

学校编码: 10384
学号: 12020131152739

分类号____密级____
UDC____

厦 门 大 学

硕 士 学 位 论 文

注意理论视角下英语高阶学习词典的用法说明初探
——一项基于五大学习词典的实证研究

Approaching Usage Notes in English Advanced Learner's Dictionaries from the Perspective
of Noticing Theory: The Case Study of the British 'Big Five'

黄晓微

指导教师姓名: 吴建平 教授

专业名称: 英语语言文学

论文提交日期: 2016年4月

论文答辩时间: 2016年5月

学位授予日期: 2016年6月

答辩委员会主席: _____

评 阅 人: _____

2016年

注意理论视角下英语高阶学习词典的用法说明初探——一项基于五大学习词典的实证研究

指导教师: 吴建平 教授

厦门大学

厦门大学学位论文原创性声明

本人呈交的学位论文是本人在导师指导下，独立完成的研究成果。本人在论文写作中参考其他个人或集体已经发表的研究成果，均在文中以适当方式明确标明，并符合法律规范和《厦门大学研究生学术活动规范（试行）》。

另外，该学位论文为（）课题（组）的研究成果，获得（）课题（组）经费或实验室的资助，在（）实验室完成。（请在以上括号内填写课题或课题组负责人或实验室名称，未有此项声明内容的，可以不作特别声明。）

声明人（签名）：

年 月 日

厦门大学学位论文著作权使用声明

本人同意厦门大学根据《中华人民共和国学位条例暂行实施办法》等规定保留和使用此学位论文，并向主管部门或其指定机构送交学位论文（包括纸质版和电子版），允许学位论文进入厦门大学图书馆及其数据库被查阅、借阅。本人同意厦门大学将学位论文加入全国博士、硕士学位论文共建单位数据库进行检索，将学位论文的标题和摘要汇编出版，采用影印、缩印或者其它方式合理复制学位论文。

本学位论文属于：

1. 经厦门大学保密委员会审查核定的保密学位论文，于 年 月 日解密，解密后适用上述授权。
2. 不保密，适用上述授权。

（请在以上相应括号内打“√”或填上相应内容。保密学位论文应是已经厦门大学保密委员会审定过的学位论文，未经厦门大学保密委员会审定的学位论文均为公开学位论文。此声明栏不填写的，默认为公开学位论文，均适用上述授权。）

声明人（签名）：

年 月 日

Abstract

The acquisition of word usage constitutes an essential part in the language proficiency of the second language learners. The learner's dictionary, which is specially designed for the students learning a foreign language, should provide sufficient and helpful usage information to meet the needs of users. As an important device to complement word meaning, presentation of usage information is also a crucial factor for dictionary quality. Most studies of usage information in the learner's dictionary center on usage labels and the specialized study of usage notes is very few. Also, the noticing theory is mostly used for the study in second language acquisition, but the combination of the noticing theory and lexicography into the study of the learner's dictionary is rare, which leaves a niche for this study.

In order to explore the presentation of usage notes in the English Advanced Learner's Dictionary (EALD), this paper targets at the five representative EALDs, namely the Big Five, in their latest versions, which include Longman Dictionary of Contemporary English (LDOCE), Oxford Advanced Learner's Dictionary (OALD), Cambridge Advanced Learner's Dictionary (CALD), Collins COBUILD Advanced Learner's Dictionary (COBUILD), and Macmillan English Dictionary for Advanced Learners (MED). Based on some principles in the noticing theory, the different treatments of usage notes in the Big Five are compared through the examination of both their macro- and micro-structures.

The comparative study reveals some advantages and insufficiencies in the Big Five's presentation of usage notes. They share some common features and each has some innovations that make them unique. In light of the shortcomings, this thesis puts forward some suggestions for improvement: 1) In the macrostructure: explicit instruction and enumeration for entries that contain usage notes covered in the dictionary should be made available to assist retrieval; 2) In the microstructure: explicit, informative and stratified usage information should be presented to facilitate

noticing and avoid redundancy; 3) Based on the interlanguage theory, sinilization of the EALD is explored to better cater to Chinese learners. Some patterns of negative transfer that need to be illustrated in usage notes are advanced and tentative samples of corresponding usage notes are provided to help English as a Foreign Language (EFL) learners get the best out of the learner's dictionaries.

