

A Cognitive Approach  
to the Lexicographic Representation of Collocation  
in English-Chinese Learners' Dictionaries

# 英汉学习词典中搭配的 认知化呈现

武继红 著



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## 序

掌握一门语言，常常体现在熟练运用词语搭配的能力上。搭配的重要性，已成为语言教学者和研究者的共识。在这方面我已知道有不少的探讨和论述。但像武博士这样从多角度，尤其从认知角度对此问题作全面的理论阐发的，并不多见。因此，我是带着欣悦的心情来品味她的著作的。

我首先欣赏的是：作者搜集的文献丰富，对前人和同代人关于搭配的研究作出了相当全面的回顾和总结，不仅引述了外国学者属于奠基性的理论，而且还介绍了中国学者近年来所阐述的新见解。学术上一切创新都不可能是无本之木、无源之水，由作者所掌握的前人的成果可见本书的立论和推断有其扎实的根基。

其次我还欣赏的是：作者把相当多的精力用于考察中国学生搭配能力的培养状况，追溯其中失误的根由，并提出补救之法。这种立足于现实的有的放矢的研究，既符合当前的需要，也会有较长远的指导意义。英、汉两种思维方式和概念系统的不同会造成语词搭配的误用，人们根据武博士的研究成果，便不难着手设计防止这种误用的方案，从而大大提高学生二语习得的效果。

当然，作为词典学的研究者，我更为欣赏的是：作者构建了搭配信息在英汉学习词典中的呈现模式。这是理论落到实处的着力点。虽然这种模式仍有待未来实践的进一步检验，其中个别提法还有可商榷之处（例如，词源的交代有利于熟悉搭配抑或会加重学习者的记忆负担，就需要经过验证才能确认），但无论如何，这是本书创新的地方，实属可贵。这其中的宝藏是可供词典的编纂者去挖掘和享用的。

武继红博士英语本科出身，硕士、博士阶段都钻研英语词典学，而

且一直从事英语教学工作，可以说，在知识准备和经验积累两个方面都有深厚的基础。本书由武博士根据自己的科研论文整理、加工、润色而成，换言之，是她学术锋芒的初次表露。我谨借写此短序的机会，祝愿她未来的学术道路越走越宽广！

黄建华

2011年5月于广外校园

## 自序

本书是在我的博士学位文基础上修改而成的。作为一名具有多年教学经验的英语教师，我对于学生在学习过程中遇到的搭配问题具有一定的了解。同时，作为一名以词典编纂为研究方向的博士生，对学习词典的长期研究使我认识到搭配在英汉学习词典中的呈现尚不尽如人意。因此，我在博士研究初始就选定搭配作为研究对象，希望通过在认知层面对搭配的研究，找到英汉学习词典搭配呈现的新视角。

在应用语言学领域，研究搭配的文章汗牛充栋，而在认知语言学领域，研究隐喻的著作也浩如瀚海，但从二语习得的角度将二者结合起来，研究搭配中的认知因素，并将其成果运用于双语词典编纂领域的研究则寥寥无几，因而此研究具有一定的挑战性。我的研究课题从一开始就得到了导师章宜华教授的热情鼓励，这使我确定了今后努力的方向。在开题阶段，黄建华、源可乐、徐海三位教授从不同的角度为我提出了修改意见，使我获益匪浅。研究成稿后，吴建平、曾东京、陈丛梅、何家宁、莫爱屏五位教授认真审阅了我的文稿。他们在肯定我的研究的同时，提出了各种具有针对性的意见和建议，他们的指导使我的研究日臻完善。

我的导师章宜华教授对我的研究提供了各种指导和帮助，提升了我的学术素养。同时，他对我精神上的鼓励和生活上的关怀令我终生难忘。广东外语外贸大学前任校长、我国双语词典学奠基人之一黄建华教授在百忙之中，始终关心我和我的同学们的学术发展。在本书即将付梓之时，他又欣然作序，对后学的褒奖之情溢于言表。他的溢美之词其实是对我的鼓励，这将是我不懈努力的动力。南京大学词典研究中心的魏向清女士在我博士就读期间时常询问、了解我的研究进度，她对我的关心往往激起我对在南大求学时的美好回忆。我的同学王小鹰、李亮、薛荷仙、

陈潇、我在广东外语外贸大学的同事夏立新、马立东等人在我研究过程中对我的鼓励和帮助是我一生宝贵的财富。

本书得到了广东外语外贸大学学术著作出版资助，科学出版社外语分社前任分社长郝建华、编辑张培为本书的出版付出了大量的心血，在此一并表示感谢。

本研究尝试把隐喻引入搭配习得研究并将其成果应用于词典编纂实践。作为一种全新的理论尝试，本书的观点尚有待更加严密的论证，提出的英汉学习词典搭配的认知化呈现的一般原则和具体方法在词典编纂中也有待实践的检验。书中的缺点和疏漏之处有待各位专家、学者的批评指正。

最后，要感谢我的家人，尤其是我先生长期的支持和帮助。家人的关爱是我前行的动力，也是我所有付出的回报。

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First and foremost, I would like to thank my supervisor for my PhD degree, Professor Zhang Yihua. I am deeply indebted to his impartial advice and infinite patience shown with constant supervision, without which there will never be a way to finish my dissertation. As his student, I not only learn from him the way to elevate myself in term of academic achievement, but also visualize in him a man of self-discipline, virtue and uprightness.

