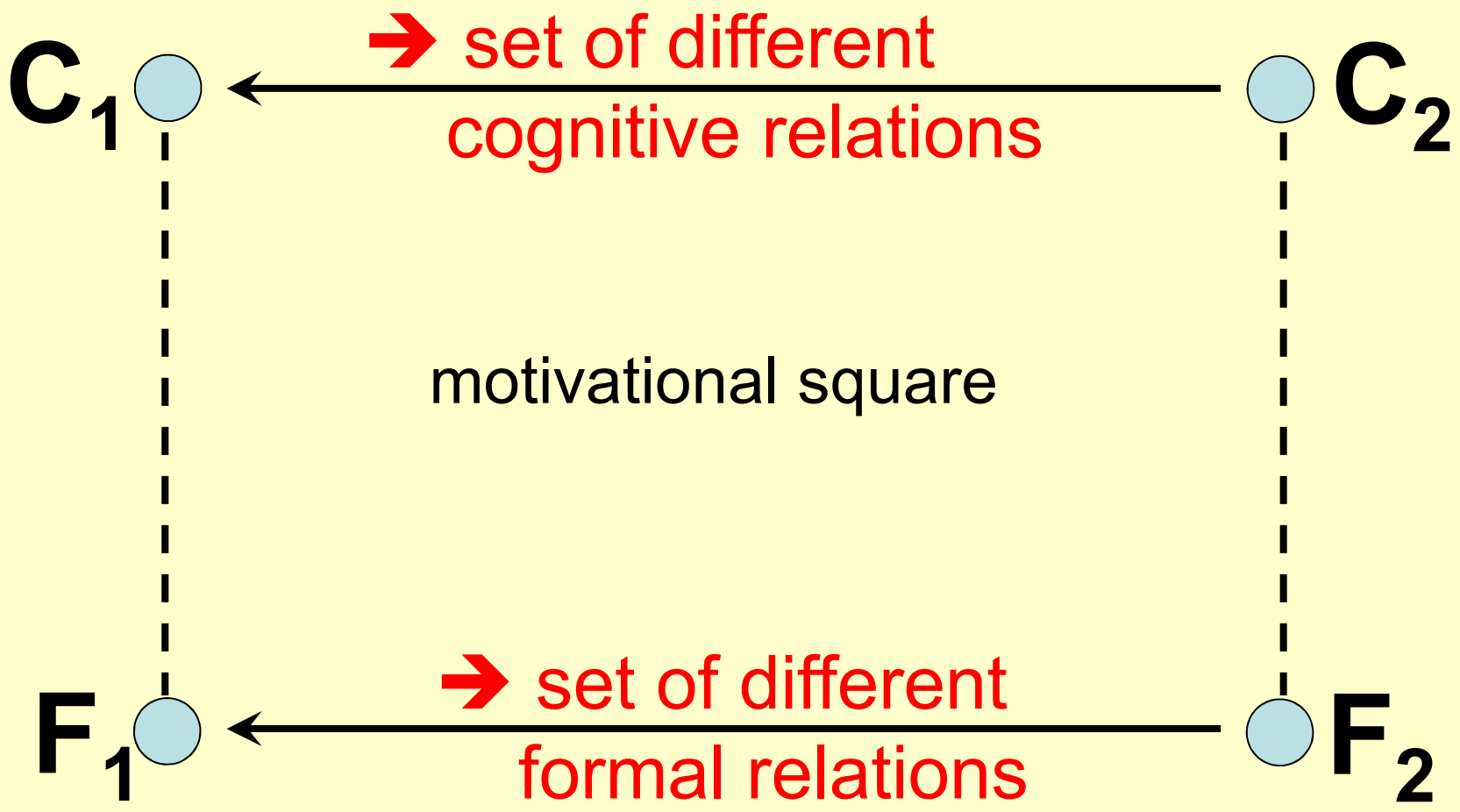


synchronically opaque

(cf. Koch 2001: 1166f.)

Fig. 54

7.1. The cognitive and the formal dimension



(cf. Koch 2001: 1157-1161; Koch/Marzo 2007: 268-271)

Fig. 55

Two-dimensional grid

	con-ceptual identi-ty	**conti-guity**	**meta-phorical similari-ty**	**taxon. simi-larity**	**taxonomic sub-/ superor-dination**	**con-trast**
formal identity → polysemy						
gender alternation						
word-class alternation						
suffixation						
préfixation						
composition						
…						

Fig. 56

Two-dimensional grid

	con-ceptual identi-ty	conti-guity	meta-phorical similari-ty	taxon. simi-larity	taxonomic sub-/ superor-dination	con-trast
formal identity → polysemy		Fig. 50 It. *cuc-chiaio*	Fig. 43 It.. *dolce*		Fig. 53 Hung. *kocsi*	
gender alternation			Fig. 46 Sp. *tora*			
word-class alternation		Fig. 52 Arab. *sajjarā*				
suffixation		Fig. 45 Sp. *torero*			Fig. 44 Sp. *torito*	
préfixation						
composition						
…						

Fig. 56

Two-dimensional grid

	con-ceptual identi-ty	conti-guity	meta-phorical similari-ty	taxon. simi-larity	taxonomic sub-/ superor-dination	con-trast
formal identity → polysemy						
gender alternation						
word-class alternation						
suffixation						
préfixation						
composition						
...						

☞ Which of these combinations exist in human languages, which not? Why?

☞ By which formal relations can a given cognitive relation be expressed in different languages? ➔ 7.2.

Fig. 56

Lexical ‘converses’

(cf. Fillmore 1977)

(11) E. *John rented this house from an agency.*

(12) E. *The agency let this house to John.*

(same frame
➔ very salient contiguity)
⬇
opaque ⬅ **atypical of this domain**

(cf. also Russian, partly Hungarian)

7.2. From meaning to form (case study V): RENT/LET (cf. Koch: 2001: 1166f.)

Formal relations for marking ‘converses’ in the domain RENT/LET

Turk.	*kiralamak*	polysemy (“auto-conversion”)	cf. Fr., Sp., It., Port., Rom., Mod.Gr.
Anc.Gr.	*misthûsthai* – *misthûn*	voice alternation	
Arab.	*’ista’ ɣara* (X) – *’a ɣ ɣara* (II) / *’ā ɣ- ɣara* (IV)	“stem” alternation	
Germ.	*mieten* – *vermieten*	prefixation	
Swahili	*-panga* / *-kodi* – *-pangisha* / *-kodisha*	suffixation	
Swed.	*hyra* – *hyra ut*	phrasal verb	cf. Amer.E.
Chin.	*chū* – *chūzū*	serial verb	
Hung.	*bérbe venni* – *bérbe adni*	idiom	

Formal relations for marking ‘converses’ in the domain RENT/LET

Turk.	*kiralamak*	
Anc.Gr.	*misthûsthai* – *misthûn*	
Arab.	*’ista’ ɣara* (X) – *’a ɣ ɣara* (II) / *’ā ɣ- ɣara* (IV)	
Germ.	*mieten* – *vermieten*	
Swahili	*-panga* / *-kodi* – *-pangisha* / *-kodisha*	
Swed.	*hyra* – *hyra ut*	
Chin.	*chū* – *chūzū*	serial verb
Hung.	*bérbe venni* – *bérbe adni*	idiom

- wide-spread motivational solutions based on underlying frame
- functional equivalence of a great variety of formal devices
- in part grammatical devices assuming a lexical function
- in part typologically typical formal devices
- no clear directionality between the two concepts

Interesting questions concerning lexical motivation:

- How many words of a given language are motivated?
- Have different languages / language types different proportions of motivated words?

(cf. Ullmann 1966)

- **How** are the motivated word motivated, i.e. which formal and cognitive relations are involved in different languages?

➔Project *LexiType*$_{Syn}$ (Tübingen, 2005-08),
pilot study on portions of French and Italian vocabulary

http://www.sfb441.uni-tuebingen.de/b6/index-engl.html

LexiType$_{Syn}$

Starting-point:

- onomasiological? e.g. Buck?

  necessity of a previous polysemy analysis ←

  ➔ not sufficiently fine-grained with respect to polysemy

- frequency of words

  necessity to consider different frequency portions of the vocabulary ←

  ➔ correlation between frequency and morphological complexity/polysemy (→ motivation!)

LexiType$_{Syn}$

Three-step procedure:

1. **polysemy** analysis of a (random) choice of high- and low-frequency words

2. **motivational** analysis (**first** part): finding out the motivational "partner" for each stimulus

3. **motivational** analysis (**second** part): finding out the cognitive relation for each couple of motivational "partners"

8. Case study VI: French and Italian vocabulary

LexiType$_{Syn}$

1. **polysemy** analysis of a (random) choice of high- and low-frequency words:
   - empirical inquiry (internet form), 30 informants per stimulus
     → **sentence generation** task for every "sense"
     → **definition** task for every "sense"

➔ type of result:

Fr. *pension*	responses
BOARDING-SCHOOL	16
BOARDING-HOUSE	10
OLD AGE PENSION	9
(FINANCIAL) SUPPORT	7
...	...

