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厦门大学

博士学位论文

英汉学习词典中文化信息的呈现模型构建

Towards a Presentation Model of Cultural Information in
English-Chinese Learners' Dictionaries

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Abstract

The present study makes great efforts to redefine and classify the cultural information (CI) in English-Chinese learners' dictionaries (ECLDs) based on the typology of the cultural background knowledge in foreign culture teaching and the relevant researches of cultural meaning in Cultural Semantics and English-Chinese Cultural Contrast, etc. On the basis, we carry out a systematic and comprehensive survey of the presentation of cultural information in the major ECLDs and put forth six principles originated from the combination of some relevant useful parts of the theories of Cognitive Linguistics, Second Language Acquisition and Corpus Studies and Bilingual Lexicography. Under the guidance of the six principles, a presentation model is tentatively proposed, aiming to present the cultural information of ECLDs in a systematic and integrated manner.

The full-scale review of the literature of CI in ECLDs shows that the focus of the researches of CI is on both the content and the presentation of CI. Hence, the present study attempts to redefine and sort out the CI on the word, sentence and text levels in ECLDs within the framework of the cultural knowledge information and cultural communication information in foreign culture teaching and based on the related researches on cultural meaning in Cultural Semantics and English-Chinese Cultural Contrast, etc. At the lexical level, the CI in ECLDs is mainly embodied in the three types of cultural words (i.e. culture-specific words, culture-associative words and cultural idioms); at the sentential level, the CI is to a great degree reflected in the two categories of cultural examples (i.e. cultural background examples and cultural contextual examples); at the textual level, the CI refers to the cultural difference in the texture of some written texts of English and Chinese and the selection of topics, paired conversations and organizational order of oral texts.

The present research conducts a systematic survey of the presentation of the CI on the lexical, sentence and textual levels in the five popular ECLDs, i.e. *New Century Multi-functional English-Chinese Dictionary* (NCMECD), *Modern*

English-Chinese Dictionary (3rd Edition) (MECD), *New English-Chinese Dictionary* (NECD1), *New English-Chinese Dictionary* (4th Edition) (NECD2), *New Age English-Chinese Dictionary* (NAECD). The operating procedures are done as follows: take ECLDs as the research object, select high frequency cultural words by referring to four popular intensive reading textbooks for English majors or Non-English majors (i.e. *A New English Course*, *Advanced English* (Revised Edition), *College English* (3rd Edition), *New College English* (2nd Edition)), and then conduct a survey of the presentation of CI in the ECLDs. At the lexical level, the present study conducts a survey of the presentation of CI of the three types of cultural words sampled (i.e. culture-specific words, culture-associative words and cultural idioms). At the sentential level, it investigates the presentation of CI of the cultural background and cultural contextual examples of the cultural words sampled. At the textual level, it focuses on the investigation of the CI in the appendix and the study pages. The survey results reveal that there is an apparent lack of the coverage of the cultural words in the ECLDs, especially some categories such as names of famous persons and places, everyday life and historic events etc. Furthermore, it is oversimplified and unsystematic in the presentation ways, insufficient in the coverage of cultural examples. Finally, there is the lack of theoretical support and practical tools to select the examples and insufficiency in the coverage of the textual CI. Therefore, there is considerable room and urgent need for the improvement in the following researches.

On the basis of the systematic survey and the interdisciplinary integration of Cognitive Linguistics, Second Language Acquisition and Corpus Study into Lexicography, the present writer attempts to put forth six principles i.e. Equivalence Principle, Communicative Principle, Cognitive Principle, Systematic Principle, Country-specific Principle and Corpus-supported Principle. Finally, it tentatively constructs a systematic presentation model of CI in ECLDs. The model aims to present the cultural information at the lexical, sentence and textual levels in the macrostructure and microstructure. The former consists of front matter, study page, appendix and coverage of cultural words, while the latter covers definitions, labels, illustrative examples, cultural glosses, cross references and pictorial illustrations etc.

The present study has made some breakthroughs and innovations in the lexicographical theory and practice and methodology as follows:

1. Theoretically, the present study draws on the typology of the cultural content in foreign culture teaching and learning and related studies on cultural meaning to refine and classify the CI in the ECLDs, laying a theoretical basis for the coverage of the CI in ECLDs. Furthermore, based on the combination of some relevant useful parts of the theories of Cognitive Linguistics, Second Language Acquisition, Corpus Study and Bilingual Lexicography, the present study proposes six presentation principles, which results in the construction of the presentation model of CI in ECLDs, offering the theoretical support for the lexicographical practice of bilingual learners' dictionaries (especially ECLDs).

2. Methodologically, we samples the cultural words by referring to major English textbooks for college students in China and conducts a survey of the presentation of the CI of the cultural words sampled given that the research stresses the cultural didactic function of ECLDs, i.e. suiting the cultural needs of the target readership (Chinese EFL learners). In addition, we construct the presentation principles and presentation model from the perspective of Chinese EFL learners, aiming to catering for their cognitive traits. In brief, the present study presents a new perspective and methodology for the lexicographical theory and practice.

