



中国石油大学（华东）“211工程”建设
重点资助系列学术专著

Semantics in linguistics

Language, thought and reality

Word meaning

Sentence relations and truth

Sentence semantics 1: situations

Sentence semantics 2: thematic roles

Context and inference:
a pragmatic study of meaning 1

Speech act theory:
a pragmatic study of meaning 2

Decomposition of meaning

Cognitive semantics

New Explorations of Semantics

语义学新探

戴瑞亮 编著



中国石油大学出版社
CHINA UNIVERSITY OF PETROLEUM PRESS



中国石油大学（华东）“211工程”建设
重点资助系列学术专著

New Explorations of Semantics

语义学新探

戴瑞亮 编著

图书在版编目(CIP)数据

语义学新探 / 戴瑞亮编著. — 东营: 中国石油大学出版社, 2016. 10

ISBN 978-7-5636-5364-5

I. ①语… II. ①戴… III. ①语义学—研究 IV. ①H030

中国版本图书馆 CIP 数据核字(2016)第 257731 号

书 名: 语义学新探
作 者: 戴瑞亮

责任编辑: 隋 芳(电话 0532—86983568)

封面设计: 王凌波

出 版 者: 中国石油大学出版社

(地址: 山东省青岛市黄岛区长江西路 66 号 邮编: 266580)

网 址: <http://www.uppbook.com.cn>

电子邮箱: shiyoujiaoyu@126.com

排 版 者: 青岛友一广告传媒有限公司

印 刷 者: 山东省东营市新华印刷厂

发 行 者: 中国石油大学出版社(电话 0532—86981531, 86983437)

开 本: 165 mm × 235 mm

印 张: 21

字 数: 374 千

版 印 次: 2016 年 12 月第 1 版 2016 年 12 月第 1 次印刷

书 号: ISBN 978-7-5636-5364-5

印 数: 1—1 000 册

定 价: 72.00 元

总 序

“211 工程”于 1995 年经国务院批准正式启动,是新中国成立以来由国家立项的高等教育领域规模最大、层次最高的工程,是国家面对世纪之交的国内国际形势而做出的高等教育发展的重大决策。“211 工程”抓住学科建设、师资队伍建设等决定高校水平提升的核心内容,通过重点突破,带动高校整体发展,探索了一条高水平大学建设的成功之路。经过 17 年的实施建设,“211 工程”取得了显著成效,带动了我国高等教育整体教育质量、科学研究、管理水平和办学效益的提高,初步奠定了我国建设若干所具有世界先进水平的一流大学的基础。

1997 年,中国石油大学跻身“211 工程”重点建设高校行列,学校建设高水平大学面临着重大历史机遇。在“九五”“十五”“十一五”三期“211 工程”的建设过程中,学校始终围绕提升学校水平这个核心,以面向石油石化工业重大需求为使命,以实现国家油气资源创新平台重点突破为目标,以提升重点学科水平,打造学术领军人物和学术带头人,培养国际化、创新型人才为根本,坚持有所为、有所不为,以优势带整体,以特色促水平,学校核心竞争力显著增强,办学水平和综合实力明显提高,为建设石油学科国际一流的高水平研究型大学打下良好的基础。经过“211 工程”建设,学校石油石化特色更加鲜明,学科优势更加突出,“优势学科创新平台”建设顺利,5 个国家重点学科、2 个国家重点(培育)学科处于国内领先、国际先进水平。根据 ESI 2012 年 3 月更新的数据,我校工程学和化学 2 个学科领域首次进入 ESI 世界排名,体现了学校石油石化主干学科实力和水平的明显提升。高水平师资队伍建设

取得实质性进展,培养汇聚了两院院士、长江学者特聘教授、国家杰出青年基金获得者、国家“千人计划”、“百千万人才工程”入选者等一批高层次人才队伍,为学校未来发展提供了人才保证。科技创新能力大幅提升,高层次项目、高水平成果不断涌现,年到位科研经费突破4亿元,初步建立起石油特色鲜明的科技创新体系,成为国家科技创新体系的重要组成部分。创新人才培养能力不断提高,开展“卓越工程师教育培养计划”和拔尖创新人才培育特区,积极探索国际化人才的培养,深化研究生培养机制改革,初步构建了与创新人才培养相适应的创新人才培养模式和研究生培养机制。公共服务支撑体系建设不断完善,建成了先进、高效、快捷的公共服务体系,学校办学的软硬件条件显著改善,有力保障了教学、科研以及管理水平的提升。