→ most salient sense

→ 2nd most salient sense

↓

quasi-onomasio-logical input

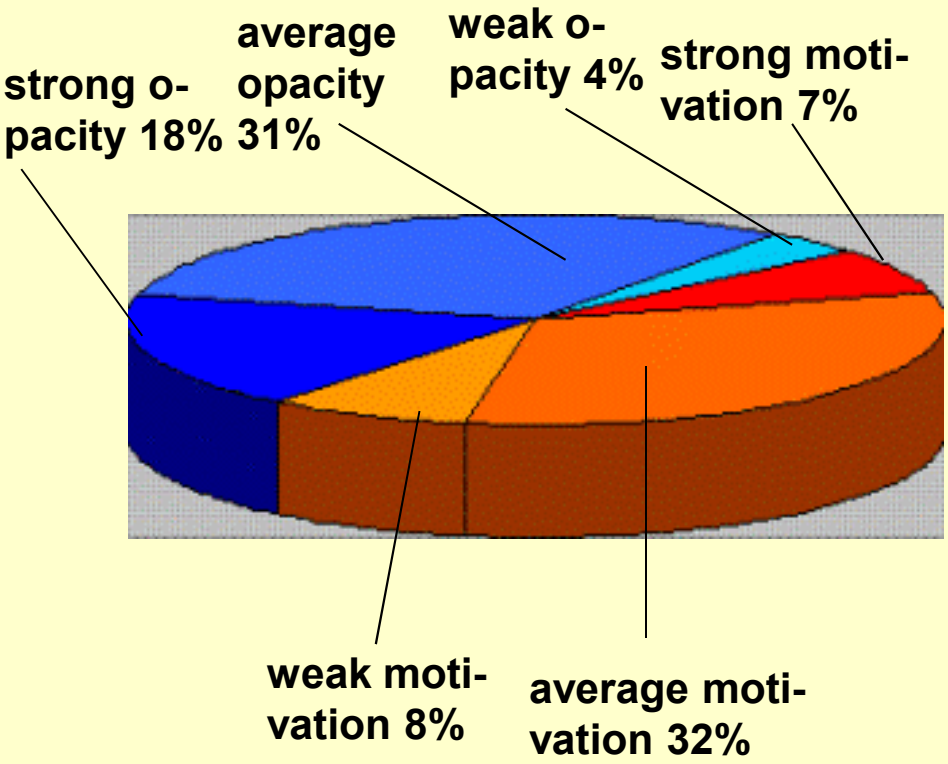
↓

2. **motivational** analysis (**first** part)

LexiType$_{Syn}$

2. **motivational** analysis (**first** part): finding out the motivational "partner" for each stimulus (30 informants per stim.):

➔ results for 100 **French** (left) and 100 **Italian** (right) stimuli:



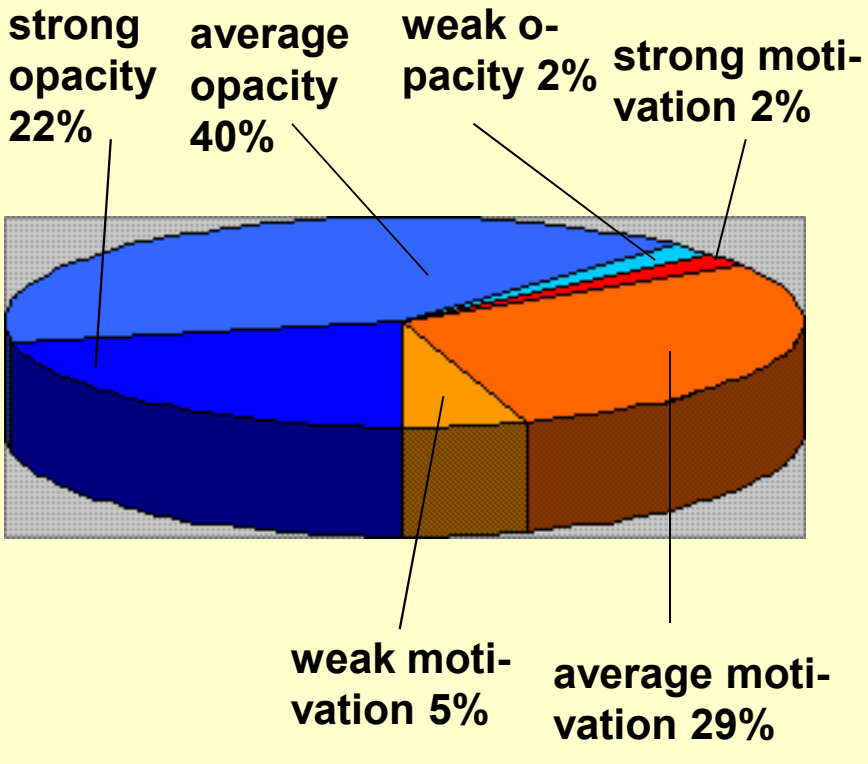


Fig. 57

http://www.sfb441.uni-tuebingen.de/b6/ergebnisse.html

Fig. 58

3. **motivational** analysis (**second** part): finding out the cognitive relation for each couple of motivational "partners":

- empirical inquiry (internet form, half-closed questionary), 30 informants per stimulus

  with diagnostic templates like:
  – *X* is a type of *Y*, because… (taxonomic subordination)
  – *X* and *Y* do not have anything to do with each other, but you can nevertheless see a similarity between them, because… (metaphorical similarity)
  – *X* and *Y* are normally linked in space and/or in time, because… (contiguity)
  etc.

LexiType$_{Syn}$

3. **motivational** analysis (**second** part): finding out the cognitive relation for each couple of motivational "partners":

➔ results for the motivated stimuli (from 2.):

(• formal-cognitive combinations)