Key words: English-Chinese learners' dictionaries; cultural information; presentation model; Chinese EFL learners

摘 要

本研究借鉴外语教学中文化背景知识的分类法,结合文化语义学和英汉文化对比研究等学科对文化意义的相关研究,对英汉学习词典中的文化信息进行梳理、界定和分类;通过定性和定量分析,考察英汉学习词典中文化信息的呈现现状和问题,在此基础上,整合词典学、认知语义学、二语习得、语料库研究的相关理论,提出英汉学习词典中文化信息的呈现原则。在文化信息呈现原则的指导下,本研究尝试构建了英汉学习词典中文化信息的呈现模型。

综观英汉学习词典中的文化信息研究,不难发现,其研究焦点和重点是文化信息内容的界定和文化信息的呈现方式。本研究从外语教学的文化教学视角出发,考察了文化教学中文化背景知识的内容和分类,借鉴知识文化和交际文化的分类框架,同时参考文化语义学、英汉文化对比研究和语言国情学等学科对文化意义的研究,系统梳理了英汉学习词典中语词、语句和语篇层面的文化信息。在词语层面,英汉学习词典中的文化信息蕴含在三类文化词目中,即文化局限词语、民族联想义词语和文化习语;在语句层面,文化信息体现在两类文化例证上,即体现文化背景信息的例证和例示文化词语或文化义的例证;在语篇层面,文化信息主要体现在英汉语篇的结构差异上,即英汉书面语篇的超结构特征和日常话语的话题选择、会话结构和组织顺序等。

通过随机抽样的方式,本研究系统调查了《新世纪英汉多功能词典》、《现代英汉词典》(第三版)、《新英汉大词典》、《新英汉词典》(第四版)和《新时代英汉大词典》等五部主流英汉学习词典中语词、语句和语篇层面的文化信息呈现现状。具体操作为:以上述五部英汉学习词典为对象,参照当前常用的四套英语精读教程(《新编英语教程》,《高级英语》(修订版),《大学英语》第三版,《全新版大学英语》(第二版))和相关同类研究,精选出使用频率较高的文化词语,系统调查五部英汉学习词典对文化词语的收录情况和文化信息的呈现方式。在语句层面,围绕抽样的文化词语,调查五部英汉学习词典中的两类文化例证的收录和处理情况。语篇层面的文化信息调查以考察五部英汉学习词典中附录和插页对文化信息的处理为主。调查发现:五部英汉学习词典对文化词语的收录不够全面和系统,尤其是部分类别的文化局限词语亟待完善;文化信息呈现方式比较单一、

分散；文化例证稀缺，需要丰富和完善，选取方式也需改进；语篇层面的文化信息几乎空白，急需填补。

在词典调查的基础上，本研究整合词典学、认知语义学、二语习得、语料库研究的相关研究，提出英汉学习词典中文化信息的呈现原则，即对应原则、交际原则、认知原则、系统原则、国别化原则、语料库原则。在此基础上，本研究尝试构建了英汉学习词典中的文化信息呈现模型，旨在通过词典的宏观结构和微观结构系统呈现文化信息。在宏观结构上，文化信息呈现方式包括前页、插页、选词立目和词目编排等；在微观结构上，呈现方式包括释义、标注、例证、文化注释、参见和插图等。

本研究在理论、研究视角和方法上有以下创新和贡献：

1. 在理论上，借鉴外语教学中的文化教学内容和相关文化意义理论，重新界定了英汉学习词典中的文化信息内容，并作出系统分类，为双语学习词典呈现文化信息提供理论依据。此外，本研究整合词典学、认知语义学、二语习得、语料库研究的相关研究，提出英汉学习词典的文化信息呈现原则，并在此基础上，构建了文化信息的呈现模型，为系统呈现英汉学习词典中的文化信息奠定了理论基础，对未来双语学习词典的编纂极具指导意义。

2. 在研究视角和方法上，本研究强调英汉学习词典的文化教导功能，即满足其目标用户群体——中国英语学习者的文化学习需要；从外语文化教学视角，参照主流英语教材选取文化词语样本，并据此对英汉学习词典的文化信息呈现开展调查研究；从二语习得者的认知视角，构建文化信息的呈现原则和呈现模型，极大程度上顺应中国英语学习者的认知心理特征，为英汉学习词典中的文化信息研究和呈现提供了新视角和新方法。

关键词：英汉学习词典；文化信息；呈现模型；中国英语学习者

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厦门大学博硕士学位论文摘要库

List of Abbreviations

- ECLD: English-Chinese learners' dictionary
NECD: A New English-Chinese Dictionary
NCMECD: New Century Multi-functional English-Chinese Dictionary
MECD: A Modern English-Chinese Dictionary
NECD1: A New English-Chinese Dictionary
NECD2: A New English-Chinese Dictionary
NAECD: New Age English-Chinese Dictionary
OALD: Oxford Advanced Learner's Dictionary
LDOCE: Longman Dictionary of Contemporary English
CALD: Cambridge Advanced Learner's Dictionary
MED: Macmillan English Dictionary for Advanced Learners
COBUILD: Collins COBUILD Advanced Learner's English Dictionary
OGBAC: Oxford Guide to British and American Culture
DBAC: A Dictionary of British and American Culture
ECDBC: An English-Chinese Dictionary of British Culture
LDOELC: Longman Dictionary of English Language and Culture
ELD: English learners' dictionary
BD: bilingual dictionary
MD: monolingual dictionary
CI: cultural information
EFL: English as a foreign language
L1: first language
L2: second language; foreign language

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