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PHRASAL VERBS IN ENGLISH DICTIONARIES: THE NEW MODEL OF ORGANIZATION AND PRESENTATION FROM THE PERSPECTIVES OF COGNITIVE LINGUISTICS AND THE PROTOTYPE THEORY **

The paper deals with the analysis of the models of lexicographic treatment of the English phrasal verb *put up*. The general aim of the analysis is to describe the actual models of such treatment in all types of dictionaries: general-purpose, learners' and specialized phrasal verbs dictionaries. Furthermore, more specific aims deal with the effectiveness of such models for the purpose of making interpretation and acquisition of these structures easier for dictionary users. The overview of the advantages and disadvantages of such models creates a starting point for the presentation of a new model, potentially efficient in regarded terms, which starts from the particle and its influence on the semantics of phrasal verbs. The theoretical framework used in the paper is the Cognitive Linguistic approach to phrasal verb semantics and the Prototype theory which provide the complete insight into the complex semantic structure of phrasal verbs, accentuating derivational paths and the position of peripheral meanings in relation to the prototype in the centre of the radial network. The organization of phrasal verbs in such way contributes to the overall representation of the complex semantic structure of phrasal verbs, easier interpretation and memorization by dictionary users, especially, the English language learners.

Key words: cognitive linguistics, lexicography, phrasal verbs, prototype, radial networks, dictionaries, new model

1. INTRODUCTION

English phrasal verbs have always been a challenging area of research to both, linguists and lexicographers worldwide. Therefore, this exploratory research[1] is an attempt to present the analysis of the models of lexicographic treatment of the

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[1] Representing the semantics of only one phrasal verb (due to the proposed paper length) which is the part of a much bigger corpus compiled for the author`s doctoral dissertation.

English phrasal verb *put up*, taken as an example. The general aim of the analysis is to describe the actual models of such treatment in 15 English dictionaries of all types: general–purpose, learners' and specialized phrasal verbs dictionaries. Furthermore, more specific aims deal with the effectiveness of such models, as well as the authenticity of phrasal verb complex semantic structure representation, all for the purpose of making interpretation and acquisition of these structures easier for dictionary users. The research is conducted in the framework of Cognitive Linguistics with special account of the Prototype theory as the theoretical background. The results of the analysis point out that the Prototype theory has not been exploited to its highest potential in dealing with the complex semantic structure of English phrasal verbs. Therefore, the application of this theory in the new model of organization and presentation of dictionary senses of the English phrasal verb *put up* contributes to the overall representation of its complex semantic structure, easier interpretation and memorization by dictionary users, especially, the English language learners.

2. RELEVANT RESEARCH

The research conducted in the paper starts with the theoretical background which contrasts two approaches, the traditional and the cognitive approach. The traditional approach accentuates the syntax of phrasal verbs by analyzing their semantics separately and inconsistently. On the other hand, the cognitive linguistic approach, the theoretical background for the analysis, considers the semantics of phrasal verbs more important than their syntax, with the particle as an inseparable, highly influential segment of the whole semantic structure of phrasal verbs.

2.1. Linguistic perspective

Phrasal verbs as phrasal lexemes represent hybrid lexical units in terms of graphology, phonology and morphosyntax consisting of a lexical verb and at least one particle (adverb or preposition) (Prćić, 2016: 162–164). Traditional linguists (Bolinger, 1971; Lipka, 1972; Fraser, 1976) point out the morphosyntactic structure of phrasal verbs by analyzing the meaning, but not its composition, nor the influence of the particle on the overall structure of phrasal verbs which results in certain discrepancies. Namely, one study considers that metaphorical and literal combinations of the verb and the particle could be considered phrasal verbs, with the literal meaning in the centre surrounded by metaphorical meanings (Bolinger, 1971). Another states that particles carry the meaning in certain phrasal verbs, whereas, in others they do not. In other words, the particle contributes to the meaning of the

phrasal verb when the lexical verb is 'semantically empty' (e.g. *do, make, put, set,* etc.), whereas, in other structures, the meanings of adjectives, nouns or verbs are accentuated over the meanings of the particle (e.g. *clean up, dry up*, *line up, roll up*, *beat up, blow out*) (Lipka, 1972: 82–92). Furthermore, Fraser (1976) points out that the meaning of the lexical verb determines the meaning of the phrasal verb as a structure, whereas, particles do not contribute to the meaning of the structure, and concludes that phrasal verbs are arbitrary, non–analytical structures. To sum up, traditional approaches express inconsistence in terms of what should be the focus of analysis, either syntax or semantics of phrasal verbs, and very often accentuate syntactic features of phrasal verbs over semantic features.