• cognitive relations: →

LexiType$_{Syn}$

Cognitive relations for French

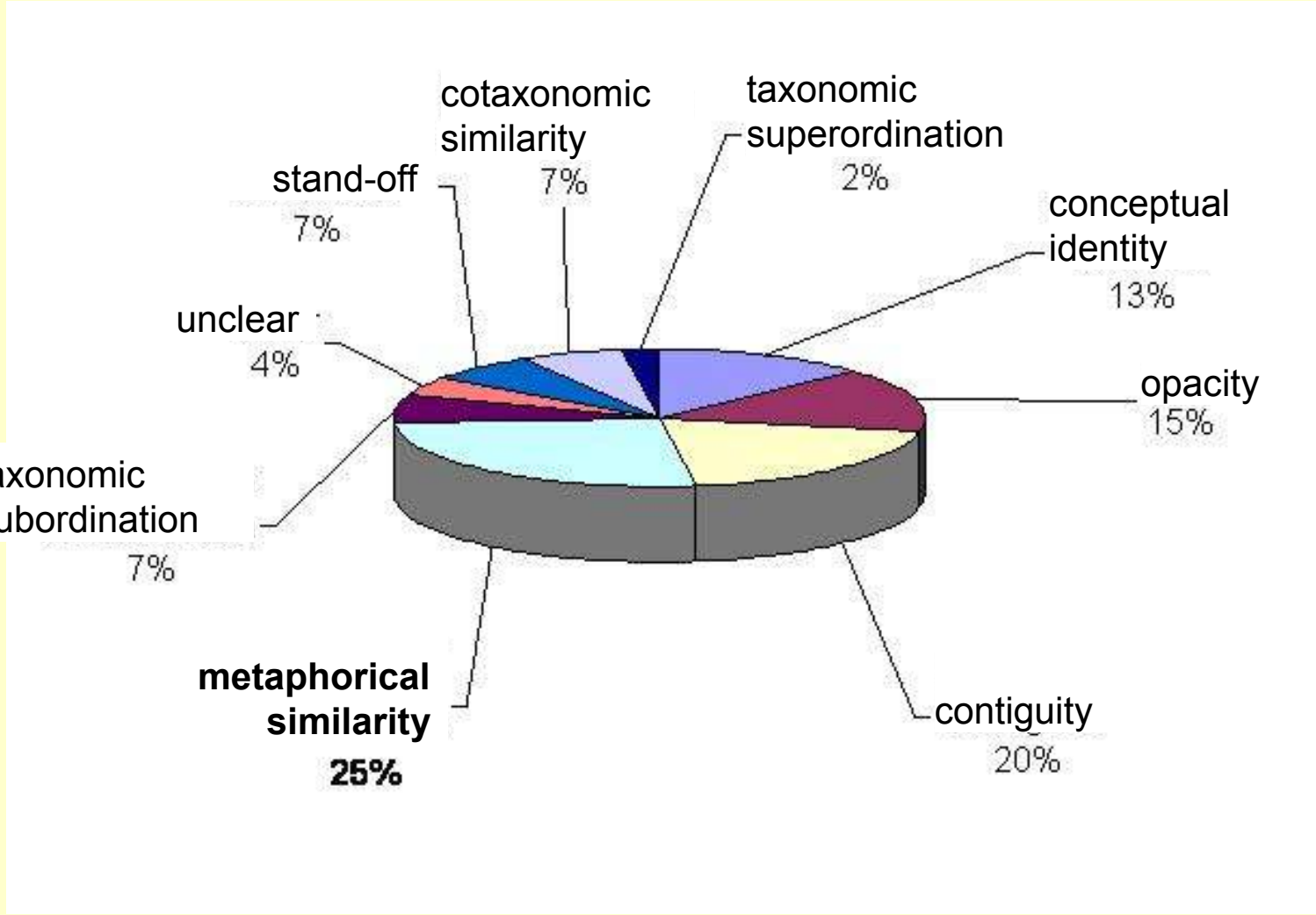


Fig. 59

http://www.sfb441.uni-tuebingen.de/b6/ergebnisse.html

LexiType$_{Syn}$

Cognitive relations for Italian

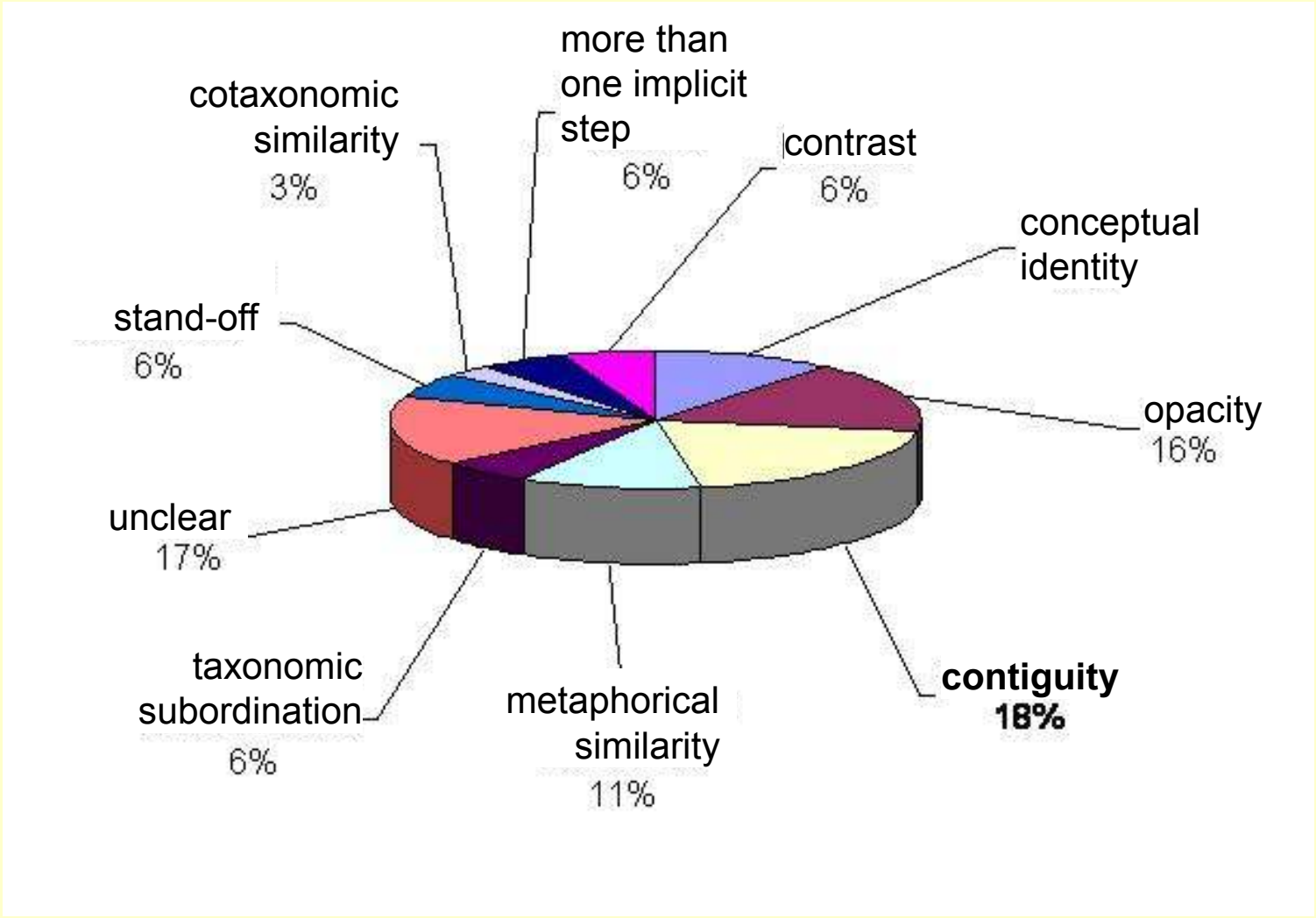
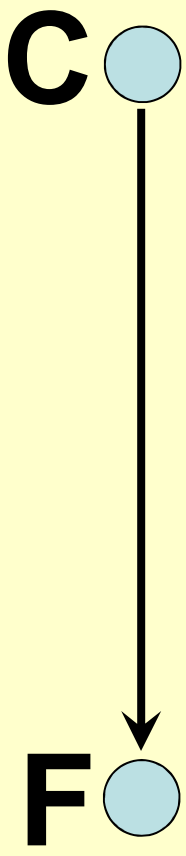


Fig. 60

http://www.sfb441.uni-tuebingen.de/b6/ergebnisse.html



icons:

- images (e.g. onomatopes)
- diagrams
- metaphors

(cf. Peirce 1902)

Fig. 61

(cf. Peirce 1902)

