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**Towards Prototypical
Exemplification in English
Dictionaries for Chinese EFL Learners**

**英语学习型词典
典型词例的选取**

徐 海 著



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序

徐海博士带来书稿的清样索序，让我分享他的一份喜悦。随同书稿，他还给我捎来一篇文章。起初我没看清楚是什么内容。他走后，我瞅了一眼：原来是一篇将书稿部分内容加以拓展和深化而形成的论文，已为《国际词典学杂志》(*International Journal of Lexicography*)所采用。在此之前，徐海博士已经在《国际词典学杂志》上发表过论文，也是从本书稿中抽出的其中一些精华的章节。换言之，徐博士在本书中所体现的研究成果是为国际词典学界的同行所认可的。现在他在国内推出了全书，是件可喜可贺的事，我想读者乃至词典学界的人士都会从中受益的。

近20年来，词典学的专著，一部接一部出版，从通论到专论，从宏观研究至微观研究，功夫愈做愈细，问题的探讨也越来越深入，而视野则越来越开阔。徐博士这本《英语学习型词典典型词例的选取》就是个好例子。他探索的是一个范围有限的问题，但却综合了现代词典学、语言学、语料库语言学等成果，进行了多角度、全方位的研究。在这个问题上，采取较全面、较大规模的定量分析的，他是第一人，一反过去某些人只满足于主观推论或经验铺陈的做法。他的研究结论牢牢地建立在他所获得的数据的基础之上。因此，本书在提高英语学习型词典词例选取的质量方面、具有理论上的启发意义和实践上的指导意义，应该是无可置疑的。

我国词典学的发展出现了一个可喜的现象，开始和世界的同行接轨：在国际学术团体任职者有之，在国际会议上作主题发言人的有之，在国外的著名出版社或权威刊物出书、发文者有之。也就是说，我国的学者已经能够和世界的词典学家站在一个平台上说话。徐海博士就是这样一名能与国际学界对话的年轻学者。他这本著作用英文出版，不消说，将获得交流之便。但有点可惜的是，本书主要在国内发行，不谙英文的读者，也就无缘了解本书的内容以及其中所应用的理论和方法。但愿徐博士不久将来还有机会推出同类的中文著作，惠及我国广大读者和辞书工作者。

黄建华

2008年6月22日

于广东外语外贸大学校园

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Abstract

The book is concerned with the following questions: (1) What factors affect exemplification in an English learners' dictionary? (2) How do these factors affect the selection and presentation of a prototypical example? and (3) What strategies should lexicographers adopt to ensure that a chosen example is prototypical?

In the framework of example as discourse, at least five factors were found to have impacts on dictionary exemplification, viz. the lexicographic intentions behind an example, the linguistic information in an example, the source text of an example, the dictionary text that an example fits in, and the acceptability of an example to a particular group of users. Hence, a prototypical example should satisfy the criteria of intentionality, informativity, cohesion and acceptability.

A prototypical example is always imbued with lexicographic intentions. Manifestation of clear lexicographic intentions in an example largely depends on whether lexicographers have perceived the situation in which a particular group of dictionary users are most likely to look up a given word, and whether lexicographers have realized that an example intended for the decoding task fulfills different functions from an example for the encoding purpose.

In terms of informativity of an illustrative example, lexicographers have to consider the application of corpus tools to the selection of examples and the implications of relevant linguistic theories for exemplification. Some efficient concordance programs, such as WordSmith, Word Sketch Engine and FrameNet, can be used to retrieve typical examples from a corpus. An informative example normally shows the semantic, combinatory and/or syntactic information of a given word. Frame semantics, which illuminates the prototypical frame and frame elements of a lexical unit, has some bearing on the

presentation of semantic information in an example. Relevant phraseological studies throw light on the collocational information in an example. And some rules of valence theory and of syntactic alternation theory impose some syntactic constraints on the choice of an example.

The issue of cohesion between an illustrative example and its source text is mainly the issue of deictics treatment. It was found that person deictics from corpus data are usually retained in an example. The place deictics *here* and *there*—the spoken discourse markers—seldom occur in an illustrative example. The tense (i.e. time deictics) of an illustrative example is often confined to the simple present and simple past tenses; the other types of tenses are infrequently used unless they are conditioned by verb semantics.

With regard to the cohesion between the illustrative example and the dictionary text, lexicographers should consider how other variables in the dictionary text, such as the word frequency, part-of-speech, word meaning, and markedness of vocabulary. Generally, a learners' dictionary exemplifies unmarked high-frequency words. But in order to meet some users' special reference needs, words marked for a particular style or attitude are sometimes exemplified. An unmarked word is normally illustrated with about two examples per sense, and a marked word, one example every two senses. As for the exemplification of parts-of-speech, the priority is often given to verbs, prepositions and adjectives.