Contrary to this analytical approach, the Cognitive Linguistic approach (Lakoff & Johnson, 1980; Lindner, 1981; Rudzka–Ostyn, 2003; Evans & Green, 2006; Croft & Cruse, 2004) is highly semantic, states that the meaning of phrasal verbs is motivated, and considers them non–arbitrary, separable structures. This is due to the fact that Cognitive Linguistics is based on *conceptualizations*, cognitive images (concepts) created in human minds as the result of the interaction between humans and the outside world. The connection between concepts and the human body is understood by the notion of *image schemas* which Johnson (1987: xiv) considers 'dynamic patterns of sense interaction and motor activities occurring all the time'. Furthermore, the concept of *space grammar* (Langacker, 1987), applied by Lindner (1981) to present the systematic analysis of the complex semantic structure of phrasal verbs, reflects the spatial organization of lexical verbs around the meanings of constituent particles, the particle being a landmark (*LM*), a located element, in relation to which the verb, a trajectory (*TR*), a moving element is located. Furthermore, Rudzka–Ostyn (2003) points out the importance of *conceptual metaphors* (derivational mechanisms which imply mappings of source domains onto target domains) in the interpretation of phrasal verbs semantics. For example, in the metaphor, ARGUMENT IS WAR, ARGUMENT as a target domain is interpreted in terms of a source domain WAR (Lakoff & Johnson, 1980). Tyler and Evans (2003) depict the complex semantic structure of phrasal verbs in terms of *radial networks* (Brugman & Lakoff, 1988; Lewandowska–Tomaszczyk, 2007) with the *prototype*, the most representative member of the category (Rosch, 1973) in the centre, with derived meanings dispersed around it in ray–like manner. The Cognitive Linguistic approach is based on *the embodiment principle* (Lakoff, 1987; Lakoff & Johnson, 1980; Evans & Green, 2006) which considers the human body a medium through which conceptualizations are formed, whereas, linguistic structures depict conceptual structures as a result of interaction between human bodies and the outside world.

2.2. Lexicographic perspective

The presentation of meanings (dictionary senses) in dictionaries is not appropriate since "numerated lists of definitions in dictionaries create a false image of what is really going on during language use" (Hanks, 2000: 205). Therefore, Halas (2016: 124) points out the importance of making "transparent the main features of a polysemous structure including its hierarchical organization, mutual relatedness of senses based on family resemblance and motivated derivation of senses" by recognizing "the Prototype theory as highly beneficial to lexicographic treatment of polysemy" (Ibid. 126)[2]. Furthermore, studies related to the presentation of phrasal verbs in dictionaries (Perdek, 2010; Nedelcheva, 2013), consider the Prototype theory with phrasal verbs organized in radial networks with emphasized connections among meanings, the best solution. Others suggest grouping phrasal verbs around the lexical verb (Stein, 2002), the use of explicit metaphorical patterns in definitions (Ishii, 2006), and even, the replacement of multiple senses with the single one, followed by example sentences (Brodzinski, 2009).

Taking various stands into consideration, it appears inevitable to pose a question: to what extent are the principles of Cognitive Linguistics and the Prototype theory applied in the treatment and presentation of complex semantic structures of phrasal verbs in dictionaries? Therefore, this paper tends to answer the question by offering a solution to the problem of organization and presentation of phrasal verbs in dictionaries by providing a novel model of such treatment based on the postulates of the Prototype theory and one lexicographic criterion 1. Sense organization, divided into three subcriteria: 1.1. Sense ordering, 1.2. Sense clusters, and 1.3. Visual realization.