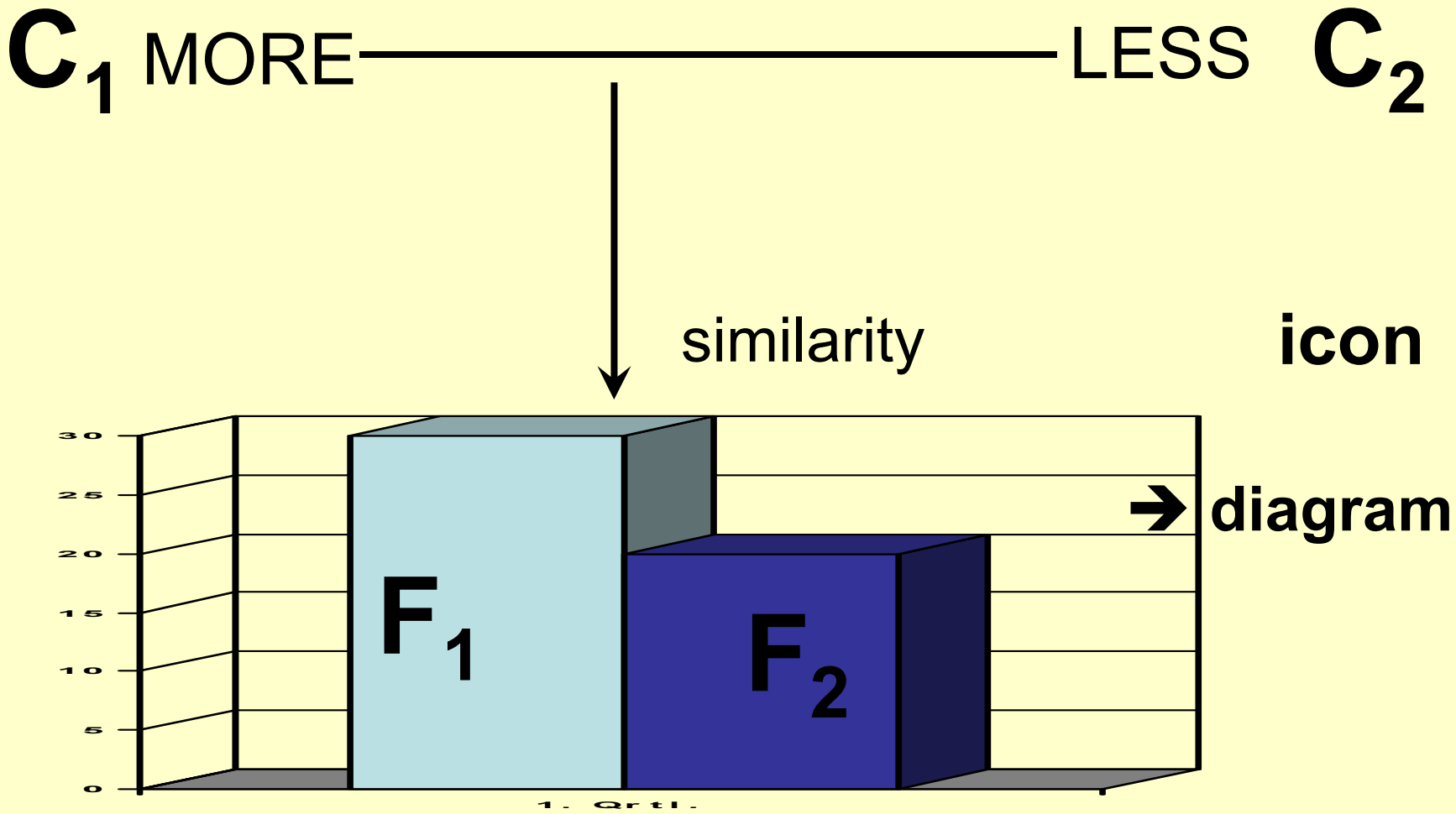


Fig. 62

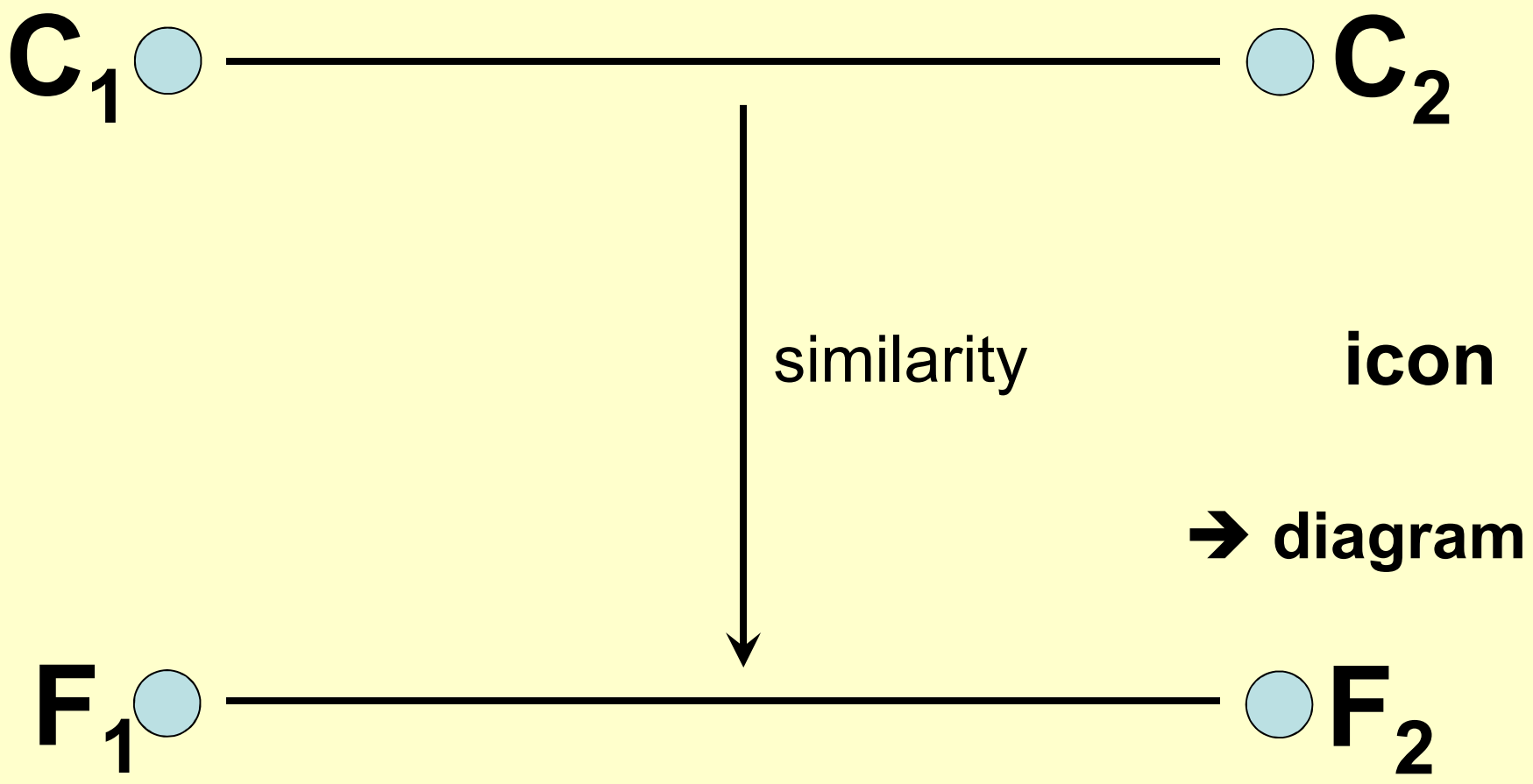
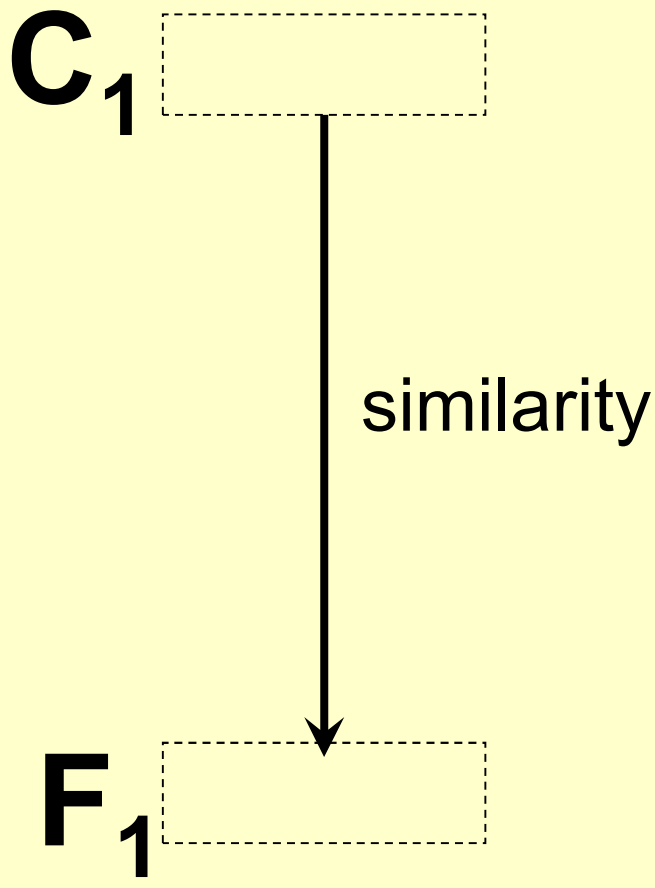


Fig. 63



‘iconicity’

type of
C-F motivation

Fig. 64

(cf. Jakobson 1965)

