

钟 俊 著

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 Learner's Dictionaries



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前言

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3版)、《新英汉大词典》、《新英汉词典》(第4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3版)、《全新版大学英语》(第2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:

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、语料库研究的相关理论,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。

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。

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Chapter 1

Introduction

The present research focuses on the presentation of cultural information in English-Chinese learners' dictionaries (ECLDs). As an introduction, the first chapter begins with the rationale of the present research and then the terminological establishment and objectives of the research. It also introduces the methodology and data of the current research and the organization of the book.

1.1 Rationale of the Present Research

The present research has theoretically been motivated by the role and significance of cultural information in ECLDs in the foreign culture learning, the cognitive shift of dictionary research and the application of bilingual (parallel) corpus to the compilation of ECLDs. Furthermore, the limitations and deficiencies of the previous research on cultural information serve as the practical motivation for this study.

1.1.1 Role and Significance of Cultural Information in ECLDs in Foreign Culture Learning

The research in modern linguistics reveals that “if a learner intends to master a foreign language, he or she must improve himself or herself from the linguistic competence to the sociolinguistic competence and then to cultural competence” (张柏然, 1992). In other words, to acquire a foreign language, one should not only learn the language alone, but also the skills to overcome cultural barriers and differences arising from two different cultures, i.e. distinct ways of thinking and social customs under different cultural backgrounds. Evidently, culture learning plays a key role in learning a foreign language. It is also confirmed in the current English teaching objectives and requirements. It was stipulated in *Teaching Requirements of College English Curriculum* (《大学英语课程教学要求》) (2007) that “college English courses aim



to foster the comprehensive competence to practice English ... and to strengthen the self-taught competence and enhance integrated cultural quality of students, so as to cater for social development and international exchanges. College English is not only a basic language course, but also a quality education course to broaden the students' horizons and acquire the knowledge concerning the world's culture, so it is both instrument- and humanity-oriented. Therefore, college English curriculum should be designated in such a way as to foster cultural quality of students and impart the world's cultural knowledge to the college students." Moreover, *Syllabus of English Major at College* (《高校英语专业教学大纲》) (2000) posed a stricter demand for English culture teaching and learning, "aiming to enhance the cross-cultural communication competence, including sensitivity to cultural difference, tolerance and flexibility while being confronted with cultural clashes." Relevant documents indicate that the core aim of English teaching and learning is to uplift students' comprehensive cultural competence, cultural awareness and intercultural communication competence.

As with language learning, culture learning consists of classroom learning and extracurricular independent learning. According to the survey of culture learning and cultural sensitivity by Hu (胡艳, 2011), over 80% college students took the view that most teachers attached too much importance to the instruction of language knowledge so that they failed to arouse students' interest in cultural differences and to raise their cultural awareness. As a result, the students paid little attention to cultural differences. Moreover, although the universities had set up the programs concerning English culture (e.g. Introduction to British and American Culture, English and American Literature), they exerted an insignificant influence on raising students' cultural awareness and intercultural communication competence. Naturally, the after-class independent learning came to assume the key role of learning English culture. Furthermore, Hu's survey showed that major occasions where college students were confronted with English cultural problems included watching movies, listening to music, reading novels, magazines, news, etc. (order according to their frequency) In that way, the students can't avoid meeting a variety of cultural problems in their culture learning. So, how do they deal with the cultural problems in the culture learning? By what tools do they solve the problems? The answers to the questions can be found out on some empirical surveys by Yong (雍和明, 2003), Deng (邓琳, 2006), Chen (陈玉珍, 2007) and Zhang (章宜华, 2011, 2013). Their surveys showed that a majority of Chinese college students turned to dictionaries when they met difficulties in learning foreign languages and cultures and that bilingual and bilingualized dictionaries were more frequently employed than any other types of dictionaries. Another investigation by Wu and Jiang

