

结果句式的构建与识解： 基于框架的词汇构式模型

Constructing and Construing Resultatives:
A Frame-Based Lexical-Constructional Model

高波 著 ■

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总 序

百年大计，教育为本；国家兴旺，人才为基。如何担负起培养国家栋梁之才的责任，是大学和高校教师必须认真思考和回答的问题。十九世纪下半叶，德国著名学者、教育改革家威廉·冯·洪堡（Wilhelm von Humboldt）提出现代大学的两个重要使命：教学和科研。虽然二十世纪以后大学又增添了社会服务功能，但教学与科研是大学服务社会的基础和手段。教学是大学满足人们求学深造的愿望以及社会对各种专业人才需求的最主要、最有效的方式。而要将既有知识和学术前沿不断地传授给学生，就需要教师紧跟学科发展趋势，不断更新教学内容，改进教学方法。教师也只有从事科学研究才能保证学术水平不断提高。如果没有一定的学术水平，没有坚实的理论基础和足够的科研积累，则难以胜任大学的教学工作。诚如雅斯贝尔斯所言：“最好的研究者才是最优良的教师。只有这样的研究者才能带领人们接触真正的求知过程，乃至于科学的精神。”（雅斯贝尔斯·《什么是教育》·北京：生活·读书·新知三联书店，1991：152）

正是秉承上述大学精神，我院历来重视学科专业建设，鼓励教师积极从事教学科研工作，努力取得高水平研究成果。《北理工外语学术文库》就是学院教师多年教学实践和科学研究积累结出的硕果，是适应高等教育发展形势，不断提高自身素质，提升教学质量与科研水平的集中体现。

《北理工外语学术文库》包含二十余部学术专著，涉及理论语言学、应用语言学、语言与文化以及文学等外国语言文学研究的主干领域，涵盖英语、德语、日语等不同语种，既有理论探索、又有实证研究，既有语言构造、文本、语篇的微观分析，又有思想、文化等宏观研究视角。文库作者多为学院青年教师，是学院教学科研的中坚力量和未来发展的希望所在。我们相信，《北理工外语学术文库》的出版，将提升学院教师的科研积极性，推动学院教学科研再上新台阶。

学术文库的出版得到北京理工大学学科建设经费的资助，得到学校领导和相关职能部门的大力支持，我们对此表示衷心感谢。同时，我们

也十分感谢文库编委会在出版谋划、选题和内容审校过程中所付出的辛勤劳动，感谢外语教学与研究出版社同仁的鼎力相助。在文库出版之际，我们真切地期望得到广大读者、同行和专家的关注和指正！

北京理工大学外国语学院
二零一四年十月二十八日

序

钱冠连

还是在 2010 年的盛夏，我们在北航举办的语言哲学讲习班听报告，高波在会休时给我一文，是她自己写的，涉及构式语法，让我看看。看着看着，渐渐被论文的新鲜视角与深刻思想所吸引。这个女博士不俗呀，她给我留下了深刻的印象。现在看来，那篇东西就是从眼前即将问世的这本书稿——《结果句式的构建与识解：基于框架的词汇构式模型》——中挖下来的一块肉。

此书最突出的贡献有二。

第一，将“框架”（frame）概念引入构式语法对结果句式的分析和表征，将构式语法与框架语义学结合起来，因而将 Goldberg 的语义约束的解释负担转至词汇构式层面。这很有意思。高波指出，Goldberg 过分强调了语法构式图式的构式的作用，而忽视了词汇的作用。虽然她将 CxG 方法用于分析论元结构式时也使用了框架的思想。按她的解释，诸如动词或一般词语的论元结构类型之定义总是与厚重的文化和世界知识的背景框架（或场景）相关的。换言之，论元结构式也求助于框架，而框架既标明了事件类型，也是人的经验的根基。于是，一个具体的论元结构式的意义不仅来自于一个具体的动词，也来自于此构式的意义。而构式的意义部分地来自于与之相关的框架—语义知识。尽管考虑到了这一点，Goldberg 的构式分析仍强调了论元结构式的作用，而这种构式可比作认知语法里提出的认知图式，而非框架。而且论元结构式比框架概念更图式化、更概括化，这便导致了在分析具体句子时，Goldberg 的语义限制显得过分强大了。不够充分的构式分析促使高波转向一种能够拓展构式语法和框架语义学的方法。然后，高波详细阐释将框架语义学（它是构式语法的双胞胎姊妹）引入构式分析的优越性和必要性。于是读者在这里便确实看到了这种“引入”的优越性与必要性。这便是所谓的高波转向。这个转向是有创造意义的。