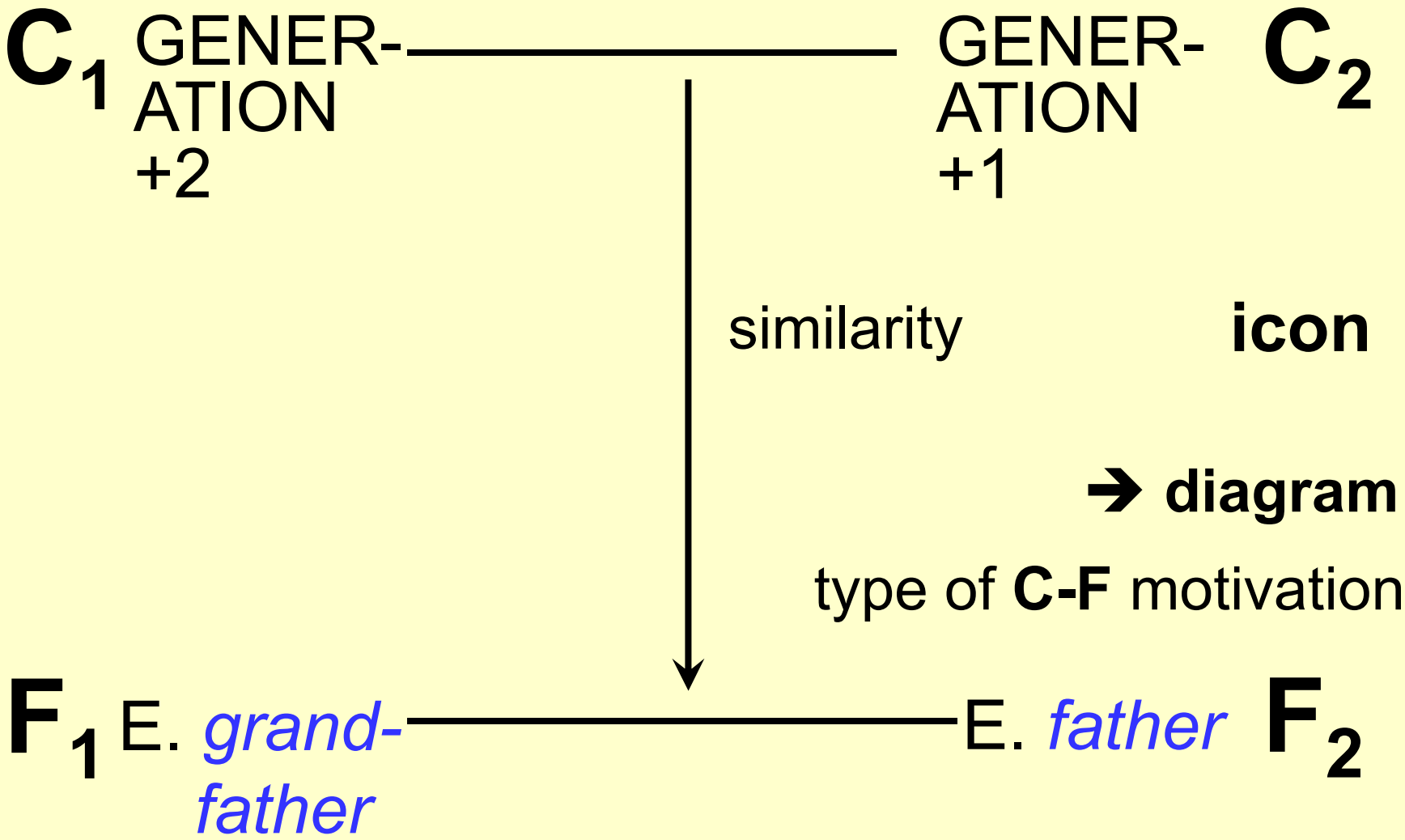


Fig. 66

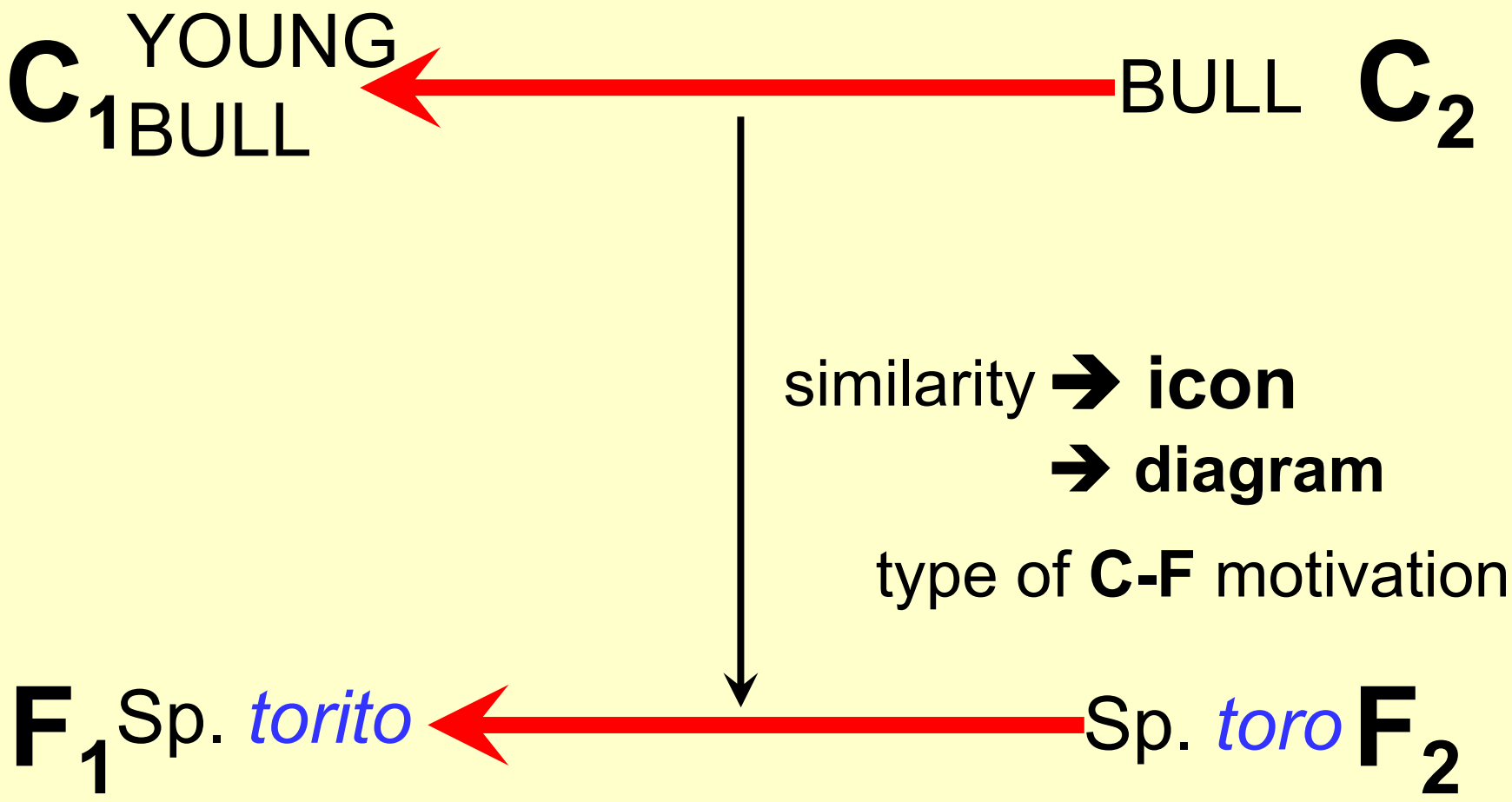

C1 YOUNG BULL
BULL C2
similarity → icon
→ diagram
type of C-F motivation
F1 Sp. torito
Sp. toro F2