(伍萍、蒋元猷, 2006) confirmed the result and found that there were 42% students who were often confronted with cultural words or other cultural problems and that they gave top priority to dictionaries. Evidently, it is of vital importance and necessity for dictionaries (especially learners' dictionaries) to provide appropriate and sufficient cultural information. In addition, it is commonly acknowledged that dictionaries are of vital importance for second language (henceforth L2) acquisition and culture learning. Learners' dictionaries can provide rich linguistic information about grammar, register, usage and collocations (Béjoint, 1981; Bogaards, 2003; Chan, 2012; Chan & Taylor, 2001; Marengo, 1998; Piotrowski, 1989), which assists the learners in developing their vocabulary, generating sentences (Béjoint & Moulin, 1987; Chen, 2011, 2012; Nesi, 2002; Nesi & Hail, 2002; Rundell, 1999) and supplying necessary cultural information (Al-Kasimi, 1977; Kavanagh, 2000; Rundell, 2002; Xu, 2006).

ECLD, a typical member of bilingual learners' dictionaries, is not only involved in the presentation of linguistic knowledge, but shoulders the responsibility of introducing English culture to the users. Consequently, a medium- and large-size ECLD should cover cultural information of the target language appropriately so as to perform its cultural function and suit the users' needs of English culture learning. As Chen (陈宏薇, 2005) stated, "an English-Chinese dictionary acts as a good teacher and bosom friend for Chinese EFL learners and researchers because it imparts to us linguistic and cultural knowledge as much as we need, and presents cultural information in its entry words and illustrative examples; it is the source of learning and research of English and Chinese, as well as an important window to know English culture for the readers." Similarly, a number of lexicographical researchers (吴建平, 1996, 2005; 林大津, 1996; Tseng, 1999; 何家宁, 2001; 黄建华、陈楚祥, 2003; 盛培林, 2004; 张宏, 2009; 马建奎, 2010) stressed the necessity and significance of cultural information of ECLDs in foreign culture learning.

1.1.2 Present Situation of the Study of CI in ECLDs

ECLD is an indispensable reference tool for Chinese EFL learners. It is of significance for them to raise cultural awareness and enhance cultural competence. However, although the studies of cultural information in ECLDs have been undertaken for years, the present situation of the studies is far from satisfactory, and some urgent problems still need to be solved.

1. The views on the content of cultural information of ECLDs remain divided, and disorderly. Researchers in the lexicographical circle have showed great concern,



but hold divergent views toward it. To some extent, the reason why it is difficult to define cultural information lies in the multi-faceted definitions of culture and the diversity of culture in form. The uncertainty and the disorder in the content of CI ultimately lead to a dilemma where there is a complete lack of theoretical support for the coverage of cultural information in ECLDs.

2. The presentation ways of cultural information are unsystematic and oversimplified. Much attention is paid to the research on equivalents, cultural glosses or pictorial illustrations of cultural words in the microstructure, yet no systematic and comprehensive consideration is given to the presentation of cultural information in ECLDs.

3. Although the compilers of ECLDs produced in China have theoretically stressed "the awareness of users" and claimed that ECLDs are compiled for "the Chinese EFL learners", the dictionaries still fail to suit the practical needs of the Chinese learners. The underlying causes lie in at least three aspects, i.e. "the lack of diachronic inheritance in the lexicographical practice, the weak awareness of building competitive dictionaries and the underdeveloped theoretical research in the field of bilingual pedagogical dictionaries" (田兵、陈国华, 2009: 2-3). The literature review in Chapter 2 reveals that most of the previous studies of cultural information in ECLDs are confined to the lexicographical field. Nevertheless, the study of the presentation of cultural information is an interdisciplinary combination which is involved with cultural semantics, foreign language teaching, cognitive linguistics and corpus linguistics. On the other hand, the previous studies of CI heavily depend on the retrospection and subjective speculation, yet less on the corpus and empirical survey.

4. The present situation of research on CI reveals many issues and problems, and some urgent ones need to be solved promptly:

(1) The nature of the presentation of cultural information is not fully recognized. Many studies are confined to the supply of equivalents, so they fail to take other presentation ways into serious account, especially the link and relevance between presentation ways.

