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厦门大学

硕士学位论文

基本层次范畴与学习型类义词典宏观结构的优化
——《朗文英语联想活用词典》（第二版）研究

Basic-level Categories and the Optimization of the Macrostructure of Onomasiological Learner's Dictionaries: a Case Study of the Second Edition of *Longman Language Activator*

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Abstract

Arranged from concepts to words and characterized by a detailed microstructure, the onomasiological learner's dictionary combines features of both the onomasiological dictionary and the learner's dictionary. It functions to fulfill the production needs of intermediate and advanced EFL learners. Previous studies of the onomasiological learner's dictionary or the onomasiological dictionary as a whole are mainly concerned with the lexical relations. Though consistent with learners' expression process i.e. from concepts to words, this type of dictionary generally arranges words on the basis of a classification system rather than the alphabetical order. As a result, learners usually feel perplexed to access, which greatly reduces the effectiveness of the dictionary. This thesis adopts the concept of basic-level categories from cognitive linguistics as the framework, attempting to discuss how to optimize the onomasiological learner's dictionary, in particular its macrostructure, with this concept.

A case study of the second edition of *Longman Language Activator* was conducted. After setting the criteria of basic-level terms—representation of basic-level categories in linguistic field, Key Words in the dictionary are divided into groups according to word classes and then judged whether they are basic-level terms or not. The result reveals that more than 80 percent of the Key Words meet the criteria, especially the adjectival and verbal Key Words.

The concept of basic-level categories exerts the most notable influence on the macrostructure of the onomasiological learner's dictionary, that is, the classification system, the selection and the arrangement of Key Words: the classification system starts from basic-level categories without completing superordinate categories which tend to be abstract and redundant for access; the criteria set for basic-level terms also work for the selection of Key Words; the alphabetical order can be applied to arranging Key Words for users' expectation. Moreover, the concept of basic-level

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categories is also consistent with the microstructure of the learner's dictionary. As for the practical significance, such a dictionary responds to the focus of users in current lexicographic research.

In conclusion, the onomasiological learner's dictionary influenced by the concept of basic-level categories is both in accordance with the cognitive mode of EFL learners and characterized by the strength of user-friendliness.

Key Words: the onomasiological learner's dictionary; basic-level categories; classification system; user-friendliness; *Longman Language Activator*

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摘 要

学习型类义词典由概念至词汇，微观结构信息丰富，兼具类义词典和学习型词典的特点，可满足中高阶英语学习者的产出需求。过去对学习型类义词典的研究，抑或对类义词典的研究，主要集中于词汇关系。就词典本身而言，虽然从概念到词汇的顺序符合英语学习者的表达过程，但在编排上往往设置了一套分层系统，而非按学习者熟悉的字母顺序编排。因此，学习者在实际使用过程中往往感到无从下手，这大大降低了学习型类义词典的使用效果。本文借助认知语言学中的基本层次范畴概念构建理论框架，探讨基本层次范畴将如何优化学习型类义词典，尤其是该类词典的宏观结构，使其进一步具备用户友好的特征。

本文针对《朗文英语联想活用词典》（第二版）进行了个案研究。通过确立基本层次范畴词——基本层次范畴在语言层面的表现——的标准，按词性分析词典的关键词是否可视为基本层次范畴词。分析结果显示，该词典百分之八十以上的关键词符合基本层次范畴词的标准，尤其是形容词和动词关键词。

基本层次范畴对学习型类义词典最显著的影响在于宏观结构，即分层系统、关键词选取及编排：分层系统直接始于基本层次范畴，无需添加完整的上义范畴——这些范畴通常既抽象又不利于查询；确立基本层次范畴词的标准可作为选取关键词的原则；关键词的编排可以同字母顺序相结合，更加满足用户心理预期。而且，基本层次范畴对词典微观结构的影响与学习型词典的特征具有一致性，在实际意义方面符合当下词典研究对用户主体的关注。

