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厦门大学

硕士学位论文

Basic Cognitive Experiences and Definition Proper of the English Learner's Dictionary

基本认知经验与英语学习词典释义本体

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Synopsis

The application of currently-prevailing linguistic theories, especially the theories of cognitive linguistics, to dictionary compilation is a natural scene in linguistic fields and is in line with the principle of being "user-friendly" in the meantime. Cognitive characteristics can be found in current English learner's dictionaries (ELD).

Definition is the kernel of a dictionary. It can be asserted that the whole dictionary should spread around the definition system. This thesis reconstructs the structure of the ELD centered around the definition system.

"Basic level category" and "basic image schema", the two basic cognitive experiences, are both at a basic position in human cognitive system. This thesis endeavours to analyze the definition proper of English learner's dictionaries on the basis of the knowledge of "basic level category" and "basic image schema" in order to find out the problems in the practice of dictionary compilation caused by not taking cognitive experience into consideration and to make English learner's dictionaries more user-friendly.

This thesis falls into seven chapters:

Chapter 1 gives a brief introduction to the history of the ELD, mainly presenting the generations that the ELD has gone through. Then literature review is cited to prove the feasibility of combining ELD compilation with theories of cognitive linguistics.

Chapter 2 gives an introduction to the two basic cognitive experiences: "basic level category" and "basic image schema". In this section, the theoretic framework of cognitive linguistics and the relationship between the two basic cognitive experiences is illustrated.

Chapter 3 initiates a dictionary structure centered on definition system, that is 1) access of definition, 2) instruction, supplement and rearrangement of definition, 3) definition proper, and 4) environment of definition. Then definition proper is elucidated from a cognitive angle: defining vocabulary, sense division and arrangement and means of defining which includes paraphrase, true definition, functional definition and pictorial illustration.

Chapter 4 is a case study on the definition proper of $LDOCE_3$ from the perspective

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of basic cognitive experiences, which is employed as the reference point for a diachronic analysis of the definition proper of LDOCE series from the perspective of basic cognitive experiences in Chapter 5 and a synchronic analysis of the definition proper of $OALD_6$, $LDOCE_4$, COBUILD (2006) and MACMILLAN from the perspective of basic cognitive experiences in Chapter 6.

Chapter 7 reaches a conclusion on the analysis: 1) the advantages and disadvantages of ELDs from the perspective of basic cognitive experiences, 2) limitations of this study, and 3) suggestions for further study.

Key words: basic level category; basic image schema; definition proper

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摘 要

把认知理论，特别是认知语言学理论，应用于词典编纂，是语言学界自然存在的一种现象，也符合“服务使用者”原则。几大英语学习词典都表现出了一定的认知特点。

释义是词典的核心，可以说整部词典是围绕释义而展开的，本文试着以释义为基点来重构英语学习词典的结构。

“基本等级范畴”与“意象图式”这两种基本认知经验在整个人类认知体系中处于基础地位。本文在介绍“基本等级范畴”与“基本意象图式”理论的基础上，通过分析英语学习词典的释义本体来发现词典编纂实践中由于没有考虑到基本认知经验而产生的问题，以期能更好地服务使用者。

本文共分为七章：

第一章首先简要介绍了英语学习词典史，主要陈述了英语学习词典所经过的发展阶段。然后通过文献综述来证明把英语学习词典编纂实践与认知语言学理论结合起来的可行性。

第二章简要介绍了两种基本认知经验：“基本等级范畴”与“基本意象图式”，也介绍了认知语言学以及两种基本认知经验之间的关系。

第三章介绍了以释义为基点而重构的英语学习词典结构，分为释义接入、释义说明、补充与整理、释义本体与释义环境；其中释义本体是词典的主要部分，包括释义词汇、义项划分与排列以及定义方式。

第四章是基于基本认知经验的《朗文当代英语辞典》（第三版）释义本体分析。

第五章是以第四章分析为参照点的基于基本认知经验的《朗文当代英语辞典》系列释义本体的历时比较。

第六章是基于基本认知经验的四大英语学习词典释义本体的共时比较。

第七章是结论：虽然现代英语学习词典逐渐开始注重基本认知经验在词典编纂实践中的应用，使其更好地服务了使用者，然而仍存在由于未考虑到基本认知经验而产生的问题。

关键词：基本等级范畴；基本意象图式；释义本体

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