The acceptability of a dictionary example to users can be interpreted with relevance theory. An optimal example is one from which target users gain the maximum linguistic information with the least "processing" effort. This requires lexicographers to investigate a particular group of users' explicit and implicit reference needs with the method of questionnaire survey and on the basis of the concordances of a learner corpus and a parallel corpus. Meanwhile, lexicographers should use some techniques, such as "skeleton example + sentence

example”, bold type, gloss, example of incorrect usage, and control of infrequent words, complex structure and cultural information in an example, to effectively present an example.

Finally, an operational model, which clarifies the process of selecting and presenting a prototypical example, is proposed.

Key words: exemplification, learners’ dictionary, prototypicality

摘要

本书主要探讨以下问题:① 哪些因素影响英语学习型词典词例的选取?② 这些因素如何影响典型词例的选取和呈现?③ 词典编纂者应当采取哪些策略确保选例的典型性?

在词例作为语篇的研究框架中,可确定至少有五个因素影响选例,即用例的意图、词例的语言信息量、词例的源语篇、词例所适配的词典语篇以及特定词典用户对词例的需求。因此,典型词例的选取须满足意图性、信息性、衔接性和可接受性等要求。

典型词例总是蕴含编纂意图。选例能否传达明确的意图,很大程度上取决于词典编纂者是否正确预测用户在何种情况下可能查询目标词,是否意识到解码意图的词例与编码目的的词例起着不同的作用。

就词例的信息性而言,词典编纂者须考虑语料库检索工具在词例选取中的运用以及相关的语言学理论对词例选取的启示。一些实用的检索工具,如 WordSmith, Word Sketch Engine 和 FrameNet 等,可直接用于提取信息量大的词例。而信息丰富的词例通常显示目标词的语义、搭配和(或)句法信息。框架语义学阐明了词汇单位的典型框架以及框架成分,对于如何选取语义信息凸现的典型词例起着指导作用。相关的短语搭配研究则有助于选取搭配信息充分的词例。配价理论和句法转换理论中的一些规则对于词例的选择起着句法制约作用。

词例与源语篇之间的衔接问题主要是指指示语的处理问题。据调查,人称指示语通常在词例中保留。具有口语语篇标记的方位指示语 *here* 和 *there* 很少出现在词例中。词例的时态(即时间指示语)通常限于一般现在时和一般过去时;其他类型的时态除非受动词语义的影响很少出现在词例中。

有关词例与词典语篇的衔接,编纂者须考虑词典语篇中的其他因素,包括词频、词性、词义以及词的标记性,对词例选取的影响。英语学习型词典一般例释无标记的高频词的用法。但为了满足一些用户的特殊查询需求,具有语体或感情色彩标记的词有时也配例。一个无标记的词通常每一义项配有两个以上的例子,而一个有标记的词通常每两个义项配

有一例。至于词性的配例，动词、介词和形容词应首先考虑。

词例的接受性问题可用关联理论解释。一个最佳的例子是特定词典用户花最小的努力获得最大的语言信息。这就要求词典编纂者利用问卷调查的方法以及基于学习者语料库和平行语料库检索，考查特定用户的显性和隐性的词例查询需求。同时，词典编纂者应适当采用一些方式，如短语例与句例相结合、黑体、括注、警示例以及对词例中的不常用词、复杂结构、文化信息的控制等，有效呈现词例。

本书最后提出了一个英语学习型词典典型词例的选取与呈现的模式。

关键词：选例；学习型词典；典型性

Abbreviations

"Big Five"	the Five English learners' dictionaries published in Britain, namely <i>OALD</i> , <i>LDOCE</i> , <i>COBUILD</i> , <i>CALD</i> and <i>MED</i>
BBI	<i>the BBI Combinatory Dictionary of English</i>
BNC	the British National Corpus
CALD	<i>Cambridge Advanced Learner's Dictionary</i>
CLEC	Chinese Learner English Corpus
COBUILD	<i>Collins COBUILD Advanced Learner's English Dictionary</i>
ECD	<i>the English-Chinese Dictionary (Unabridged)</i>
FLOB	the Freiburg-LOB Corpus of British English
LDOCE	<i>Longman Dictionary of Contemporary English</i>
MED	<i>Macmillan English Dictionary for Advanced Learners</i>
NECD	<i>A New English-Chinese Dictionary</i>
OALD	<i>Oxford Advanced Learner's Dictionary of Current English</i>
OCDSE	<i>Oxford Collocations Dictionary for Students of English</i>
ODCIE	<i>Oxford Dictionary of Current Idiomatic English</i>
OED	<i>Oxford English Dictionary</i>

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