总之，基本层次范畴影响下的学习型类义词典既符合学习者的认知模式，又具备了用户友好的优势。

关键词：学习型类义词典　基本层次范畴 分层系统 用户友好 《朗文英语联想活用词典》

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List of Abbreviations

BLC: basic-level category

BLT: basic-level term

EFL: English as a Foreign Language

Longman Lexicon: Longman Lexicon of Contemporary English, 1981, Longman Group Ltd

LDOCE: Longman Dictionary of Contemporary English

LLA_1: Longman Language Activator (1^{st} edition), 1993, Longman Group UK Limited

LLA_2: Longman Language Activator (2^{nd} edition), 2000, Addison Wesley Longman

OD: onomasiological dictionary

OLD: onomasiological learner's dictionary

Roget's Thesaurus: Roget's Thesaurus of English Words and Phrases

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Chapter 1 Introduction

When a new word hampers progress during reading, one is prone to consult a dictionary since the spelling is known. For such a situation, a normal dictionary is able to satisfy the need. Nonetheless, given another situation where one expects the exact expression for a concept or thought, the above dictionary seems to lose its magic as there is no clue to trace from the tremendous information. In this case, an "abnormal" dictionary will be more helpful—the onomasiological dictionary (OD). For English as a Foreign Language (EFL) learners, a bilingual dictionary is also helpful in such conditions. However, the equivalent translation they find may be inappropriate or even incorrect due to what Zgusta called "anisomorphism"; and even though the translation is reliable, learners tend to look for more information which is usually unsatisfied by general dictionaries. Thus, an onomasiological learner's dictionary (OLD) is pertinent to the production needs of English learners.

1.1 Research Background

1.1.1 The Onomasiological Dictionary and the Semasiological Dictionary

In terms of the style of arranging words, there are two types of dictionaries: the semasiological dictionary and the onomasiological dictionary. In the semasiological dictionary, the lemmata are arranged alphabetically and within the entry all the information present functions to explain the lemma. The semasiological dictionary "presents and explains the meaning of a given word or phrase" (Hartmann & James, 1998: 124).

While semasiological dictionaries have a great advantage in providing users with a convenient accessing system, their shortcomings are also evident. Firstly, as Hartmann's definition presupposes that the user has already known which word or phrase he/she is looking up, the semasiological dictionary fails to display its advantage if the user does not have such knowledge. Secondly, as lemmata in this

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type of dictionary are generally arranged in the alphabetical order and the microstructure extends from the *definiendum* (the lexeme to be explained) to the *definiens* (the explaining elements), lemmata with semantic relations are not always placed near each other. Despite the fact that many dictionaries have been setting cross references to address this problem, they mainly serve as a signpost to other entries concerned without specific information due to space limit and avoidance in repetitive information. As a result, users have to turn to different pages for such information, which can be time-consuming or discourages users from further searching.

The second type of dictionary the OD, on the contrary, complements what the semasiological dictionary is deficient in by "present(ing) words or phrases as expressions of semantically linked CONCEPTS, which may be meanings, ideas, notions, word families and similar relationships" (Hartmann & James, 1998: 101). This type of dictionaries is also called *topical/thematic/conceptual/ideological* dictionary, but "*onomasiological* is the more scientific term and refers to the linguistic background compared to the rather general term *topical*" (Hüllen, 1999: 13). Selection of different terms is basically decided by preference. Another term that is frequently attached to the dictionary is *thesaurus*. Its broad sense as "lexical storehouse" for large dictionaries has been used for a long time and its modern sense has been rooted in people's mind ever since the publishing of Peter Mark Roget's *Thesaurus of English Words and Phrases* in 1852. While Hüllen holds that "there are no lexicographical differences between a topical dictionary and a thesaurus" (Hüllen, 1999: 13), Hartmann, in his *Dictionary of Lexicography*, puts thesaurus under the OD together with the synonym dictionary and the word-finding dictionary. Apparently, this clarification specifically applies to the modern sense. Considering the fact that thesaurus lexicography primarily deals with words and phrases in synonymous relations, the present writer agrees with Hartmann's view, hence adopting the OD to represent the topic.

The essential distinction between these two types of dictionaries lies in the direction of the dictionary: one is from concepts to words while the other is from words to explanations. The OD poses great challenge to users who are accustomed to

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