I'm also grateful to Professor Zhang Boran, my supervisor when I was working for my MA degree in Nanjing University. It was Professor Zhang who first ushered me into lexicography and who, with detailed discussion and careful examination of every draft of my paper, laid a foundation stone for my academic research. His endurance to hardships, his dedications to his works and his patience to his students will ever be engraved in my memory.

Special thanks go to Professors Huang Jianhua, Yuan Kele and Xuhai, who offered me with valuable advice to frame my ideas when I first tried my hand on collocation and metaphor. Their affirmation and inspiration encouraged me to stick to my study.

I owe much to my teachers, colleagues and friends in Guangdong University of Foreign Studies. My attendance to lectures delivered by Professors Qian Guanlian, Wu Xudong, Wen Binli, Xuhai and Dong Yanping shed much light on my research. I also want to show my appreciation to my fellow PhD students Wang Xiaoying, Xue Hexian, Xia Lixin, Li Liang, Guo Qiping, Hu Wenfei and Chen Xiao. I will forever cherish the time we spent together.

I'd like to express my sincere indebtedness here to G. Philip and C. Walker, who kindly sent their research papers via internet at my

request. I will never forget their generosity and altruism.

My sincere thanks are due to Professor Wu Jianping, the chair of my defense committee and Professors Zeng Dongjin, Chen Congmei, Mo Aiping and He Jianing, the examiners of my dissertation. It was their comments and suggestions that helped to sharpen my view and polish my writing.

I wish to express my sincere gratitude to Miss Zhang Mian, my former postgraduate student, who kindly devoted her time to helping with some useful information, and Miss Wu Manhong, my undergraduate student in Business School in Gdufs, who proofread my articles.

Finally, I owe a debt of gratitude to my family, especially my husband, Mr. Sun Long. But for his care and consideration, it would be impossible for me to concentrate on my research. I owe him a lot for everything he has done for me. This monograph is dedicated to my family.



## Abstract

It is of great importance to obtain good collocation knowledge for fluent and appropriate language use—many words are used in a limited set of collocations and knowing these is part of what is involved in knowing the words. As an important tool for EFL learning, LDs start to attach more importance to collocation representation. However, to have a better lexicographic representation of collocations in LDs, the cognitive factors in collocations have to be stressed as they affect significantly EFL learners' collocation acquisition. At present few current LDs have provided a systematic representation of cognitive factors in collocations, which will have a negative impact on learners' collocation acquisition when they consult dictionaries. Therefore, any attempt to alleviate the problem will contribute to the theory-building and lexicographical practice.

Based on theories from applied linguistics, cognitive linguistics, psycholinguistics, lexicography and corpus linguistics, the present study highlights the significance of revealing cognitive factors in collocations and then explores new methods to present them in ECLDs. Apart from theoretical study, the present research is supported by the evidence from BNC, Bank of English and CLEC. Empirical study is also conducted to investigate target users' needs and their reference habits concerning collocations. It is carried out with the following steps.

First, by showing special collocation difficulties Chinese learners encounter in their EFL learning, the author claims that learners are inclined to direct their attention to the Chinese equivalents of English vocabulary, overemphasize the amount of words committed to their memory and neglect the typical collocations of the target language in

specific situations. Consequently, they bring words which are not semantically-related, producing collocations which natives will find inappropriate.

Secondly, on the basis of applied linguistics and psycholinguistics, the author provides necessity and credibility of the research with significance of and psychological support for collocation acquisition. Lexical approach stresses vocabulary learning rather than grammar learning in language education, making collocations focus of attention. What's more, studies on mental lexicon and lexical priming show that words are stored in chunks in our L1 mental lexicon, and naturalness is accompanied by the pervasiveness of collocations in language. Words are stored along with collocational and colligational properties, and collocations come into use when words join with other primed words to form sequences. Therefore, to learn a word means to be primed in the way as it is received in the real context and to reproduce the chunks stored in our mental lexicon.