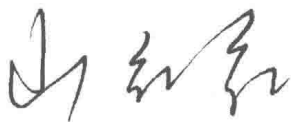
17年来的“211工程”建设轨迹成为学校发展的重要线索和标志。“211工程”建设所取得的经验成为学校办学的宝贵财富。一是必须要坚持有所为、有所不为,通过强化特色、突出优势,率先从某几个学科领域突破,努力实现石油学科国际一流的发展目标。二是必须坚持滚动发展、整体提高,通过以重点带动整体,进一步扩大优势,协同发展,不断提高整体竞争力。三是必须坚持健全机制、搭建平台,通过完善“联合、开放、共享、竞争、流动”的学科运行机制和以项目为平台的各项建设机制,加强统筹规划、集中资源力量、整合人才队伍,优化各项建设环节和工作制度,保证各项工作的高效有序开展。四是必须坚持凝聚人才、形成合力,通过推进“211工程”建设任务和学校各项事业发展,培养和凝聚大批优秀人才,锻炼形成一支甘于奉献、勇于创新的队伍,各学院、学科和各有关部门协调一致、团结合作,在全校形成强大合力,切实保证各项建设任务的顺利实施。这些经验是在学校“211工程”建设的长期实践中形成的,今后必须要更好地继承和发扬,进一步推动高水平研究型大学的建设和发展。

为更好地总结“211工程”建设的成功经验,充分展示“211工程”建设的丰富成果,学校自2008年开始设立专项资金,资助出版与“211工程”建设有关的系列学术专著,专款资助石大优秀学者以科研成果为基础的优秀学术专著的出版,分门别类地介绍和展示学科建设、科技创新和人才培养等方面的成果和经验。相信这套丛书能够从不同的侧面、从多个角度和方向,进一步传承先进的科学研究成果和学术思想,展示我校“211工程”建设的巨大成绩

和发展思路,从而对扩大我校在社会上的影响,提高学校学术声誉,推进我校今后的“211工程”建设有着重要而独特的贡献和作用。

最后,感谢广大学者为学校“211工程”建设付出的辛勤劳动和巨大努力,感谢专著作者孜孜不倦地整理总结各项研究成果,为学术事业、为学校 and 师生留下宝贵的创新成果和学术精神。

中国石油大学(华东)校长



2012年9月

前言

2002 年至今,笔者一直为中国石油大学(华东)文学院英语专业研究生讲授语义学课程。10 多年来,笔者阅读了许多国内外与语义研究相关的文献,记录整理了大量的一手资料,对语义学的众多理论、流派及最新的研究成果有了全面系统的把握。在此基础上,笔者利用近些年来在认知心理学和认知语义学领域中出现的新理论对一些重要的语义问题进行了新的思考和探索,在一些方面提出了新见解和新观点。为了把自己在语义学教学过程中所搜集整理的国内外最新语义理论以及在语义学研究所取得的成果呈现给读者,笔者撰写了这本《语义学新探》。

全书共分 10 章。

第 1 章介绍了语义学的定义、语义学与符号学及语义学与语用学之间的区别与联系。本章还介绍了一些语义学核心术语的内涵以及它们之间的关系并概述了几个重要的理论。

第 2 章介绍了语言、思维与现实之间的关系。内容涉及语言相对论、认知语言学对语言相对论的看法、思维语、客观论、心智建构论和经验现实主义。

第 3 章是关于词汇意义的研究,主要探讨了词的定义、词汇歧义、词义模糊以及词汇之间的各种语义关系,如同义关系、反义关系、上下义关系、多义关系、部分—整体关系等。

第 4 章介绍了句子之间的语义关系以及“真值”这一概念在句子意义描写中的运用。内容包括逻辑学与真值、真值的分类、蕴涵关系和预设关系。

第5章从情景类型、情态、证据性等方面论述了相关语义范畴在句子意义分析中的作用。

第6章从构成情景的实体出发探讨句子意义,前5节依次讨论了题元角色、题元角色的识别、题元角色与语法关系之间的关系、题元角色分析中存在的问题、识别题元角色的原因,第6节讨论了语态如何反映题元角色和语法关系之间的联系。

第7章从语用学的角度研究意义,研究围绕着语境和推断两个方面展开,着重讨论了几个与语义理解密切相关的概念——指示语、语境、信息结构、推断以及会话隐义。

第8章利用言语行为理论进一步研究了语言的语用意义。重点介绍了奥斯丁的言语行为理论及其中所涉及的施为句和叙事句的区分以及言语行为三分说、希尔的言语行为理论、间接言语行为和礼貌表达。

第9章介绍了语义成分理论,涉及语义成分分析法、凯茨的语义理论以及语义成分组合方式。本章最后对英汉移动动词语义成分组合方式进行了对比研究。

第10章论述了认知语义学的语言观、语义观以及认知语义学的一些重要研究成果,这些研究成果主要体现为以下一些理论:概念隐喻、概念转喻、意象图式、原型论、理想化认知模型、象似性、语法化、心理空间、概念整合理论。这些理论是当前语义学研究的最新成果。

