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形－概念映射与双语词典编纂

赵翠莲 著



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张德禄 著



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序 言

赵翠莲之介入《大中华汉英词典》，有个由浅入深的过程。市场化以来，大家都在抱怨学界浮躁，流风所及，任何人都不可能不受薰拂。浮躁的表现之一，就是不愿介入耗时靡费，最后成果的效益又在未定之天的所谓“长线”项目；在我，是志大而才不副。

《大中华汉英词典》这事是我开的头，当时其实已经尝过《英汉大词典》编写的诸种甜酸苦辣，不应率尔为之。可是，一是因为自信可把美国人的一个原始的汉英词库无偿取来使用（后也果然取得），二是与当年尚在世的香港安子介先生的一席谈，他非常鼓励我们编出一本音、义、形兼顾的汉英词典——特别是“形”，绝对是汉英词典之首创，如将“美”字，拆成“羊 + 羹”，附以英语说明，与安本人几种《解开汉字之谜》的著书初衷不谋而合，以为对于洋人寻根溯源认识汉字乃至了解中国文化，尤有帮助。结果，尝试一段时间之后，因深感主观上力薄，客观上字源说法迥异，以及汉字左右上下拆字排印技术困难多多而终于放弃。

就这样，《大中华汉英词典》未经详尽的可行性论证和成本估

算,就算“上马”了,不出所料,很快便成为“湿手抓了干面粉”,或者叫做“嚼之无味,弃之可惜”,一段时间以来处在不死不活的 freewheeling 状态。

这时,赵翠莲和复旦两位女博士沈园、万江波进入了我的视线。赵当时与我合作,正从事博士后的工作,沈是语言学家中的后起之秀,万是《大中华》的“开济老臣”。我深知自己已经是疲弩下乘,于是就请出这“三驾马车”。其中,特别是赵,相对而言,当时旁骛较少,而对于词典编写和词汇学,知识和经验积累已相当充分,对语言学的研究新成果也很敏感;兼之赵为人沉稳,使我有“心安静,神策生;虑深远,计谋成”的联想,若在工作中再养成一点弘毅果断,可能成为我心目中的“新词典人”一类的良材。

本书是赵翠莲博士后“出站报告”的扩写,我觉得作者试图通过“形态¹—概念—形态²”的公式,来寻求词典编纂如何描记人脑认知的规律,有助于在词典学和语言学之间找到交叉的结点之一。要说老一辈的人能提一点可能无用的建议的话,那就是作者在找到 interface 之余,能不能也研究一下 interaction/interplay,即**形态**对于已经确立的**概念**有无修正或微调作用。(我以为是有的,谓予不信,可读萨特《词的暴力》。)至于《大中华汉英词典》,犹望“三驾马车”同心戮力,虽多蹶而不肯输心,早成全璧。

陆谷孙

2010年5月30日

前 言

双语词典编纂涉及多种学科。除传统词典编纂方法(如词典规模设计、对于潜在使用者及使用者需求的预测、词典编纂者队伍的形成、资料来源等等)之外,双语词典编纂应解决两种文化之间信息的有效传达。语言学及翻译理论、计算机技术的应用、语料库研究等可为双语词典学所关心的问题提供解释与解决方法,如词条收录、词目编排、语块或固定表达方式的处理、释义翻译或对应词等。

现代词典学越来越依赖于人类的认知研究。认知词典学强调字词、世界知识以及人脑(心理表征)之间的交互作用。这一观念的出发点是词典与语言学习之间的结合,以及词典作为语言学习的工具。

本书作者长期从事双语词典编纂实践及理论研究,试图从理论层面解释并解决双语词典编纂过程中所遇到的问题,以寻求双语词典设计的合理性。本书系作者在复旦大学博士后研究课题的基础上整理形成。

本研究课题的理论框架是从一种语言到另一种语言之间的形¹—概念—形²映射,即概念作为连接两种语言的具体表达方式(实例化)的桥梁。本框架对于使用者需求的预测有借鉴作用,并且适用于双语词典学中的多义词、对应词、文化局限词、成语以及其他固定词组的研究。

