

Bridging the gap: The cognitive perspective in pedagogical lexicography

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The need for the application of semantic theory in the dictionary-making process has long been recognised, even more so in pedagogical lexicography, which should not only explain but also teach the meaning of words. Atkins (1992/1993 [2008]: 48) made the assumption that theorists and practitioners need to work together if dictionaries are to be improved. The views of lexical semantics developed within the theory of Cognitive Linguistics are seen as highly congenial to the actual practice of dictionaries by both (meta)lexicographers and cognitive linguists, e.g. Van der Meer (1999), Geeraerts (2007), Adamska-Sałaciak (2008), Atkins and Rundell (2008), Kövecses and Csábi (2014), Ostermann (2015), and Dalpanagioti (2021). The cognitive approach, especially the use of prototype theory and the conceptual theory of metaphor and metonymy has been found useful for the lexicographic representation of certain types of lexical items, mainly polysemous words, lexemes with metaphorical and metonymic senses and multiword expressions based on metonymy and metaphor. Drawing on previously conducted research, the present paper aims to point to the ways in which adopting the cognitive framework can solve practical lexicographic problems concerning meaning explanation of metonymic and metaphorical lexical items. The main lexicographic issues to be discussed will be word sense disambiguation, sense arrangement, treatment of words that belong to lexical sets, and representation of multiword expressions.

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