(2) No comprehensive and systematic survey of the presentation of CI is conducted. Though some surveys of the presentation of CI in ECLDs have been conducted, they are isolated and disconnected. Consequently, there is an urgent need to present a full picture and thorough analysis of the presentation of CI in ECLDs.

(3) The users' needs of CI are not thoroughly studied. The analysis of users' needs is built on the compilers' assumption and speculation, instead of systematic surveys on their practical needs.

(4) There has not been any scientific and systematic presentation model of CI. Though lexicographical researchers have long conducted studies on the presentation of CI, most of them are separate and inconsistent. Accordingly, an integrated and scientific presentation model of CI is urgently needed.

1.1.3 Cognitive Shift of Dictionary Research

Dictionary research can fall into four paradigms, i.e. traditional, textual, communicative and cognitive ones (陈伟、张柏然, 2007; 罗思明, 2008: 56-66). The traditional paradigm of lexicographical research takes dictionary compilers as the center, so planning, design and collection of data and representation of lexical meaning in a dictionary are executed in accordance with the compilers' decisions. In the traditional paradigm, compilers make a tremendous effort to collect and sort out documented data by which entry words are selected and senses are discriminated. "A dictionary should be seen as a text, and accordingly be designed, compiled, used and evaluated under the principles of a text" (Frawley, 1989). The textual paradigm regards dictionaries as a whole text, so they are used and compiled within the framework of Functional Linguistics, yet it doesn't break away from the structuralism in nature and can't solve the issues arising from the traditional paradigm. The emerging communicative paradigm stresses the role of users in the interaction of dictionary compilers and users, so the users are taken into the framework of dictionary making or interaction (雍和明, 2003). In other words, the compilers must give serious consideration to users' reference needs and look-up preference and cognitive psychology in the look-up process. Undoubtedly, it has made a big breakthrough and innovation in the content and methodology of lexicographical theories. Furthermore, the cognitive paradigm brings users to the highlight spot, which helps us probe into "the depth of mental activities concerning language and think about the issues in relation to dictionary making and dictionary use from a brand-new perspective" (陈伟、张柏然, 2007).

Linguistics and lexicography are regarded as two closely-related disciplines. "One of the innovation mechanisms is that the compilers can draw on the fruitful research in the field of linguistics and another is the bold attempt to apply the linguistic research to the lexicography" (王馥芳, 2004). With the advent and rise of cognitive science and cognitive linguistics, the lexicographical research have shifted to the cognitive paradigm both theoretically, and practically, and an increasing number of dictionary researchers have paid more and more attention to users' reference needs,



look-up preference and cognitive psychology. They have made an effort to introduce Cognitive Psychology, Cognitive Linguistics and Second Language Acquisition to lexicographical theory and practice and have obtained impressive achievements in the studies by a number of researchers (赵彦春、黄建华, 2000; 刘华文, 2002; 赵彦春, 2003; 陈玉珍, 2006; 王安民、王健, 2006; 梁秋花、姚喜明, 2006; 武继红, 2010a、2010b; 伍萍, 2012; Meer, 1999; Moon, 2004; Gao, 2013) who introduced Prototype Theory, Metaphor and Metonymy to the definition, sense order and division of a learners' dictionary. Fillmore (2003) introduced Frame Semantics to the definition of dictionaries and proposed "Double-Decker Definition". Zhang (章宜华, 2010a) pointed out that ECLDs should adopt the cognitive approach to the grammar, semantics and pragmatics of a language and take them as a whole. Likewise, we should deal with the definitions, glosses, cross reference, etc. in an integrated fashion under the guidance of Multi-faceted Defining Theory so that the dictionary can create a reference environment favorable for second language and culture learning.

In sum, the cognitive paradigm is a user-oriented one which gives top priority to users' needs and their cognitive psychology. In the paradigm, dictionary research and making are required to probe into the underlying needs of users and adapt to cognitive characteristics and learning regularities, aiming to bring dictionaries into full play in the second language and culture learning.