Key words: English Advanced Learner's Dictionary; usage note; noticing theory; interlanguage; negative transfer

廈門大學博士

摘要

词汇用法信息的掌握是二语学习者语言能力的一个重要组成部分。学习词典作为专门为学习者设计的词典，应该提供充分和有益的用法信息以满足学习者的需求。用法信息的设置能有效地补充词义信息，因而也是决定词典质量的关键因素。大部分关于学习词典中用法信息的研究都专注于用法标签，专门针对用法说明的研究寥寥无几。此外，注意理论主要用于二语习得的研究，将该理论和词典编纂相结合是一个新的尝试，因此本文将填补这一空白。

为了探讨英语高阶学习词典中用法说明的设置，本文选取了五本具有代表性的英语高阶学习词典即“五大学习词典”的最新版本作为研究对象，包括朗文当代英语词典（LDOCE）、牛津高级英语学习词典（OALD）、剑桥高级英语学习词典（CALD）、柯林斯高级英语学习词典（COBUILD）和麦克米兰高级英语学习词典（MED）。基于注意理论的一些原理，本文将从五大学习词典的宏观和微观结构对比分析其对用法信息的不同处理。

对比研究揭示了五大学习词典处理用法说明的优势和不足。五大词典在用法说明的设置上有一些相似之处，又各有特色和创新。鉴于不足之处，本文提出了一些改善的方案：**1）宏观结构：**词典中有设置用法说明的词条应给出明确的说明和列举以促进检索。**2）微观结构：**用法信息的设置应清晰、充分、有层次，从而促进使用者的注意，并且应避免信息冗余。**3）基于中介语理论，**本文探讨了英语学习词典的国别化以期更好地满足中国学习者的需要。文中列举了一些常见的负迁移模式以及相应的用法说明示例，建议词典编撰者提供相应的用法说明，使学习词典能最大化地满足二语学习者的需求。

关键词：英语高阶学习词典 用法说明 注意理论 中介语 负迁移

Table of Contents

Abstract	I
摘要	III
Table of Contents	IV
目 录	VII
Chapter 1 Introduction	1
1.1 Rationale for the Present Research	1
1.1.1 The Importance of Usage Notes in the English Learner’s Dictionary.....	1
1.1.2 Difficulties of Acquiring Usage on the Part of EFL Learners	2
1.1.3 The Lack of Detailed Investigations on the Treatment of Usage Notes in the EALD	2
1.2 Methodology of the Present Research	2
1.3 Terminology of the Present Research	3
1.3.1 Usage.....	3
1.3.2 Usage Information	4
1.3.3 Usage Labels and Usage Notes.....	4
1.3.4 Gloss	5
1.4 The Layout of the Thesis	5
Chapter 2 Literature Review	7
2.1 Usage Recording Tradition in Lexicography	7
2.1.1 Prescriptive Approach.....	7
2.1.2 Descriptive Approach.....	9
2.1.3 Combination of Descriptive Approach and Prescriptive Approach.....	10
2.2 Previous Research of Usage Information in English-speaking Countries	11
2.3 Previous Research of Usage Information in China	12
2.4 Previous Researches of Noticing Theory	13
2.5 Summary	15
Chapter 3 Theoretical Framework of the Study	16

