

STATIC vs. DYNAMIC Function in Ithkuil IV

The distinction in using STATIC vs. DYNAMIC function is both objective and subjective. Certain contextual situations require one or the other, while for other contextual situations, either STATIC or DYNAMIC Function can be used with each having a different meaning/interpretation.

STATIC FUNCTION: As a general rule, STATIC function indicates that the formative refers to a static unchanging entity (at least within the duration of the contextual situation being referred to). The following would be marked for STATIC function:

- Nouns (i.e., formatives having unframed V_C case-marking) denoting physically tangible objects/entities being referred to only as a means of identifying them (i.e., any motion or change or usage being undergone by the object/entity is irrelevant to the speaker's intent), e.g., *a ball, a tree, a rock, a person, a cloud*, etc.
- Nouns referring to collective, affective, intangible or abstract entities being referred to only as a means of identifying them (i.e., any change, motion or usage associated with the object/entity is irrelevant to the speaker's intent), e.g., *a crowd, a thought, an emotional state, a situation, a monarchical form of government, beauty as a concept, an aesthetic experience, an affective sensation*, etc.
- Nouns referring to tangible actions/movements/motions/changes that the speaker is only referencing as a gestalt-like bounded entity (having an implied duration or spatial boundary) where the fact that the entity involves change/motion/movement/action/growth is irrelevant, e.g., *(an instance/state of) laughter, (a pattern of) ocean waves, a conversation, (being out) fishing, (being out for) a walk, (an instance of) reading, (an instance/state of) hammering (going on), a meal [as an event, not a process]*, etc.
- Verbs (i.e., unframed formatives marked for V_K Illocution/Expectation/Validation or framed formatives) which naturally refer to a non-dynamic unchanging state (at least within the duration/scope of the speaker's intended context), including states of identification, denotation, description.

Examples:

- *She is a dancer; The sky is/appears orange; The sunset is beautiful; My name is Joe/I am called Joe; The box contains nails; You look terrible; I am reading; Money symbolizes evil; Unhappiness indicates failure; Disease is rampant in that city; Proper nutrition goes hand in hand with healthy children.*

DYNAMIC FUNCTION: As a general rule, DYNAMIC function indicates that the formative refers to an action/movement/motion/change or a state involving change/motion/movement/action in which the change/motion/movement/action is relevant to the speaker's intended meaning. For contexts in which a grammatical patient is involved (marked by INDUCIVE, AFFECTIVE, or ABSOLUTE case), the DYNAMIC Function implies a tangible effect/impact/change undergone by the patient as a result. The following would be marked for DYNAMIC Function:

- Nouns referring to states involving change/motion/movement/action in which the change/motion/movement/action is relevant to the speaker's intended meaning. Translations of such DYNAMIC-marked nouns into English will often involve a gerund form or a paraphrastic form emphasizing the verbal derivation (in English) of such a noun. Examples: *the (raging of the) storm; dancing; problem-solving; a meal [as a process]*, etc.
- Verbs involving change/motion/movement/action in which the change/motion/movement/action is relevant to the speaker's intended meaning, especially those involving an agent/enabler and a patient.

In many cases, a particular formative may take either STATIVE or DYNAMIC Function, resulting in subtly different meanings/translations. Examples:

STATIVE	DYNAMIC
<p>Byalá pa. <i>'He has/shows/is showing common sense.'</i></p>	<p>Byulá pa. (Byulá pu.*) <i>'He uses/exercises/is demonstrating common sense.'</i> [*if emphasizing the resulting beneficial change in state]</p>
<p>Vvralá mi urçpalë. <i>'Her passion is dance / She feels passionate about dance.'</i></p>	<p>Vvralá mi urçpulë. <i>'Her passion is dancing / She feels passionate about dancing.'</i></p>
<p>Tlasatřá ačkava. <i>Disease is rampant there.</i></p>	<p>Tlusatřá ačkava. <i>Disease runs rampant there.</i></p>
<p>Txasá ku. <i>They are having a meal.</i></p>	<p>Txusá ku. <i>They are eating a meal.</i></p>
<p>Altlál elale lo. <i>I make the child wear a jacket.</i></p>	<p>Altlúl elale lo. <i>I put a jacket on the child / I dress the child in a jacket.</i></p>
<p>Malá elalu esavađcă espanya. <i>The child is speaking (in) Spanish.</i></p>	<p>Mulá elalu esavađcă espanya. <i>The child is saying something in Spanish.*</i> [*This meaning can also be conveyed by using CTE Specification: mülá]</p>