本书的独特之处在于除了论述传统语义学的主要内容之外,还引入了语言哲学、体验哲学、认知心理学、认知语言学的最新理论,并用这些理论对以往语义学研究中的—些根本性问题重新进行了梳理和思考,做出了尝试性的阐释和论证,可供其他语义研究者参考。

在撰写本书的过程中,笔者参考了大量的国内外相关论文和论著,这些论文和论著都列在书后的参考文献内。引用较多的文献有:Brown and Yule (1983), Fauconnier (1985), Lakoff and Johnson (1980), Lakoff (1987), Lakoff and Johnson (1999), Radden and Kövecses (1999), Saeed (1997), Ungerer and Schmid (2001), Evans and Melaine (2006), 胡壮麟(2006), 戴炜栋和何兆熊(2002), 刘润清和文旭(2006), 李雪(2011)。在此,谨向有关作者表示衷心的感谢。

本书的读者对象包括高等院校英语教师、英语语言文学专业研究生和本科生,以及其他语义学研究爱好者。

本书作为中国石油大学(华东)“211 工程”建设重点资助系列学术专著之一,在撰写过程中得到了中国石油大学(华东)学科建设处以及文学院的大力支持,在此一并致谢。

由于笔者水平有限,书中难免存在纰漏和不妥之处,诚望读者批评指正。

戴瑞亮

2016 年 9 月

目 录

Chapter 1 Semantics in linguistics	1
1.1 Definition of semantics	1
1.2 Semantics and semiotics	1
1.3 Semantics and pragmatics	2
1.4 Some important assumptions	2
1.4.1 Reference and sense	3
1.4.2 Utterances, sentences and propositions	4
1.4.3 Sentence meaning and utterance meaning	6
1.4.4 Literal and non-literal meaning	7
1.4.5 Refer and denote	9
1.4.6 Referents and extensions	9
1.4.7 Conceptual meaning and associative meaning	9
1.5 Meanings of meaning	10
1.5.1 The referential theory: meaning as naming	10
1.5.2 Conceptualism: meaning as concept	11
1.5.3 Contextualism: meaning as context	13
1.5.4 Behaviorism: meaning as behavior	14
1.6 Summary	15

Chapter 2 Language, thought and reality 16

2.1 Language and thought	16
2.1.1 Language determines thought	16
2.1.2 Thought determines language	25
2.1.3 The language of thought hypothesis	26
2.2 Thought and reality	27
2.3 Language and reality	28
2.4 Summary	29

Chapter 3 Word meaning 31

3.1 What is a word?	31
3.2 Lexical ambiguity and vagueness	33
3.3 Sense relations	36
3.3.1 Synonymy	36
3.3.2 Antonymy	37
3.3.3 Hyponymy	39
3.3.4 Homonymy	40
3.3.5 Polysemy	41
3.3.6 Meronymy	42
3.3.7 Member—collection	43
3.3.8 Portion—mass	43
3.4 Summary	44

Chapter 4 Sentence relations and truth 45

4.1 Logic and truth	45
4.2 Necessary truth, a priori truth and analyticity	50
4.3 Entailment	53

4.4 Presupposition	56
4.4.1 Two approaches to presupposition	57
4.4.2 Presupposition failure	59
4.4.3 Presupposition triggers	60
4.4.4 Presuppositions and context	63
4.5 Summary	65
 Chapter 5 Sentence semantics 1: situations	66
 5.1 Situation types	66
5.2 Verbs and situation types	67
5.2.1 Stative verbs	68
5.2.2 Dynamic verbs	69
5.3 A system of situation types	72
5.4 Modality and evidentiality	73
5.4.1 Modality	73
5.4.2 Interpretations of some modal verbs	78
5.4.3 Evidentiality	81
5.5 Summary	82
 Chapter 6 Sentence semantics 2: thematic roles	83
6.1 Thematic roles	84
6.2 Identification of thematic roles	86
6.3 Grammatical relations and thematic roles	87
6.4 Problems with thematic roles	89
6.5 The motivation for identifying thematic roles	92
6.6 Voice	93
6.7 Summary	94