Fig. 67

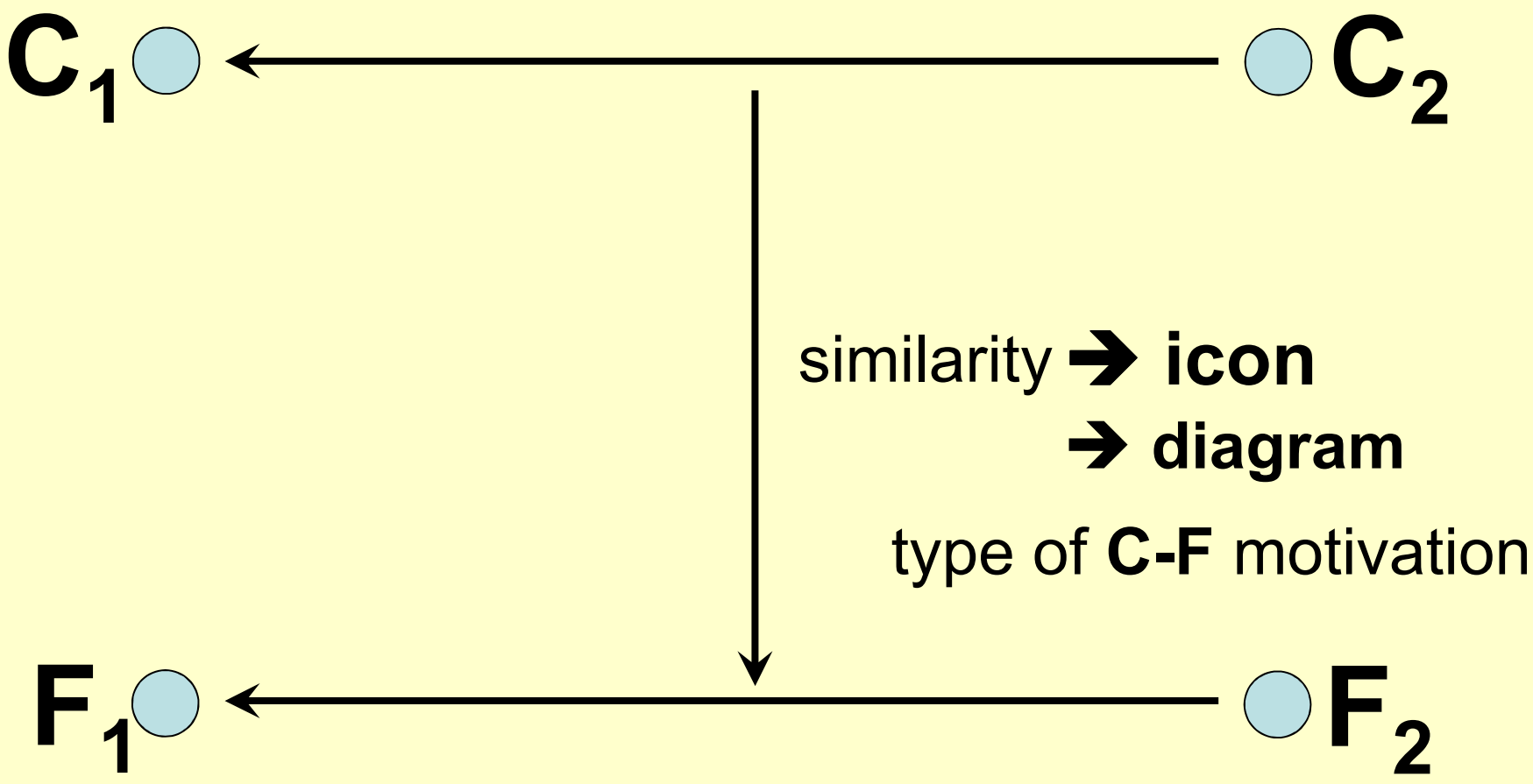


Fig. 68

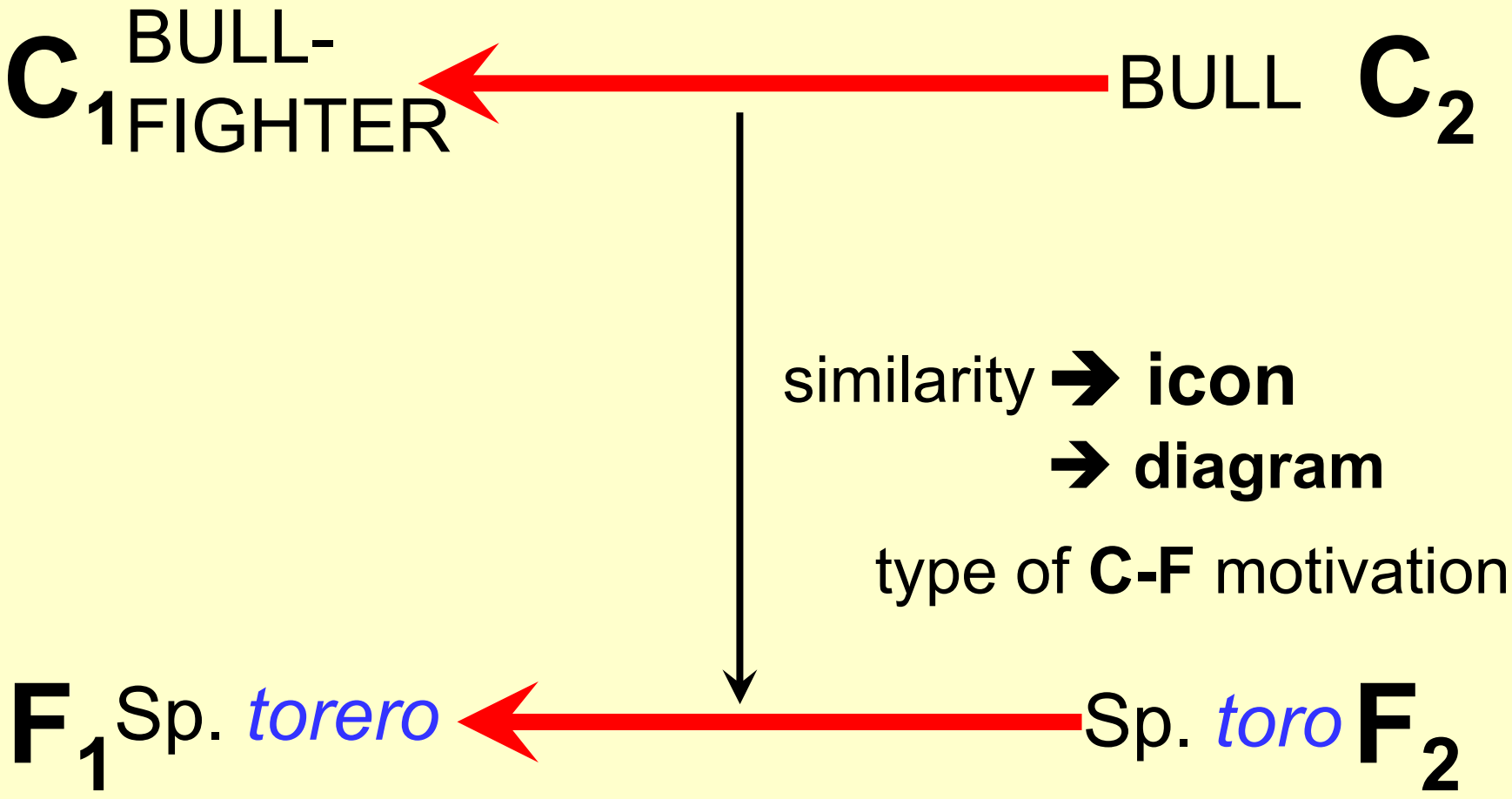

C1 BULL-FIGHTER
BULL C2
similarity → icon
→ diagram
type of C-F motivation
F1 Sp. torero
Sp. toro F2

Fig. 69

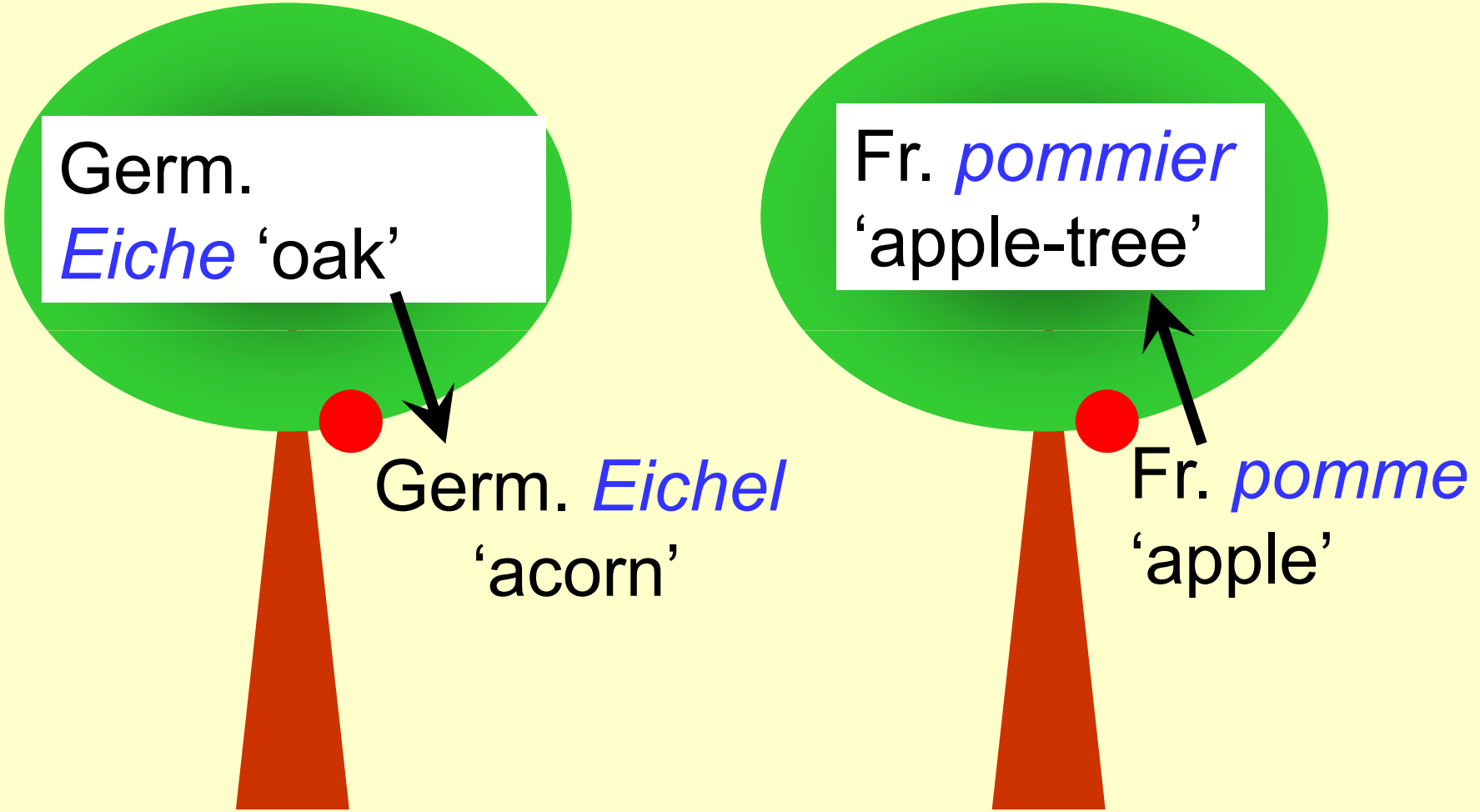

Germ.
Eiche 'oak'
Germ. *Eichel*
'acorn'
Fr. *pommier*
'apple-tree'
Fr. *pomme*
'apple'

Fig. 71

A cross-linguistic investigation

Concepts: BEECH/BEECHNUT and PEAR-TREE/PEAR

Sample of 27 languages

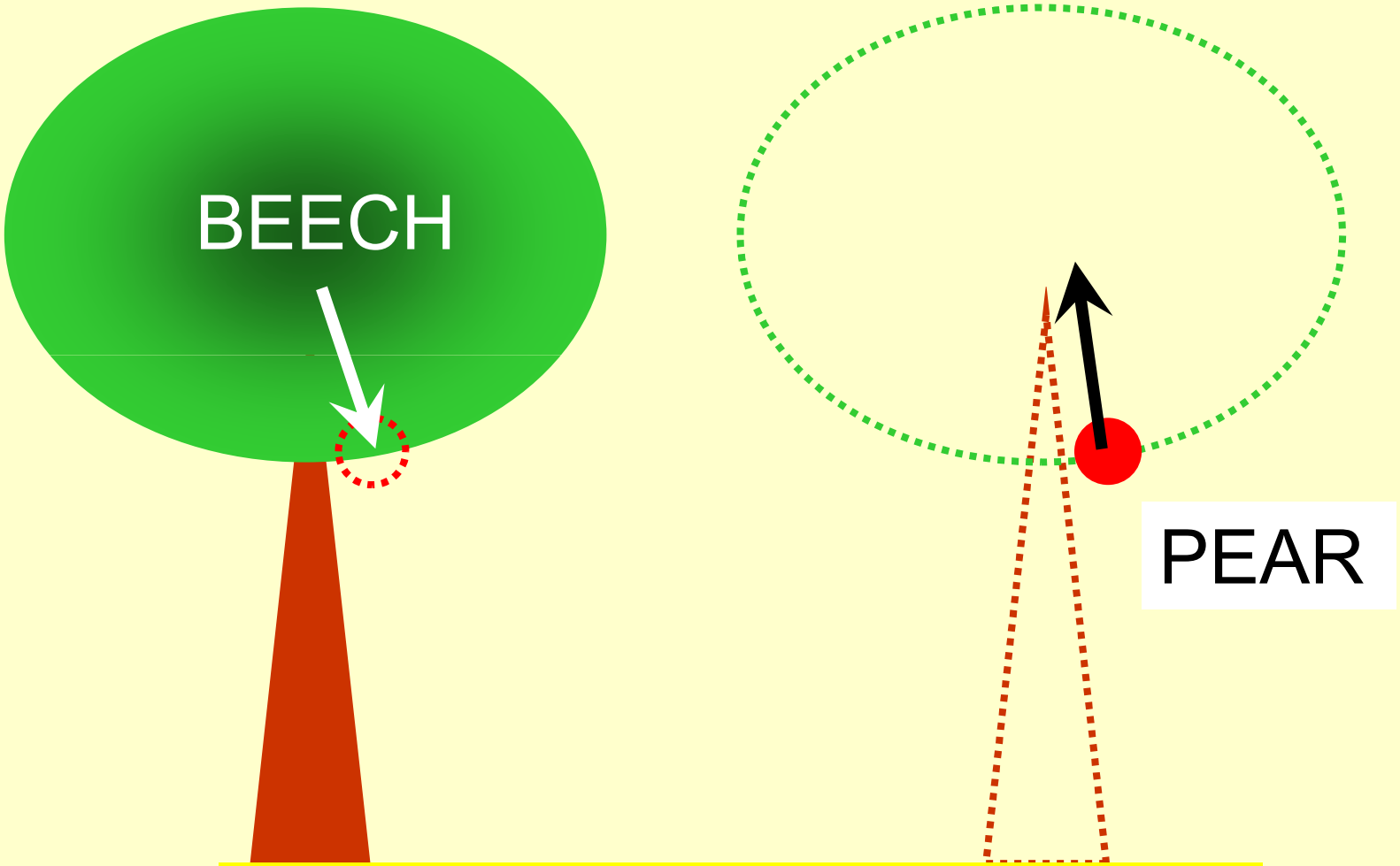
(Arabic, Basque, Breton, Catalan, Check, Chinese, Danish, Dutch, English, French, German, Ancient Greek, Modern Greek, Hungrarian, Italian, Japanese, Latin, Norvegian, Persian, Polish, Portugese, Rumania, Russian, Sardinia, Spanish, Swedish, Turkish)