3.1	Schmidt's Noticing Hypothesis	16
3.2	Factors Affecting Noticing.....	17
3.3	Application of Noticing Hypothesis to the Presentation of Usage Notes..	18
Chapter 4 A Comparative Study of Usages Notes in the Big Five..		20
4.1	A Brief Introduction to the British 'Big Five'	20
4.1.1	Oxford Advanced Learner's Dictionary (the 9th edition).....	20
4.1.2	Longman Dictionary of Contemporary English (the 6th edition).....	21
4.1.3	Macmillan English Dictionary for Advanced Learners (the 2nd edition)	21
4.1.4	Collins COBUILD Advanced Learner's Dictionary (the 8th edition)	22
4.1.5	Cambridge Advanced Learner's Dictionary (the 4th edition).....	22
4.2	A Brief Review of Dictionary Structure	23
4.3	Instructions about Usage Notes in the Macrostructure of the 'Big Five'	23
4.3.1	Instructions about Usage Notes in the Macrostructure of the OALD ₉	24
4.3.2	Instructions about Usage Notes in the Macrostructure of the LDOCE ₆ ..	24
4.3.3	Instructions about Usage Notes in the Macrostructure of the COBUILD ₈	25
4.3.4	Instructions about Usage Notes in the Macrostructure of the MED ₂	25
4.3.5	Instructions about Usage Notes in the Macrostructure of the CALD ₄	26
4.3.6	Summary	27
4.4	Presentation of Usage Notes in the Microstructure of the 'Big Five'	28
4.4.1	Lexical Information	28
4.4.2	Grammatical Information.....	33
4.4.3	Pragmatic Information	36
4.4.4	Cultural Information	40
4.4.5	Innovations of Usage Notes in the Big Five	43
4.6	Summary.....	48
Chapter 5 Suggestions for Improvement of Usage Note in the		
EALDs		49
5.1	In the Macrostructure	49
5.2	In the Microstructure	49
5.2.1	Present Usage Notes in an Explicit and Organized Way	49
5.2.2	Avoid Redundancy	50
5.3	Optimization of Usage Notes to Cater to Chinese Users	51
5.3.1	Interlanguage Theory	51
5.3.2	Fossilization	52
5.3.3	Language Transfer	52

5.4 Implications	53
5.4.1 The Negative Transfer of Collocation.....	54
5.4.2 The Negative Transfer of Grammar	54
5.4.3 The Negative Transfer of Pragmatics	55
5.4.4 The Negative Transfer of Culture	56
5.4.5 False Friend.....	56
Chapter 6 Conclusion	58
6.1 Research Findings	58
6.2 Limitations of the Present Study and Suggestions for Further Study.....	59
Appendix: Abbreviations Used in This Thesis	61
References	62
Acknowledgments	67

廈門大學博士

目 录

第一章 引言	1
1.1 研究根据	1
1.1.1 英语学习词典设置用法说明的重要性.....	1
1.1.2 英语学习者常掌握词汇用法的困难.....	2
1.1.3 英语高阶学习词典中用法说明研究的不足.....	2
1.2 研究方法	2
1.3 相关术语	3
1.3.1 用法.....	3
1.3.2 用法信息.....	4
1.3.3 用法标签和用法说明.....	4
1.3.4 注释.....	5
1.4 论文框架	5
第二章 文献综述	7
2.1 词典学对用法的传统处理方式	7
2.1.1 规定方式.....	7
2.1.2 描写方式.....	9
2.1.3 规定方式和描写方式的结合.....	10
2.2 国外学者对用法信息的研究	11
2.3 国内学者对用法信息的研究	12
2.4 注意假说的相关研究	13
2.5 小结	15
第三章 理论框架	16
3.1 Schmidt 的注意假说	16
3.2 影响注意的因素	17
3.3 注意假说对用法说明设置的应用	18
第四章 五大学习词典用法说明设置的对比研究.....	20
4.1 五大学习词典简介	20
4.1.1 牛津高阶学习词典（第九版）.....	20
4.1.2 朗文当代英语词典（第六版）.....	21

4.1.3	麦克米兰高阶学习词典（第二版）	21
4.1.4	科林斯高阶学习词典（第八版）	22
4.1.5	剑桥高阶学习词典（第四版）	22
4.2	词典结构简要回顾	23
4.3	五大学习词典宏观结构的用法说明提示	23
4.3.1	牛津高阶学习词典宏观结构的用法说明提示	24
4.3.2	朗文当代英语词典宏观结构的用法说明提示	24
4.3.3	科林斯高阶学习词典宏观结构的用法说明提示	25
4.3.4	麦克米兰高阶学习词典宏观结构的用法说明提示	25
4.3.5	剑桥高阶学习词典宏观结构的用法说明提示	26
4.3.6	小结	27
4.4	五大学习词典微观结构的用法说明设置	28
4.4.1	词汇信息	28
4.4.2	语法信息	33
4.4.3	语用信息	36
4.4.4	文化信息	40
4.4.5	五大学习词典用法说明的创新	43
4.6	小结	47
第五章	学习词典用法说明的改善建议	49
5.1	宏观结构	49
5.2	微观结构	49
5.2.1	用法说明设置应清晰有序	49
5.2.2	避免冗余	50
5.3	用法说明的国别化	51
5.3.1	中介语理论	51
5.3.2	语言石化现象	52
5.3.3	语言迁移	52
5.4	启示	53
5.4.1	搭配负迁移	54
5.4.2	语法负迁移	54
5.4.3	语用负迁移	55
5.4.4	文化负迁移	56
5.4.5	“假朋友”	56
第六章	结论	58
6.1	研究成果	58
6.2	研究局限及对未来研究的建议	59
附录	：本文所用缩略语	61