Sense ordering explains the ways in which senses are ordered within dictionary entries and represents the most demanding task for lexicographers in the process of making a high–quality dictionary with neatly arranged senses in order to meet various users' needs (Kipfer, 1983: 101). There are three types of sense ordering based on the historical, frequency and semantic principle (Atkins & Rundell, 2008: 250). According to the historical principle, dictionary senses are represented the way they appeared in time, the frequency principle orders senses according to the frequency of their use, and the semantic principle, applied in the paper, arranges senses starting from the prototypical sense, followed by semantically close derived senses reflecting "a psychologically arranged complex semantic structure of a lexeme" (Kipfer, 1983: 103). Though it is often the case that "the Prototype theory is

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[2] For more information on the lexicographic treatment of polysemy see Halas (2014).

not adequately applied in the processes of sense ordering in dictionary entries due to the dominance of the frequency principle according to which frequently used senses are positioned before prototypical senses" (Jiang & Chen, 2015), "it should be noticed that only the prototypical sense is always listed first in an entry regardless of its frequency in the corpus in order to give it its due prominence" (Halas, 2016: 138). What follows are the senses on the next derivational level, closer or further from the prototype.

Sense clusters represent groups of senses with similar features. Both density and dispersion of these clusters depend on two principles of sense differentiation: splitting and lumping (Stock, 1984: 154). The first principle implies the process of splitting one sense into numerous sense nuances, whereas, lumping implies the opposite process of grouping similar senses into sense clusters. It is necessary to determine basic, dominant senses first, and group less dominant senses around them (Stock, 1984). Sense differentiation should be in accordance with the hierarchical organization of a polysemous structure and superordinate senses should be identified as more general uses while their subsenses should be finely differentiated one from another so that subtle distinctions among them are visible and prominent enough (Halas, 2016: 134). Furthermore, sense granularity is an important issue to bear in mind since too many senses can cause information overload which is often user–unfriendly (Ide & Véronis, 1998: 22).

Visual realization includes graphic illustrations and metaphoric patterns as visual aids aimed at helping dictionary users interpret and memorize phrasal verbs without difficulties. It is assumed in the paper that the explicit presentation of visual elements in dictionary entries contributes to the overall comprehension of derivational paths and interrelations among senses within the complex semantic structure of phrasal verbs. The elements of visual realization, used as shortcuts, direct learners to the vast repository of meaning via the visual effect which complements "the verbal description of the semantic content of linguistic units" (Svensen, 2009: 298) by "offering additional explanations of the texts they are related to" (Bergenholtz & Tarp, 1995: 159–160).

2.3. Particle 'up' and the phrasal verb 'put up' according to the Prototype theory

The paper takes the stand that the particle *up* considerably influences the semantics of the phrasal verb *put up*. Therefore, it is necessary to explain the relation between the meanings of the particle and the phrasal verb *put up* in terms of Cognitive Linguistics and the Prototype theory. First, a radial network for the particle *up* is created based on the rich inventory of its meanings with the prototypical meaning of

verticality in the centre surrounded with less prototypical, derived meanings, improvement, increase, completion, etc. Second, the radial network for the phrasal verb *put up* is created and incorporated into the particle network. The connection between the two is based on VERTICALITY image schema and metaphorical patterns HIGH IS UP, VISIBLE IS UP, which lie at the core meaning of the particle *up* (Diagram 1)[3].
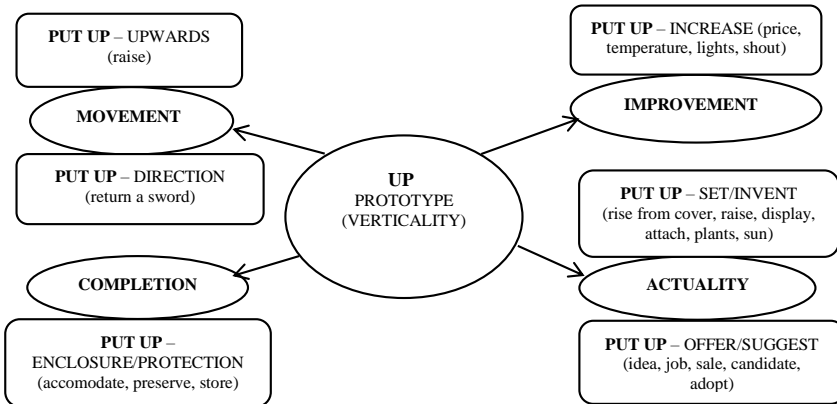
Diagram 1. The radial network for the particle *up* with the incorporated phrasal verb
put up

