pisisik: a word order study in *nêhiyawêwin*

The temporal particle *pisisik*, variously translated as "always, all the time, constantly, every time, routinely," is only sparsely attested in the Ahenakew-Wolfart Plains Cree Text Corpus, occurring 20 times in total. This paper will examine those examples in order to characterize the typical constituent order patterns found therein and provide a starting basis for further constituent order studies of temporal particles and other clause level constituents in *nêhiyawêwin*. The framework in which constituent (or word) order is discussed in this paper is that of Functional Discourse Grammar (FDG; cf. Hengeveld & Mackenzie 2008, Wolvengrey 2011, Hengeveld 2013).

Functional Discourse Grammar is a typologically-based theory of language structure which gives primacy to Pragmatic (the Interpersonal Level) and Semantic (the Representational Level) frames which are then distilled into Morphosyntactic (and Phonological) templates resulting in surface word order. The current paper will briefly introduce FDG hierarchical and configurational ordering principles following Hengeveld (2013) and an initial application to *nêhiyawêwin* (Wolvengrey 2011). With this as a base, the corpus examples (compiled from texts published as Ahenakew 2001, Bear et al. 1991, Kâ-Nîpitêhtêw 1998, Masuskapoe 2010, Minde 1997, Vandall and Douquette 1987, and Whitecalf 1993) will be examined, isolating three main clausal positions for the particle *pisisik*: clause-initial (P^I, as in example (1)), immediately preverbal (in or preceding P^M, as in (2)), and clause-final (P^F, as in (3)).

(1)	<i>pisisik nitôsîhâw</i> all.the-time I.make.it "I make bannock all the time."		<i>pahkwêsikar</i> bannock		k in Bear et al. 1991)	
(2)	, <i>nisikos mâna</i> my.mother.in.law generally "My mother-in-law used to babys		erally		<i>ê-kî-kanawêyimâwasôstamawit.</i> she.would.babysit.for.me e time." (Masuskapoe 2010)	
(3)	she.se	<i>kwâsow</i> ews.by.hand eshe sews by			pisisik. all.the.time	(Masuskapoe 2010)

Examples such as these will be examined and interpreted in light of FDG Morphosyntactic templates. Despite the hierarchical nature of many of the ordering principles underpinning an FDG analysis, the ordering templates provide for a much more accessible framework for application to language teaching and learning.

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