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厦门大学

硕士学位论文

构建在线学习型词典的互动模式：以定性 分析在线《牛津高阶英语词典（第八版）》 为例

Towards an Interactive Model of Online Learner's
Dictionaries with a Qualitative Analysis of the Online
OALD8 as an Example

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Abstract

Learner's dictionaries are designed for students learning a foreign language. Due to the blossoming of teaching English as a foreign language (EFL) in the second half of the twentieth century, English learner's dictionaries came into existence and had gradually been noticed in the lexicographic world. In recent years, the rise of online learner's dictionaries has led to questions about how to increase vocabulary retention and acquisition when compiling online dictionaries. Although there is an abundance of semantic, cultural and grammatical information integrated in online English learner's dictionaries, most EFL learners fail to make good use of it and some of them are even ignorant of its existence. As a result, EFL learners have difficulty recalling the vocabulary they have learned because they do not utilize online learner's dictionaries properly. Online English learner's dictionaries are powerful not only because they have unlimited space and size, but also because they open a range of opportunities for EFL learners to consult vocabulary. Given the fact that there are scarce studies examining the relationship between online learner's dictionaries and vocabulary acquisition and retention, developing methods for increasing vocabulary acquisition and retention through the consultation of online learner's dictionaries should be a focus of study. This thesis conducts a qualitative analysis of online OALD8 in order to assess how EFL learners might look up words more effectively and increase their retention through online dictionary consultation. Based on this study, an interactive model for online learner's dictionaries is proposed. Some practical suggestions, like strengthening semantic features and the hyperlink function, will be put forward to help EFL students and EFL teachers get the best out of online learner's dictionaries.

Key Words: online English learner's dictionaries; online OALD8; EFL learners; vocabulary acquisition; vocabulary retention

摘要

学习型词典的设计目的是帮助学生外语。二十世纪下半叶，由于英语教学的蓬勃发展，英语学习型词典应运而生，并逐渐为词典学界所重视。近几年，词典学界密切关注在线学习型词典的崛起，并着力于探讨如何利用在线词典提高词汇记忆和词汇习得。虽然在线英语学习型词典汇集了很多语义学、文化和语法方面的信息，但是大多数英语学习者未能充分运用这些知识，甚至不知道这些信息的存在。未能恰当使用在线词典导致英语学习者在记忆词汇时出现困难。在线英语学习型词典功能强大，因为它们不仅有无限的空间和容量，而且能为英语学习者的词汇查询提供广泛改进的可能。由于探讨二者关系的研究尚在少数，因此结合在线学习型词典，研究提升词汇习得和词汇记忆的方法可以成为研究重点。本文旨在对在线《牛津高阶英语词典（第八版）》进行定性分析，探讨英语学习者如何能在有效查阅词汇的同时提高他们的词汇量和词汇记忆。基于该量性分析，本文提出了一个在线英语词典的互动模式来解决研究中出现的问题，并提出实际建议，比如，强化语义学特征，改善超链接功能等，以期帮助英语学习者和英语教师更好地利用在线英语学习型词典。

关键词： 在线英语学习型词典 在线《牛津高阶英语学习型词典（第八版）》 英语学习者 词汇习得 词汇记忆

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