此书贡献之二：为更好地解释结果句式的构建和识解，此书提出基于转喻的词汇构式模型，并具体分析了结果句式。基于框架的转喻推理，

对识解和构建“雷死”类特殊结果句式的整合意义解释，是充分的。请读者详查，余不再赘。

提供智慧的是书，感动我的还是人，是此书的作者。据我所知，高波博士毕业之后，仍然沉住气，抵抗着五花八门的诱惑，攻读语言学和哲学不辍，一家人过着和谐与简朴的生活，却孜孜矻矻地把一个女儿调教得很优秀。她常怀悲天悯人之心，力所能及地帮助别人，支持湖北恩施土家族自治州的一个贫困少年读书仅是一例。我在拙文《思在菩提树下》中曾说，“尽可能高的三个素养（人文、自然科学与哲学）+尽可能低的欲望+始终如一的与人为善=宁静的心。获得宁静之心，殊为不易。一旦获得，又反过来促进学者有更高的三个素养，促进事业的成就。我并不觉得，获得宁静的心与事业的成就，是不同的两件事。”高波的情形就是一个证明。我深以为，高波获得内心的宁静，是指日可待之事。在科研方面，我们有理由希望她走得更远。

2013年12月10日

于湖北恩施

Abbreviations, Symbols and Transcriptions

ADJ	Adjective
AP	Adjective phrase
AVM	Attribute-Value Matrix
BCxG	Berkeley Construction Grammar
CCxG	Cognitive Construction Grammar
CxG	Construction Grammar
COM	Complement
Dir	Directional
ECxG	Embodied Construction Grammar
FCxG	Fluid Construction Grammar
FE	Frame elements
FN	FrameNet
GPSG	Generalized Phrase Structure Grammar
HPSG	Head-Driven Phrase Structure Grammar
ICCG	International Conference on Construction Grammar
ICM	Idealized Cognitive Model
LCM	Lexical-Constructional Model
LFG	Lexical-Functional Grammar
LOC	Locative
MRS	Minimal Recursion Semantics
N	Noun
NP	Noun phrase
OBJ	Object

OBL	Oblique
P	Preposition
PP	Prepositional phrase
PRED	Predicate
RCxG	Radical Construction Grammar
SC	Small Clause
Syn	Syntax
SUBJ	Subject
V	Verb
VP	Verb phrase
XP	A prepositional or adjective phrase headed by X
*	An asterisk in front of a sentence is used to indicate an ungrammatical or non-existing sentence
?	A question mark in front of a sentence is used to indicate its doubtful grammaticality or acceptability
“ ”	Single quotation marks put around a word or a phrase to indicate a concept or the meaning of a linguistic expression
()	Optional
[]	Structure or quotation
-	Linking two syllables
Italics	Linguistic form or emphasis in quotations
SMALL CAPS	Concept
Bold print	Bold print is used for important linguistic terms as their first occurrences in each chapter. These key terms are repeated in the summary of each chapter if necessary.
Spell sound	<i>Pīnyīn</i> , the standard pronunciation system of Mandarin Chinese is used in examples. The tone markers are kept because they are relevant to the analysis conducted here in some cases.

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Chapter One

Introduction

... Language may reflect two fundamental ways of viewing actions, states, or events; either as focusing on the (ongoing) process involved in the action, state, or event, or, alternatively, from the point of view of the *result* (outcome, end point, consequence, completion, destination, or telic or teleological goal).

(Tobin 1993: 15)

1.1 On resultative constructions

Resultative¹ expressions are ubiquitous and important in our natural language. They reflect our basic experience of the external world, such as actions, states and events that we perceive and experience every day. Examples of resultatives are as follows, which describe change of state or change of location.

- (1.1) a. A ball *rolled* down a steep hill. (Collins Cobuild 2006)
b. For ten days in March the water-mills *froze* solid. (BNC)
- (1.2) a. She *walked* me to the war memorial with Betty. (Collins Cobuild 2006)
b. Together, they *paint* the hillside red, gold, and yellow, and bronze, buff, and apricot for six glorious weeks in midsummer. (ibid.)

¹ Throughout this work, the terms *resultative* and *resultative construction* will be used interchangeably.