

## 臺灣臺語及華語穿戴動詞之認知語義析較

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### 摘要

本研究主要在探討臺灣臺語和華語穿戴動詞的詞彙知識架構，藉此描述不同語言使用者之範疇框架，以體現其概念闡釋的面向。透過比較動詞所搭配的名詞用例之類別屬性，考量其組合位置並歸納各個穿戴動詞內的意義集合，以及語彙在詞義識解上的側重焦點，期能瞭解穿戴動詞的認知概念在臺灣臺語和華語裡有何異同之處？說話者的思維模式表現在這些動詞所搭配的物件之著眼點上，具有什麼特殊性？研究發現，該類動詞的語義範疇關係皆具有「附著」之上位層次，且「穿」的基本層次義所領屬的下位詞較「戴」和「掛」為多，而華語「戴」的概念範疇，跟臺語的「掛」較為接近，以及「披」雖然可以歸為「穿」的下位層次詞，然而其概念範疇較其它下位層次詞為大。在整體的認知概念結構上，這兩種語言的穿戴動詞大抵都無法直接進行單一詞彙的對照翻譯，是故於語言教學上，建議將概念知識詳盡地細說描述並舉出適切之用例，以提供學習者更具效益地建構出目標詞義的概念框架。

**關鍵詞：**穿戴動詞、概念框架、近義詞、範疇層次、識解

## **Cognitive Semantic Analysis of the Wearing Verbs in Taiwanese and Mandarin**

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### **Abstract**

The semantic relationship of synonyms has been an important topic of discussion in recent years. This study focuses on the lexical knowledge structure of wearing verbs in Taiwanese and Mandarin, with the aim of describing the domain framework of speakers of different languages and demonstrating their conceptual interpretations. By comparing the attributes of the nouns with which the verbs are used, considering their combinations and summarizing the set of meanings within each wearing verb, as well as identifying the focus of lexical recognition in these words, it is hoped that the cognitive concepts of wearing verbs can be understood in terms of similarities and differences between Taiwanese and Mandarin. It is also expected that the specificity of thought patterns of the speakers in terms of the focus of the objects with which these verbs are paired can be identified. The sources of the data are the Academia Sinica Balanced Corpus of Modern Chinese (simplified as Sinica Corpus) and the Taiwanese Corpus, and are supplemented by examples of interpretations available in online dictionaries in both Taiwanese and Mandarin. It is found that the semantic scope of all these wearing verbs have a higher level of meaning than 「attach», and the basic level of 「wear」(穿) has more subordinate words than 「put on」(戴) and 「hang」(掛), while the conceptual scope of 「put on」(戴) in Chinese is closer to that of 「hang」(掛) in Taiwanese, and although 「drape」(披) can be classified as a subordinate word of 「wear」(穿), its scope is larger than that of other subordinate words. In terms of the overall conceptual structure of cognition, the wearing verbs of these two languages cannot be translated directly as a single word. Therefore, in language teaching, it is recommended to describe the conceptual knowledge in detail and give appropriate

examples in order to provide learners with a more effective way to construct the conceptual framework of the target word.

**Keywords :** Wearing verbs, conceptual framework, synonyms, domain level, recognition