The diagram shows four derived meanings (meaning clusters) and several sub-meanings of the particle *up*, with the meanings of the phrasal verb *put up* incorporated. The first meaning cluster, MOVEMENT, is the result of the conceptual metaphor HIGH IS UP and denotes movement UPWARDS (the vertical position due to the VERTICALITY image schema, e.g. *raise sth*). Besides this, the movement in a certain direction is due to the specific context, and results in the meaning DIRECTION, denoting any direction opposite to vertical (e.g. *return a sword into a sheath*). The second meaning cluster, COMPLETION, is the result of the metaphor COMPLETE IS UP, and represents a metaphorical extension of the prototypical meaning of verticality. This meaning accentuates the final stage of certain activity and its completion. It contains two incorporated meanings of *put up*, ENCLOSURE and PROTECTION, which denote activities of preserving some entities, keeping them safe, such as putting pieces together into a whole, offering accommodation to someone, preserving, storing food, etc.

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[3] The diagram is the author's own invention.

The third meaning cluster, ACTUALITY, contains two groups of meanings, OFFER/SUGGEST and SET/INVENT, which accentuate the importance and priority of the analyzed entity, and is the result of the derivational mechanism of conceptual metaphor VISIBLE IS UP (e.g. when animals rise from cover, they become visible; when something is displayed on a public place or attached on a higher place it is visible; when a job is available or something is for sale, it becomes visible, etc.). The fourth meaning cluster, IMPROVEMENT, with the meaning INCREASE is the result of the conceptual metaphor HIGH IS UP and implies figurative rising on a scale (e.g. *prices, debts*, *etc.*). The diagram shows a cumulative representation and interrelations of the senses of the particle *up* and the phrasal verb *put up*.

3. ANALYSIS

The lexicographic analysis is conducted with 15 English dictionaries including 9 electronic general–purpose and learner's dictionaries and 6 print specialized phrasal verbs dictionaries. Dictionary senses are contrasted to the given network (Diagram 1) in order to establish potential discrepancies. For the purpose of establishing the arrangement of senses and their relations within the entry, the semantic principle is applied to determine the presence and the position of the primary (prototypical) sense which typically occupies the first position in a dictionary entry, as well as, the positions of derived senses in relation to the prototype. After that, a lexicographic analysis incorporating the criterion of sense organization with several subcriteria is conducted.

3.1. Sense ordering

The results of the analysis show that the majority of analyzed dictionaries split entries into segments according to the (in)transitive use of the phrasal verb *put up*, within which separate senses are arranged. This principle of sense ordering is termed the grammatical principle and is also taken into account. Therefore, three models of sense ordering have been recorded in the analysis. The first model refers to the presence of the semantic principle, according to which the prototypical sense occupies the first position in the dictionary entry and is followed by derived senses. The second model refers to the presence of the grammatical principle, according to which the dictionary entry is split into two segments based on the (in)transitive use of the phrasal verb. The third model refers to the absence of any principle and is recorded in dictionary entries in which the prototypical sense is not placed in the first position or is completely absent from the entry. The analysis of sense ordering in

dictionary entries for the phrasal verb *put up* shows the application of the semantic principle in 2 dictionaries, the grammatical principle in 5 dictionaries, whereas, the absence of any principle is recorded in 8 dictionaries in which all the senses are given equal status without clear derivational paths from the prototype.