参考文献 62

致谢..... 67

厦门大学博士

Chapter 1 Introduction

1.1 Rationale for the Present Research

1.1.1 The Importance of Usage Notes in the English Learner's Dictionaries

In the age of globalization, good communication skills in English are the key to success both professionally and personally since English has spread to become the international language. For foreign learners who do not have enough exposure to natural English and sufficient classroom instruction, it is difficult for them to acquire language proficiency, and their ability of self-learning is important.

When it comes to learning a second language, dictionaries are an indispensable aid for second language learners. With English communication skills becoming a worldwide demand, English learner's dictionaries have developed to meet such demands for English learners all over the world. They are very popular with rich information on pronunciations, word meanings, collocations and syntactic behavior etc. A major trend in learner's dictionaries is the provision of more detailed and varied information, including usage information.

According to Wu Jianping (吴建平, 2007), there are five types of lexical meaning: conceptual meaning, connotative meaning (including affective meaning, figurative meaning and stylistic meaning), cultural meaning (including culture-specific meaning and culture-associative meaning), structural meaning (including grammatical meaning and collocative meaning), and pragmatic meaning. The definition given in the dictionary cannot exhaust all these meanings. Generally, only conceptual meaning is reflected in the definition, and the other meanings are offered in some other parts of the entry, in the form of usage labels or usage notes. It can be seen that usage notes take a large share in presenting word meaning and therefore represent a crucial factor for dictionary quality. For advanced learners of English, a good mastery of word usage is crucial for language proficiency, and learner's dictionaries should provide

explicit guidance and even warnings about usage to help them produce both correct and appropriate English.

1.1.2 Difficulties of Acquiring Usage on the Part of EFL Learners

Usage information, among other obstacles, is a hard nut to crack for most English learners and even for advanced learners. Chances are that they would produce correct but inappropriate language. The problems of language usage on the part of learners are varied. Common confusions about usage include differences among synonymous words such as “fit”, “match” and “suit”, formal and informal expressions of the same meaning such as “get well” and “recover”, grammar points that are often misused such as the use of modal verbs, pragmatic usage applied in different situations such as the different use of “thank you” and “extend heartfelt gratitude to someone”, underlying cultural information that cannot be inferred from the context such as some biblical allusions, to name just a few. The right usage of language in the right time is tricky for second language learners and should therefore be carefully dealt with in the learner’s dictionary.

1.1.3 The Lack of Detailed Investigations on the Treatment of Usage Notes in the EALD

In spite of the rapid advances in researches on usage information in English learner’s dictionaries, a close examination of relevant literature reveals that most of them focus on usage information in the form of usage labels. Detailed discussions on the treatment of usage notes in learner’s dictionaries are few and far between, which leaves a niche for the current study.

1.2 Methodology of the Present Research

“Monolingual dictionaries for advanced learners of English as a Foreign Language form a league of their own in pedagogical lexicography and English lexicography, and are among the most highly regarded and widely researched in the dictionary world” (Kernerman, 2007: 139). My research has concentrated on the EALDs, and of the

Degree papers are in the “[Xiamen University Electronic Theses and Dissertations Database](#)”.

Fulltexts are available in the following ways:

1. If your library is a CALIS member libraries, please log on <http://etd.calis.edu.cn/> and submit requests online, or consult the interlibrary loan department in your library.
2. For users of non-CALIS member libraries, please mail to etd@xmu.edu.cn for delivery details.

廈門大學博士