

## **Abstract**

This dissertation addresses the lexicographic challenge of sense delineation. It explores the possible contributions of cognitive linguistics and linguistic ontologies to enhancing sense delineation and, accordingly, the presentation of senses in monolingual learners' dictionaries. The first part of this dissertation presents theoretical discussions of the recent advances in lexicography (e.g., corpus tools, user-generated content, web-based dictionary models), the presentation of meaning in linguistic ontologies (e.g., WordNet, CoreLex) and cognitive linguistic views on meaning (e.g., Charles Fillmore's Frame Semantics, Ronald Langacker's Cognitive Grammar, George Lakoff's Conceptual Metaphor Theory). The dissertation's main argument is that sense delineation in WordNet and the theoretical advances in cognitive linguistics can improve the process of sense delineation. In addition, the recent advances in lexicography can enhance the accessibility of the WordNet and FrameNet databases.

Three experiments were conducted to test the theoretical arguments made in the first chapters. The experiments assessed the influence of cognitive-linguistic, ontological and lexicographic approaches to sense delineation on university students' decoding and encoding performances in a dictionary consultation context. Whereas the first experiment tests only the senses delineated by FrameNet, WordNet and Oxford Learners Dictionary, the second experiment proposes a hybrid entry that uses the senses delineated by FrameNet, the signposts presented by Oxford Learners Dictionary and the hypernyms and hyponyms listed in WordNet. The third experiment focuses on the role of examples in clarifying word senses in lexicographic resources and the perceived applicability of the senses in an entry to specific example sentences.

A total of 150 students at the Institute of English and American Studies, Debrecen University, participated in the three experiments. Comparing the students' performances in the three groups in the first experiment showed the superiority of the FrameNet system to WordNet and Oxford Dictionary systems. Students in the FrameNet group showed the best encoding and decoding performances, the least perplexity levels and spent the shortest time on the consultation. The target group performed relatively better in the

second experiment than the control group. The results advocate the effectiveness of integrating lexicographic information from different resources despite the complexity of the task. The integration of lexicographic data from FrameNet, WordNet and Oxford Learners Dictionary resulted in developing the most helpful dictionary entries for the participants despite the theoretical and practical challenges of creating such entries. The third experiment, however, unveiled the drawbacks of the three resources while providing example sentences. It was evident that the one-to-one mapping between word senses and word uses is unattainable in various cases. Meaning extension, fuzzy meaning categories and diversity of profiles within the same conceptual base further complicate the process of delineating senses. This was reflected in the students' choice of multiple senses as the most applicable to each example sentence.

FrameNet lexicographers can increase the effective use of the database by using the new advances in lexicography. Crowdsourcing simpler frame names can enhance the accessibility of word senses in the database. Also, applying the Good Dictionary Example (GDEX) measure to the sentences before their inclusion in the database will help lexicographers exclude learner-challenging examples. As regards the WordNet database, the combined use of SemCor examples and GDEX may improve the presentation of the examples.