Table 1: Sense ordering of the phrasal verb *put up*

PUT UP
Semantic principle: AHDPV, CCDPV
The prototypical sense occupies the first position in the entry, and the other senses follow derivational paths from it, towards abstract derived senses. For example, in *ADHPV*, the prototypical sense 1 '*to place something in a high or upright position*', is followed by derived senses, 2 '*to place something in a prominent position*', 3 '*to erect some structure*', 4 '*to nominate someone*', etc. In *CCDPV*, the prototypical sense 1 '*If you put something up, or put it up somewhere, you move it to a higher position or place it farther away from the ground*' is followed by derived senses semantically closer to it, sense 2 '*If you put one thing up another, you push it so that it is inside the other thing*', sense 3 '*If you put up a building, wall, shelf, or similar structure, you build it or fix it in place*', and further from it, for example, sense 9 '*To put up the price or rate of something means to cause it to increase*', etc.
Grammatical principle: OALD, CALD, MWD, CCD, CPVD
Dictionary entries are divided into segments according to the (in)transitive use of the phrasal verb *put up*. The segments contain numerated lists of senses of equal status. The presentation of dictionary senses in this way reduces the possibility of determining clear derivational paths from the prototype and interrelations among the senses.
Absence of principle: ODE, LDOCE, CED, MEDAL, AHD, OPVD, LPVD, MPVPD
The prototypical sense occupies various positions in several dictionary entries. For example, in *OALD*, it occupies the third position, in *CPVD, MPVPD*, the fourth position, and in *LDOCE, LPVD, MEDAL,* the fifth position. Its presence in the remaining dictionaries is not recorded. All other senses are presented in the form of a numerated list, without clear derivational paths from the prototype which makes it difficult to establish clear derivational paths and relation to the prototype within the complex semantic structure of the phrasal verb *put up*.

3.2. Sense clusters

As far as sense clusters of the phrasal verb *put up* are concerned, the paper analyses to what extent the semantics of the particle *up* influences the semantics of the phrasal verb *put up*, in other words, which sense clusters of the particle are contained within the phrasal verb and how they are projected in dictionary entries. The results show that only in 5 dictionaries sense clusters are partially presented with certain senses derived from and grouped around basic senses. Certain senses of the phrasal verb are related to the semantic structure of the particle which is the indicator of the impact of the particle onto the semantics of the phrasal verb, partially projected in dictionary entries. On the other hand, in the majority of dictionaries, the model of broken sense clusters, with the linear presentation of senses is present according to which all senses are given equal status, without the tendency towards grouping similar senses.

Table 2: Sense clusters of the phrasal verb *put up*

PUT UP
Partial: ODE, MWD, MEDAL, CALD, AHD
Dictionary entries contain several numerated senses of equal status, whereas, others are divided into additional senses due to the presence of special referents. For example, in *ODE*, sense 2 'Display a notice, sign or poster' contains an additional derived sense, marked as 2.1. 'Present a proposal, theory, or argument for discussion or consideration', related to the sense cluster SET/INVENT of the particle *up* (Diagram 1).   In *MWD*, sense 10 contains two derived senses marked as 10a**:** 'to make a display of', contained within the sense cluster SET/INVENT of the particle *up* (Diagram 1) and 10b**:** 'to engage in', not related to the semantic structure of the particle *up*.   In *MEDAL*, sense 2 'to fix a picture or notice onto an upright structure such as a wall', contains a derived sense 2a 'to fix a shelf or cupboard onto a wall', contained within the sense cluster SET/INVENT of the particle *up* (Diagram 1).   In *CALD*, the entry contains sense indicators around which derived senses are grouped. For example, there are two senses around the sense indicator *MONEY*, 'to increase the price or value of something', related to the sense cluster INCREASE of the particle *up* and 'to provide or lend an amount of money for a particular purpose', related to the sense cluster DIRECTION (Diagram 1).   In *AHD*, sense 8 contains two derived senses 8a 'To make a display or the appearance of', related to the sense cluster SET/INVENT of the particle *up* (Diagram 1) and 8b 'To engage in; carry on', not related to the semantic structure of the particle *up*.

Broken: LDOCE, CED, CCD, OALD, OPVD, LPVD, CPVD, MPVPD, AHDPV, CCDPV

A rather rich semantic structure of the phrasal verb *put up* is presented as a model of broken sense clusters in dictionary entries, containing senses of equal status without the tendency towards grouping them according to similarities. Therefore, it is difficult to determine the interrelation between the semantic structure of the phrasal verb *put up* and the particle *up*.