(cf. Koch 1999)

9.2. Case study VII: TREE and FRUIT

	BEECH/ BEECHNUT	PEAR-TREE/ PEAR
identity (polysemy)	—	2
gender alternation	—	4
FRUIT ← TREE	20	1
TREE ← FRUIT	—	20
no link	7	—

9.2. Case study VII: TREE and FRUIT



iconicity: diagrammaticity

Fig. 72

9.2. Case study VII: TREE and FRUIT

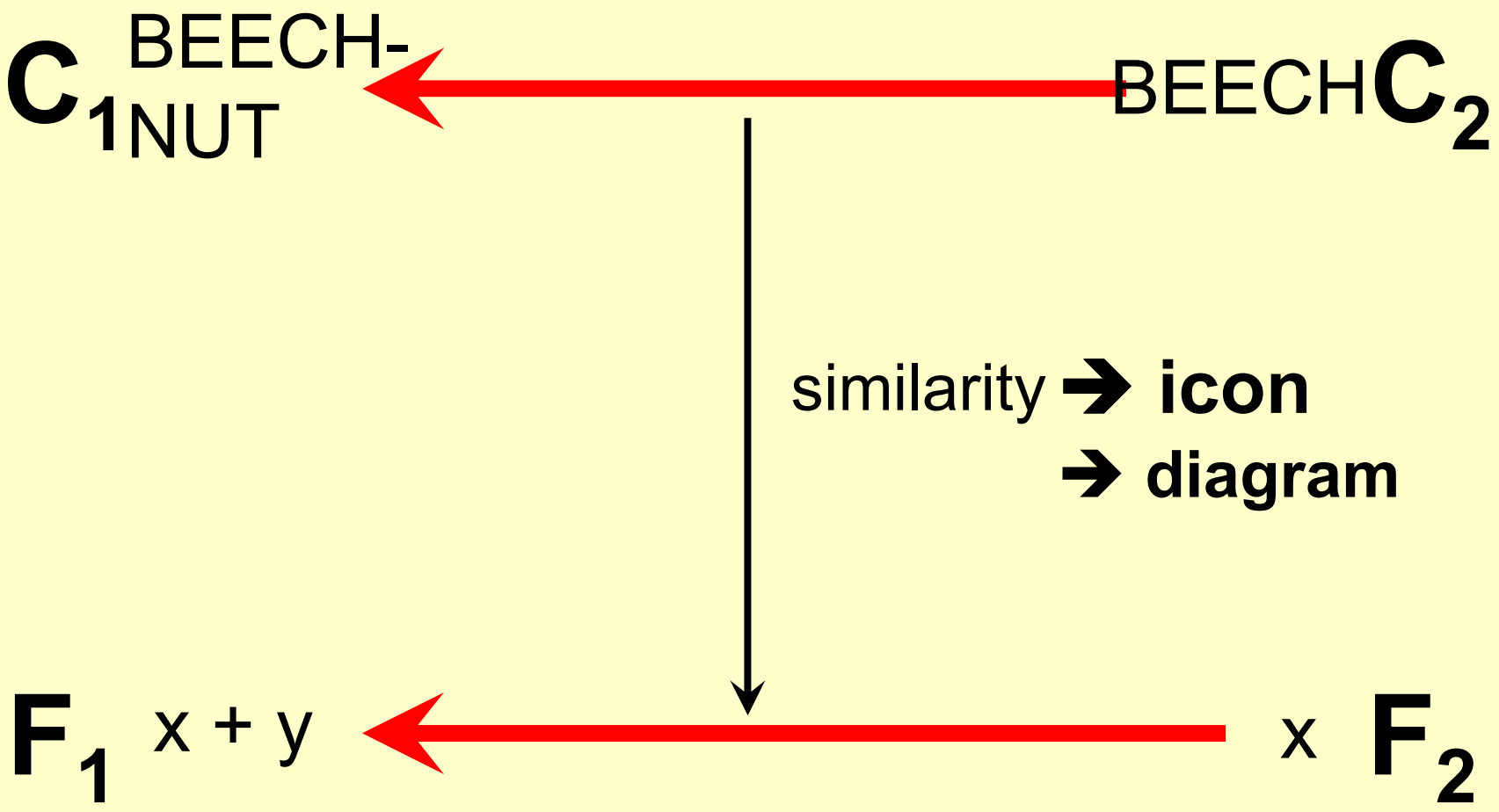


Fig. 73

9.2. Case study VII: TREE and FRUIT

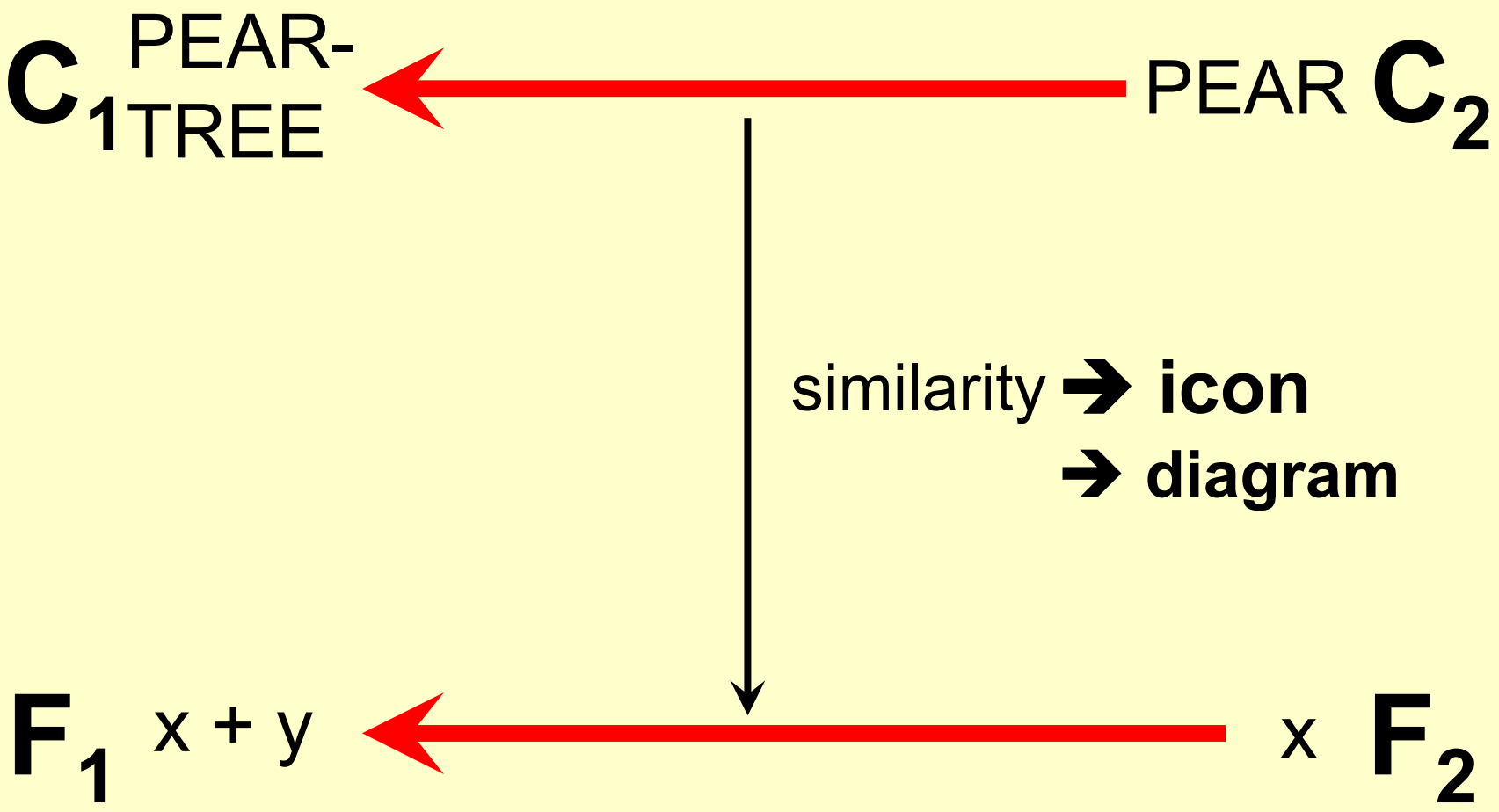