Chapter 7 Context and inference: a pragmatic study of meaning 1 96

7.1	Deixis	96
7.1.1	Place deixis	97
7.1.2	Person deixis	99
7.1.3	Time deixis	100
7.1.4	Discourse deixis	101
7.1.5	Social deixis	102
7.1.6	Grammaticalization of contextual information	102
7.1.7	Metaphorical relationship between space, time and discourse deixis	103
7.2	Reference and context	104
7.3	Knowledge as context	106
7.3.1	Situation as context	106
7.3.2	Discourse as context	107
7.3.3	Background knowledge as context	110
7.3.4	Giving background knowledge to computers	111
7.4	Information structure	113
7.5	Inference	117
7.6	Conversational implicature	125
7.6.1	Grice's Cooperative Principle	125
7.6.2	Post-Gricean developments	133
7.7	Summary	143

Chapter 8 Speech act theory: a pragmatic study of meaning 2 145

8.1 Austin's Speech Act Theory	148
8.1.1 The performative-constative dichotomy	148

8.1.2	Felicity conditions	150
8.1.3	Collapse of the dichotomy	152
8.1.4	A theory of illocutionary act	153
8.2	Searle's theory of speech acts	154
8.3	Indirect speech acts	158
8.4	Indirect speech acts and politeness	161
8.5	Summary	163

Chapter 9 Decomposition of meaning 164

9.1	Componential analysis	164
9.2	Katz's semantic theory	169
9.2.1	The Katzian dictionary	170
9.2.2	Projection rules	171
9.3	Components and conflation patterns	174
9.4	Conflation patterns of motion verbs in English and Chinese	177
9.4.1	Conflation patterns of manner verbs in English and Chinese	177
9.4.2	Conflation patterns of path verbs in English and Chinese	183
9.5	Predication analysis	188
9.6	Summary	189

Chapter 10 Cognitive semantics 190

10.1	Metaphor and metonymy	193
10.1.1	Metaphor	193
10.1.2	Metonymy	205
10.1.3	Metaphor-metonymy interaction	212
10.2	Image schema	214
10.2.1	Containment schema	216
10.2.2	Path schema	219
10.2.3	Force schema	220

Bibliography 311

Chapter 1

Semantics in linguistics

1.1 Definition of semantics

Semantics is the branch of linguistics which studies meaning in language. This definition is simple and straightforward. Semantics, however, is probably the most controversial branch of linguistics. This is not surprising if we look at it more closely. For one thing, there are several aspects of meaning in language. We can study the meanings of individual words, that is, lexical meaning. We can also study the meaning of sentences, that is, structural meaning. We may also want to examine the meaning resulting from uttering certain words and sentences in certain sequences. This will involve us with logic. In addition, it is reasonable to ask generally about the nature of meaning in relation both to our minds and to the outside world. This will involve us with philosophy. As a result of these differing aspects of meaning, there have been many approaches to semantics. They have involved not only logic and philosophy but also sociology, psychology and cognitive science. So those who are intended to do semantics should at least have a nodding acquaintance with these branches of study.

1.2 Semantics and semiotics

Semiotics investigates the types of relationship that hold between a sign (linguistic or non-linguistic) and the object it represents, or in Ferdinand de Saussure's terminology between a **signifier** and its **signified**. Semantics only studies the relationship that holds between a verbal or linguistic sign and the

object it represents. In other words, semantics only studies the meaning of linguistic signs. Thus we may say that semantics is a sub-discipline of semantics. C. S. Peirce divides the non-linguistic signs into three kinds: **icon**, **index**, and **symbol**. An icon is where there is a similarity between a sign and what it represents, as for example between a portrait and its real subject, or a diagram of an engine and the real engine. An index is where the sign is closely associated with its signified, often in a casual relationship; thus smoke is an index of fire. Finally, a symbol is where there is only a conventional link between the sign and its signified, as in the use of insignia to denote military ranks, or perhaps the way that mourning is symbolized by the wearing of black clothes in some cultures, and white clothes in others.

1.3 Semantics and pragmatics

Both semantics and pragmatics are linguistic studies of meaning, but each of them studies different aspects of meaning. Semantics studies the meaning that is context-free, while pragmatics studies the meaning that is context-dependent. This distinction is based on the assumption that what essentially distinguishes semantics and pragmatics is whether in the study of meaning the context of use is considered: if it is not considered, the study is confined to the area of traditional semantics; if it is considered, the study is being carried out in the area of pragmatics. But this is not a successful assumption for differentiating between the two. We know from our own experience of language use that semantics also has to make use of contextual clues and enrich the information provided by words and grammatical constructions. Hence both semantics and pragmatics make use of context to a smaller or greater degree: the two fields are not disjoint. That is why some topics specially studied in pragmatics are also discussed in this book (See chapter 7 and 8).

1.4 Some important assumptions

In this section, we will introduce some basic ideas that are assumed in many semantic theories. These basic ideas will be mentioned frequently in the following chapters. So it is quite necessary for readers to have a first acquaintance with them