3.3. Visual realization

This subsection analyzes the elements of visual realization in dictionary entries, namely, graphic illustrations and metaphorical patterns which contribute to the overall presentation of complex semantic structure of the phrasal verb *put up*, thus making its comprehension easier for the visual types of learners. The analysis shows that graphic illustrations are present in *MPVPD* only, whereas, metaphorical expressions are absent from all dictionary entries.

Table 3: Visual realization of the phrasal verb *put up*

PUT UP		
Graphic illustrations		*Metaphorical patterns*
Present	*Absent*	*Absent*
MPVPD	*ODE, CED, AHD, MWD, CCD, OALD, LDOCE, MEDAL, CALD, OPVD, LPVD, CPVD, AHDPV, CCDPV*	*ODE, CED, CCD, MWD, AHD, OALD, MEDAL, CALD, LDOCE, OPVD, LPVD, CPVD, MPVPD, AHDPV, CCDPV*

The lack of visual realization diminishes the possibility of presenting the complete semantic potential of the phrasal verb *put up* which directly affects learners' capability of acquiring it properly, without difficulties. The results also indicate the variety of ways in which dictionary entries of the phrasal verb *put up* are presented, as well as, the lack of the principled presentation of the analyzed phrasal verb in dictionaries.

According to the detailed analysis of 15 English dictionaries, certain inconsistence is recorded in the organization and presentation of the phrasal verb *put up*. The prototypical sense is not present in all dictionaries, and certain dictionaries contain derived senses only, which makes the process of determining derivational paths even more complicated. In the majority of dictionaries, the entries are structured according to the linear principle with the numerated lists of the senses of equal status, which makes their ordering arbitrary and sense clusters broken. The minority of dictionaries clearly

depicts sense clusters with one basic superordinate sense surrounded by derived senses. The elements of visual realization are present in one dictionary only which is considered insufficient in making the complex semantic structure of the phrasal verb *put up* comprehensible.

4. THE NEW MODEL

The aim of the new model is to present the complex semantic structure of English phrasal verbs in the simplest way possible, with neatly arranged sense clusters, sense relations, derivational paths, graphic illustrations and metaphorical patterns. The dictionary entry arranged in this way allows learners to find various pieces of information such as: 1) sense clusters with neatly arranged senses, starting from the prototypical sense towards abstract derived senses, 2) syntactic patterns which clearly depict the transitive/intransitive use of the phrasal verb *put up* and the position of the inserted animate/inanimate object, 3) linguistic complements (e.g. specific referents, register, etc.) and example sentences which enrich the semantic context of use of the phrasal verb altogether with recorded pronunciation, 4) explicitly presented metaphorical patterns to indicate derivational paths from the prototype, 5) graphic illustrations as visual aids for visual types of learners to complement textual explanations, etc. The model is preferably intended for electronic dictionaries due to unlimited space and numerous advantages (e.g. ease of access, research speed, user–friendliness, etc.). The model starts from the semantic structure of the particle *up* and its senses presented in the form of a menu. By selecting particular options, the learner is directed to particular segments of the article, either textual or graphic. Graphic segments include the presentation of the complex semantic structure of the particle *up* and the sample phrasal verb *put up,* incorporated within a radial network which clearly depicts interrelations among the senses of the two and paths of sense derivation from the prototype. The presentation of the complex semantic structure of phrasal verbs in this way affects learners' awareness of interrelations of senses, which is the result of their own interaction with the world around them projected in language. It is deeply rooted in the theory of embodied meaning and contributes to the retention of the phrasal verb's complex semantic structure in learners' long–term memory.

5. CONCLUDING REMARKS

The paper has dealt with the effectiveness of the models of lexicographic treatment of the English phrasal verb *put up*, from the perspectives of Cognitive Linguistics and the Prototype theory. The results of the analysis point out that the

Prototype theory has not been exploited to its highest potential in dealing with the complex semantic structure of the phrasal verb *put up*. Namely, the absence of the prototypical sense and its dislocation have caused difficulties in determining clear derivational paths which resulted in a linear structure of the majority of dictionary entries. The lack of the elements of visual realization has made the complex semantic structure of the phrasal verb *put up* incomplete. Therefore, the new model of organization and presentation of the semantics of the analyzed phrasal verb, based on the principles of the Prototype theory has been suggested. It is assumed that the presentation of the semantic structure of the analyzed phrasal verb in the form of a radial network will contribute to easier interpretation and memorization by dictionary users, especially, the English language learners. However, it has to be noted that the conclusions have resulted from exploratory research using a single phrasal verb which opens up a research perspective to confirm the findings on a more comprehensive corpus elaborated in the author`s doctoral dissertation.