本书对相关的心理语言学理论问题进行了讨论:多义词以及第二语言词汇表征。多义词表征的研究结果对于当今英语学习者词典的创新做法提供了心理依据并对于其改进有所启示。各种第二语言词汇心理表征观点均认可共享的概念节点以及独立表征的词形节点,这为本课题的形—概念映射框架提供了理论支持。本书进而依据形—概念映射框架对双解词典进行了两方面的深入研究:形—概念映射与双解词典释义部分的处理模型,以及从心理语言学角度探讨双解词典对学习者的适用性。本书最后选取两个词典编纂项目进行了个案研究:《牛津汉语词典》和《大中华汉英大词典》,说明了当代语言学理论对现代词典学以及词典编纂的影响。

赵翠莲

2010年5月

Abbreviations

BEF	Basic English Framework
CED	Chinese-English Dictionary
CCLD	Collins Cobuild Learner's Dictionary
CFL	Chinese as a foreign language
CIDE	Cambridge International Dictionary of English
CNS	Chinese native speaker
DPS	Dictionary Production System
EFL	English as a foreign language
ENS	English native speaker
FLTRP	Foreign Languages Teaching and Research Press
GCCE	A Greater China Chinese-English Dictionary
IDM	Internet Download Manager
L1	first language
L2	second language
LDOCE	Longman Dictionary of Current English
MCD	Modern Chinese Dictionary

MEDAL	Macmillan English Dictionary for Advanced Learners
MRM	Mathias Research Management
NACED	New Age Chinese-English Dictionary
NOED	New Oxford English Dictionary
OALD	Oxford Advanced Learner's Dictionary
OCD	Oxford Chinese Dictionary
OED	Oxford English Dictionary
OUP	Oxford University Press
PEF	Published English Framework
WNNCD	Webster's Ninth New Collegiate Dictionary

Introduction

Many factors, such as the design of the scale, sources of material, page layout, a study of potential users, qualities of the compilers, etc., contribute to the success or failure of a dictionary. The present research investigates some of the problems involved in the compilation of bilingual dictionaries from the angle of psycholinguistics, combining lexicographic theories and practice. The following points are of consideration throughout the dissertation.

Traditional lexicography relied heavily on the lexicographer's intuition or preference. We marvel at the wonders it created in a dictionary. The condensing of a language in an orderly presentation inside a book dictionary is something almost beyond imagination, especially during a time when the computer was not invented. The distinction between the internal lexicon of an individual speaker and the dictionary of the language as a socially defined object came at the turn of the 20th century, with the

recognition that language is simultaneously social and individual (Saussure 1916).

1. Theoretical framework

Lexicographic development has been accompanied by the development of linguistic theories. Componential analysis contributed to the dictionary definition. Pragmatics and stylistic analysis brought about the labeling of subjects and registers. Corpus linguistics revolutionized the choice of examples as well as the arrangement of senses. We now value authentic or live examples and list senses according to frequency. Language acquisition theories require the lexicographer to study user needs, especially when compiling the learner's dictionary.

Modern lexicography is increasingly dependent on human cognition. The cognitive style of lexicography lays emphasis on the interaction among the word, worldly knowledge, and the human mind (or mental representation). The concept lies in a combination of the dictionary and language learning, and the dictionary as a tool in language learning.

The theoretical framework of the present investigation is the form¹-concept-form² mapping from one language to another, i. e., the concept serves as a link between the expressions (or instantiations) of two languages. This framework can, hopefully, provide some guidance on how to predict the needs of the user and on the assessment of the compiler qualities of a bilingual dictionary. At the same time, it might prove to be a useful tool in the investigation of polysemy, equivalents, culture-bound words,

and chunks such as idioms and other fixed expressions in the bilingual dictionary.

2. Prediction of the bilingual dictionary user needs

Prediction of the dictionary user needs is one of the major tasks of any dictionary project. In the case of the bilingual dictionary, the following points are usually considered.

(1) A study of the mental lexicon of the potential user.

(2) The user's linguistic competence in understanding the definition or equivalent.

Dictionary definitions or equivalents about concrete concepts are easier to grasp than those about abstract concepts.

(3) The user's way of mapping the definition or equivalent onto the context.

