



Old English verbs of teaching and learning within the framework of Role and Reference Grammar

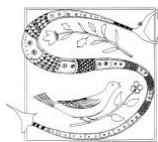
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This paper aims at analyzing the syntax and semantics of Old English verbs of teaching and learning from a synchronic point of view. The theoretical basis is provided by Role and Reference Grammar (Van Valin & LaPolla 1997; Van Valin 2005, 2014), more specifically, internal aspect, lexical representation, logical structures, and the syntax-semantics interface as put forward by this theory of grammar. The lexicological data for the selection of verbs have been gathered from the dictionaries of Bosworth-Toller, Clark Hall-Meritt, Sweet, and the *Dictionary of Old English* as well as the *Thesaurus of Old English*, the *Historical Thesaurus of the Oxford English Dictionary*, and the lexical database of Old English *Nerthus*. The inflectional forms of the resulting verbs of teaching (*ālǣran*, *ātrahtnian*, *(ge)intimbrian*, *(ge)lǣran*, *(ge)lǣcan*, *(ge)lȳn*, *ontimbran*, and *sēpan*), and verbs of learning (*(ge)cneordlǣcan*, *gefrāgian*, *(ge)frigan*, *(ge)frignan*, *(ge)leornian*, *ofācsian*, and *onfīndan*) have been searched in the *Dictionary of Old English Corpus* to compile a sub corpus for the analysis. The main conclusions drawn from this research are that Old English verbs of teaching correspond to Causative Accomplishments and Causative Achievements. Additionally, the states of affairs depicted by Old English verbs of learning correspond to Accomplishments, Achievements, and the causative versions of these *Aktionsarten*. Finally, the fact that both verbs of teaching and verbs of learning may represent Causative Accomplishments or Causative Achievements allows Role and Reference Grammar to analyse these two types of verbs in a similar way.

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