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FRAZNI GLAGOLI U REČNICIMA ENGLESKOG JEZIKA: NOVI MODEL ORGANIZOVANJA I PREDSTAVLJANJA IZ UGLA KOGNITIVNE LINGVISTIKE I TEORIJE PROTOTIPA

Rezime

U radu se razmatra problematika leksikografske obrade fraznih glagola u rečnicima engleskog jezika, preciznije, organizovanje i predstavljanje složene semantičke strukture fraznog glagola *put up* koji je uzet kao uzorak za potrebe istraživanja. Analizom su obuhvaćeni svi tipovi rečnika i to, elektronske verzije opštih i pedagoških rečnika i štampane verzije specijalizovanih rečnika fraznih glagola. Rad ima za cilj da utvrdi efikasnost aktuelnih modela obrade fraznih glagola u elektronskim rečnicima, njihove eventualne prednosti i nedostatke i na osnovu dobijenih rezultata da predlog novog, potencijalno efikasnijeg modela obrade fraznog glagola *put up* koji polazi od partikule i uticaja njene semantike na semantiku fraznog glagola kao celine, a sve u svrhu unapređenja dosadašnje leksikografske prakse u datom pogledu. Pored elektronskih verzija, obuhvaćene su i štampane verzije specijalizovanih rečnika fraznih glagola (dostupne jedino u tom obliku) kako bi se stekao sveobuhvatan uvid u obradu semantičke strukture ovog fraznog glagola. Teorijski okvir analize jeste kognitivnolingvističko stanovište prema kojem stvaranje značenja fraznih glagola predstavlja motivisan a ne proizvoljan proces, sa posebnim osvrtom na teoriju prototipa koja naglašava osnovno značenje i ukazuje na putanje izvođenja ostalih značenja na manjoj ili većoj udaljenosti od prototipa. S tim u vezi, u radu se utvrđuje u kom stepenu je teorija prototipa primenjena po pitanju organizovanja i predstavljanja semantičke strukture fraznog glagola *put up* u rečnicima. Nakon zbirnog prikaza kognitivnolingvističke obrade semantike

partikule *up* i fraznog glagola *put up* putem radijalne mreže koja ukazuje na povezanost datih semantičkih struktura, pristupa se njihovom upoređivanju sa obradom u rečnicima na osnovu kriterijuma organizovanja rečničkih značenja razloženog na tri potkriterijuma: redosled značenja, značenjske grupe i vizuelna realizacija. Rezultati pokazuju da prikaz redosleda značenja u većini rečnika ne poštuje principe teorije prototipa, jednim delom usled izmeštanja prototipskog značenja sa prvog mesta u članku ili njegovog odsustva u potpunosti što nepovoljno utiče na utvrđivanje jasnih putanja derivacije ostalih značenja. Shodno tome, u većini rečnika značenjske grupe su razbijene usled odsustva nadređenog značenja, dok su u manjem broju rečnika delimično prikazane usled prisustva nadređenog značenja i izvesne povezanosti značenja fraznog glagola sa značenjem partikule. Takođe, u velikoj većini rečnika uočava se odsustvo elemenata vizuelne relizacije čija je uloga da upotpune leksikografski prikaz složene semantičke strukture fraznog glagola *put up*. Na osnovu uočenih nedostataka, u radu se daje predlog novog modela organizovanja značenja fraznog glagola *put up* koji na efikasniji način i uz poštovanje načela kognitivne lingvistike i teorije prototipa predstavlja semantiku ovog fraznog glagola, a sve u cilju njegove jednostavnije interpretacije i memorisanja od strane korisnika rečnika, a naročito učenika engleskog jezika kao stranog.

Ključne reči: kognitivna lingvistika, leksikografija, frazni glagoli, prototip, radijalne mreže, rečnici, novi model

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