Fig. 74

Task ❷ for students

Polysemy

Task ❷ for students: polysemy

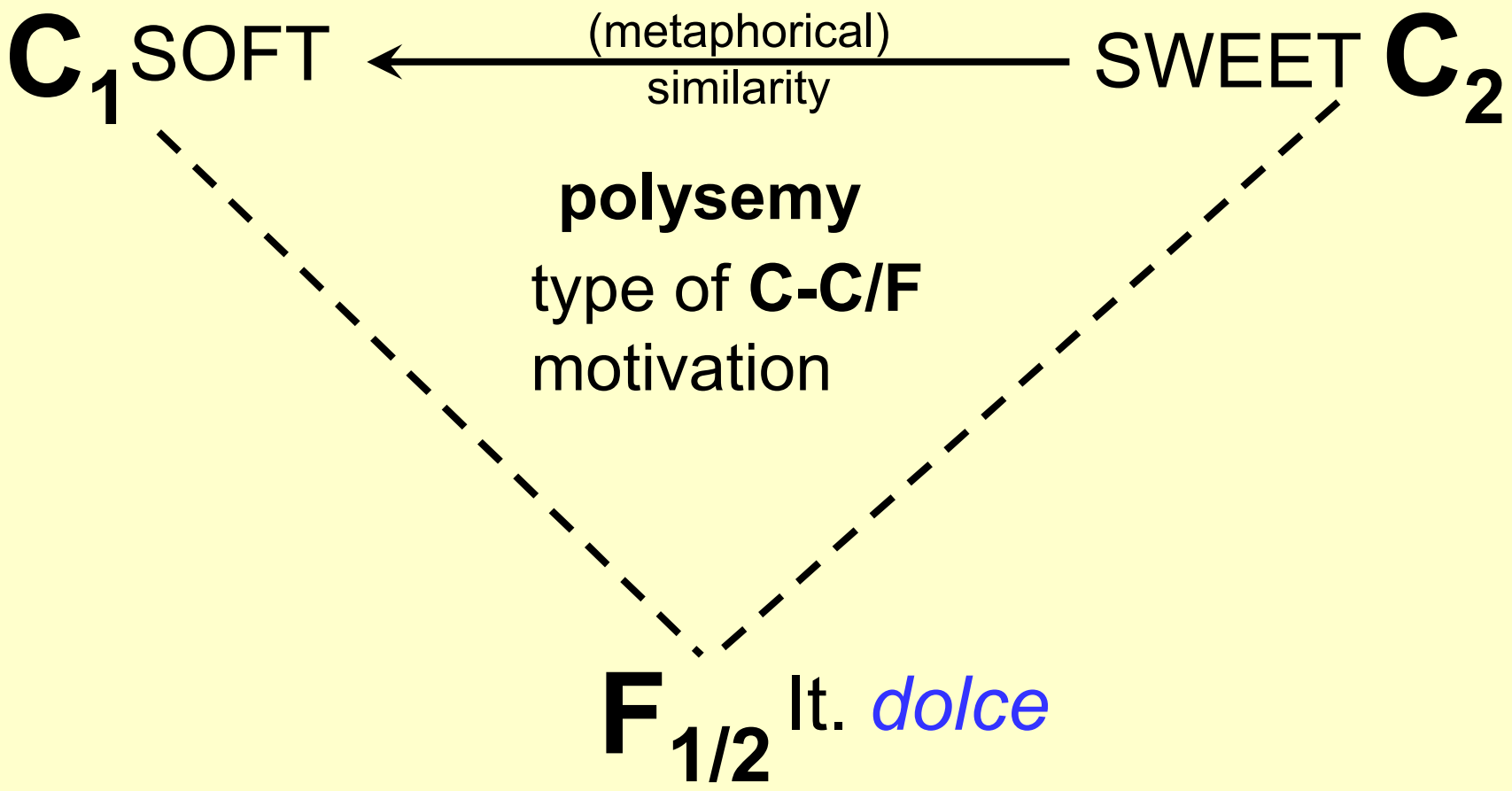


Fig. 43

Task ❷ for students: polysemy

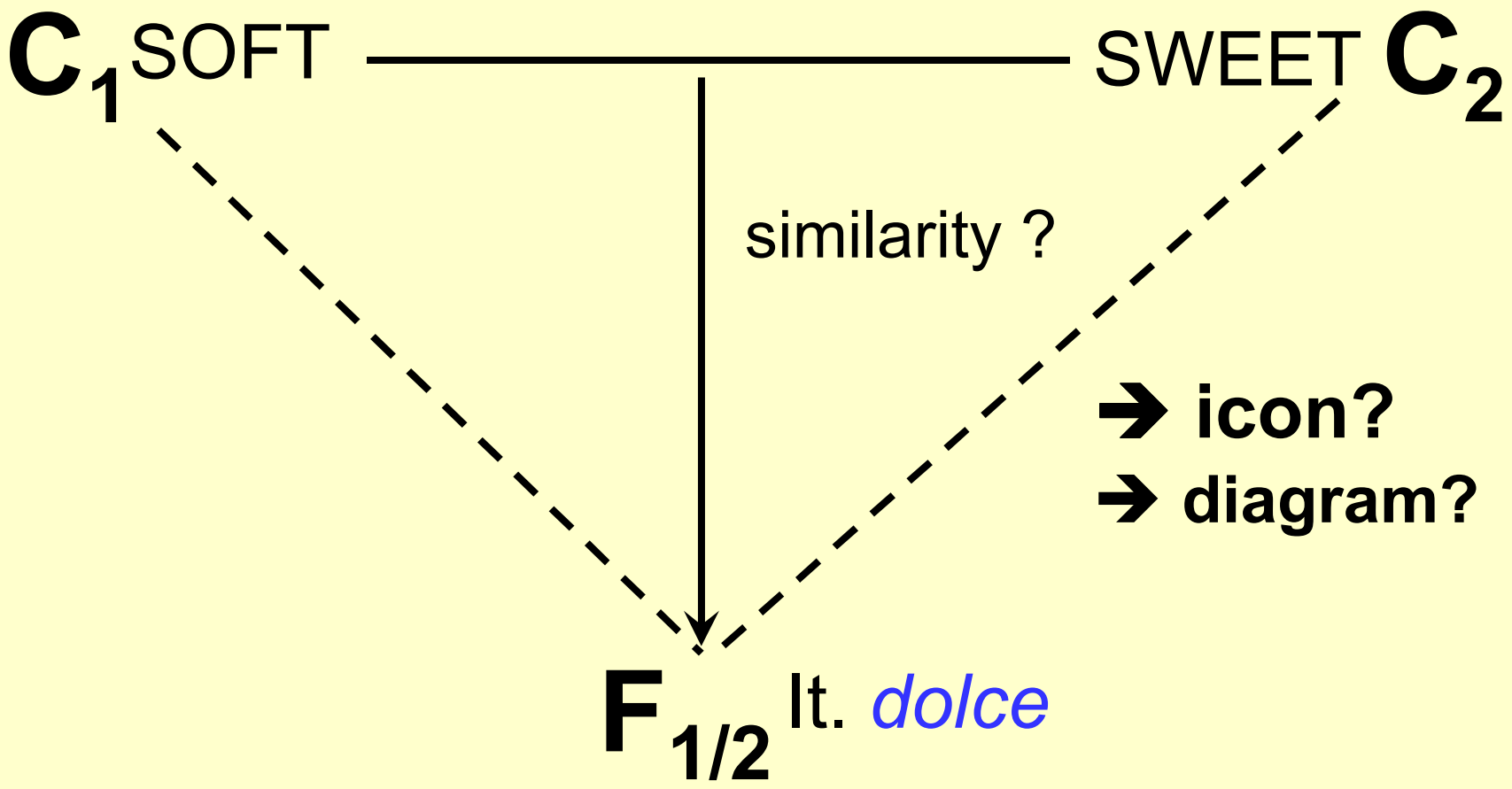


Fig. 75

Task ❷ for students: polysemy

Questions with respect to **polysemy**:

1. Does polysemy (identity of F) represent the relation between C_1 and C_2 by similarity?

2. Is polysemy iconic/diagrammatic?