Thirdly, the author establishes the theoretical framework based on the conceptual metaphor theory for the research. As metaphor is mapping between two concepts, which turns out to be a misfit in language, collocations, as habitual co-occurrence of words, manifest this misfit. The author holds the view that metaphors probably underlie the representation of a considerable part of our common concepts, and that language is an important source of evidence of what that system is like. Most collocations are not arbitrary—they either reflect natural world, or are motivated by the metaphors underlying the linguistic structure. EFL learners' lack of collocation competence is most likely due to their lack of conceptual fluency rather than that of grammar competence. It is of vital importance to disclose the similarity and difference in L1 and L2 metaphorical systems so as to explore the root of their collocation errors and eventually improve their collocation competence.

Finally, a comparative study between current MLDs and ECLDs

on the collocation representation and a use study on the target ECLDs provide validity for the research. With illustration on the impact of cognitive, linguistic and social aspects of metaphor on collocations, a model is proposed on cognitive representation of collocations in ECLDs based on four principles, including motivation-oriented principle, semantic-oriented principle, pragmatic-oriented principle and culture-oriented principle.

The present research, by introducing metaphor into collocation study and applying the innovation to lexicographic practice, will turn out to be a contributing factor to theoretical studies of pedagogical lexicography concerning collocation representation; meanwhile, its application in ECLD compiling has much pragmatic significance with general principles and specific approaches for collocation representation in lexicographic practice.

**Key words:** collocation, metaphor, cognition, English-Chinese learners' dictionary

## 摘 要

搭配知识对于熟练得体地使用一门语言至关重要:许多单词出现在一系列搭配中,因此掌握一个单词与掌握其搭配密不可分。作为外语学习的重要工具,学习词典越来越重视搭配的呈现。然而欲使学习词典更好地呈现搭配,必须突出搭配中的认知因素——认知因素对于搭配习得具有重要意义。目前尚没有学习词典在其结构中系统地表现搭配中的认知因素,这不利于学习者利用词典提高搭配能力。因此,任何从认知角度表现搭配的研究在词典学界既有理论意义又有实际应用价值。

基于应用语言学、认知语言学、心理语言学、词典学和语料库语言学的理论,本研究试图通过探究双语学习词典呈现搭配中的认知因素的意义,尝试建立双语学习词典表现搭配的新模式。除理论探讨外,本研究有来自 BNC、Bank of English 和 CLEC 等大型语料库的语料支持,实证研究部分涉及目标受众搭配习得时的词典使用需求和查阅习惯等词典使用研究。

本书包括以下各部分:

首先,作者指出了中国学生在学习搭配时面对的问题。中国学生倾向于把汉语对应词和英语词汇联系起来,过多依赖汉语对应词和关注词汇量的大小,忽视具体情境中的典型搭配,其结果往往是将目的语中语义没有关联的词汇连接在一起,生造出母语使用者难以接受的搭配。

其次,作者根据应用语言学和心理语言学的理论探讨了搭配学习的意义和心理依据,从而为本研究提供了必要性和可信性。词汇教学法为语言教学指出了新的思路:外语教学的核心在于词汇教学而不是语法教学,搭配是词汇教学的重点;心理词库和词汇启动的研究成果表明词汇以词块的方式贮存在心理词库中,语言使用的自然性在很大程度上来源于词语搭配的普遍存在,搭配的使用来源于词语或词语序列与其他词语或词语序列惯常连用在语言使用者心理上形成的联想。因此,词汇学习就是通过词汇启动,提取我们在真实语境中接受的、贮存在心理词库中的语块并加以运用。

作者同时还以概念隐喻理论为基础,构建了本研究的理论框架。隐喻在本质上是概念之间的映射,这种映射在本质上是误配(misfit),而搭配作为词与词之间习惯性的共现,是这种误配的语言表达形式。隐喻是我们大多数日常概念体系的基础,语言是我们概念体系的主要表现形式。因此,大多数搭配不是任意的:它们或是反映了客观现实,或是基于语言结构中的隐喻。中国学生搭配能力的缺失不在于语法能力的缺失而在于概念表述能力的缺失。因此,剖析英、汉两种语言的概念体系的异同对于揭示搭配失误的根本原因,进而提高学习者的搭配能力具有重要意义。

作者还通过对现有单语学习词典和英汉双语学习词典搭配表现形式的对比分析和对目标受众的使用调查为本研究的有效性提供了依据。最后,作者探讨了隐喻的特性,即认知性、语言性和社会性对搭配的影响,提出了搭配在英汉学习词典中认知化呈现的四个原则,即理据原则、语义原则、语用原则和文化原则,并以此构建了英汉学习词典词汇搭配信息认知化表现的模式。

本研究的创新之处在于把隐喻引入搭配习得研究并将其成果应用于词典编纂实践。书中涉及的理论研究是对学习词典的搭配呈现模式的一种全新的理论尝试;同时,作者提出的英汉学习词典搭配的认知化呈现的一般原则和具体方法对于词典编纂实践也具有一定的应用价值。

**关键词:** 搭配、隐喻、认知、英汉学习词典

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