(4) The user's competence in correctly using the word.

3. Qualities of the bilingual dictionary compiler

Dictionary compilers should possess a number of qualities to produce something satisfactory. This is more so for a bilingual dictionary maker. The following qualities are valued among others.

(1) An inquisitive mind (ready wits in mapping known and unknown concepts, e.g., in translation).

(2) Linguistic competence in both languages.

(3) Extensive knowledge (and perhaps experience) in both cultures and in various fields (hopefully, a native speaker of the target language).

(4) Familiarity in the trade (style, update tools: the computer, the search engine, the corpus).

4. Treatment of polysemous entries in the bilingual dictionary

One long-standing problem in lexicography is the sense division and ordering in long entries. Generally, there are two trends: towards finely differentiated senses and towards a clustering of senses. If the dictionary is to facilitate users' consultation, it has to present information in such a way that users might not find it hard to locate what they want. A related study of the mental representation of polysemous senses by Chinese EFL learners provided some ideas as to whether each sense should be "distinctly" presented, or whether there should be a "core" sense (赵翠莲 2006). In another study, Zhao obtained RT data to support the current practice of using guide words (赵翠莲 2003).

5. Equivalents in the bilingual dictionary

Translating an expression in one culture into an equivalent in another has proved to be difficult or even impossible by and large. An extreme view is that there are no complete equivalents, especially for abstract concepts and culture-bound terms. Bilingual lexicography, then, must convey the information in such a way that the learner can grasp the meaning.

In one article I discussed the translation of Chinese-English dictionary definitions by way of mental models (赵翠莲 2003). In another article I discussed the need for the bilingualized version of dictionary definition of abstract concepts, e. g., the word

“conscience”. The present investigation will provide concrete data to prove previous assumptions.

6. Treatment of compounds and fixed expressions (or language chunks) in the bilingual dictionary

Fixed expressions are phrasal units, which exist in many varieties (e. g., phrasal verbs, restricted collocations, idiomatic expressions, and sayings and proverbs). While common words are increasingly polysemous, compounds and fixed expressions are increasingly accepted in dictionaries in various ways. English learner’s dictionaries provide separate blocks for idioms and phrasal verbs, frequently occurring collocations are included in the examples, and Chinese dictionaries even provide sub-entries for the fixed expressions. Such kinds of treatment can find its support in a recent experimental investigation on lexical access during the production of idiomatic phrases by the native speakers (Sprenger et al. 2006). The notion is that idioms have their own lexical entry, which is linked to its constituent lemmas.

The present investigation will pursue the point from a second language learner’s point of view, with an emphasis on opaque or figurative expressions. The assumption is that the learner’s mental mapping of the concept develops from an explicit explanation of the components to the figurative meaning. Data will be obtained from an experiment to provide support.

7. Grammatical information in the bilingual dictionary

The word in use is essentially governed by its grammatical

features. Therefore, the bilingual dictionary for the learner, as an encoding dictionary, should supply grammatical and syntactic (and morphological) information so that the user can map the word onto the correct structure.

English learner's dictionaries have been quite advanced in the treatment of grammatical information, for example, the use of grammar labels, grammatically appropriate definitions, typical examples, idiomatic expressions, and phrasal verbs.

But for the second language learner, there need be equivalents that reveal the grammatical information in the target language. For example, function words such as *although*. The definition of the first sense is "*used for introducing a statement that makes the main statement in a sentence seem surprising,*" which seems cumbersome. With the help of the Chinese equivalents (尽管, 虽然), the user readily maps it onto the mental structure as a sentence conjunction of concession. The process is much simpler than learning the definition in the original.

For another example, some measure words have perfect equivalents in both languages, e. g. , cup (a cup of tea) and 杯 (一杯茶). Some measure words correspond to different words in different contexts in the target language, e. g. , piece: a piece of paper → 一张纸, a piece of cake → 一块蛋糕. Some measure words have no equivalents in the target language, e. g. , 一床被子 → a quilt, 一架钢琴 → a piano. In the latter two cases, either the definition or the examples should reveal the typical context of use.

Effective grammatical labels, definitions revealing grammatical information, and examples revealing grammatical constructions are