1.1.4 Rise of Bilingual Corpora in the Compilation of ECLDs

The role of corpus in lexicography has widely been accepted among the lexicographical researchers. "A parallel corpus served as an effective tool to improve the quality of bilingual lexicography" (Teubert, 2002). The researchers home and abroad (Bonelli, 1996; Teubert, 2001, 2002; 李安兴, 2003, 2005; 陈国华, 2004; 吴建平, 2005; 曾泰元, 2005; 李德俊, 2006, 2008, 2009; 徐海, 2010; 徐海等, 2012) have explored the role of parallel corpus in bilingual lexicography and found that the parallel corpus plays a vital role in the selection of entry words, equivalents and illustrative examples, sense division, and identification of new words and meanings in bilingual lexicography.

At present, many existing large bilingual (parallel) corpora may be employed to compile ECLDs, including CONULEXID English-Chinese corpus, CpsDict bilingual parallel corpus by Li Dejun, the bilingual corpus by Beijing University, English-Chinese bilingual corpus by the Chinese Academy of Social Sciences, Zhishan Juku (至善句库) by Xiamen University and English-Chinese Parallel Sentence-Aligned Corpus

by Shanghai Foreign Language Education Press, etc.

In brief, bilingual (parallel) corpora theoretically open up a novel perspective for the research of ECLDs. Practically, they serve as a vital tool to select cultural headwords, equivalents and examples in the compilation of ECLDs.

1.2 Terminological Establishment

1.2.1 ECLD

ECLDs can be divided into two types, i.e. ECLDs for English users and ECLDs for Chinese users. The typology has great significance for lexicographical research because it serves as a key factor to locate the needs of its target readership (Hartmann, 1987). In other words, the two kinds of dictionaries have different readership and compilation purposes, which in turn affect the principles and methods of dictionary-making. In general, the former refers to “the dictionaries targeted for the users of L1 (source language)”, while the latter refers to “the dictionaries for the users of L2 (target language)” (李明、周敬华, 2001; 黄建华、陈楚祥, 2003). ECLDs in the present study belong to the latter. They are active learners’ dictionaries designed for Chinese EFL learners. The survey by the present writer reveals that few of the major English-Chinese dictionaries are labeled as “learners’ dictionary”, but it can be inferred from their “target readership” in the “Preface” of the dictionaries that all of them are in nature the learners’ dictionary. To be specific, none of the five popular ECLDs investigated in the current study is entitled with learners’ dictionary, yet the designated readership of four ECLDs are “Chinese EFL learners”, “intermediate and advanced EFL learners”, and “college and high school students” respectively. Evidently, all of them are active learners’ dictionaries. Though NECD2 doesn’t mention its readership, it can be deduced from its stated purpose, “...strengthening the role in English study, solving frequent problems in English study”. It also belongs to the learners’ dictionary. The attributes of the five ECLDs can be referred to Table 4.1. Accordingly, it is evident that the object of the present research, ECLD, is not a brand new type of English-Chinese dictionary (ECD). Conversely, it has long been in the list of English-Chinese dictionaries and in essence, a majority of current ECDs belong to ECLDs. The use of “ECLD” in the present study simply aims to draw attention to its didactic function and related learning attributes.



1.2.2 CI

Cultural information (henceforth CI) is the core concept in the present study. The writer of the present study makes an attempt to redefine and classify CI by drawing on the typology of cultural knowledge in foreign culture teaching and integrating the *Study of Linguistic National Conditions* and cultural semantics into the lexicographical research. As for the typology of cultural information in ECLDs, we adopt the framework of cultural knowledge information and cultural communication information in the culture teaching of Chinese as a foreign language. Furthermore, the writer draws on the definition and analysis model of cultural meaning from the *Study of Linguistic National Conditions* and cultural semantics to make up for the defects of the typology of cultural knowledge information and cultural communication information. Considering the nature of ECLDs, we have sorted out two types of cultural information at the lexical, sentential and textual levels of English language applicable in the compilation of ECLDs. To be specific, cultural information in ECLDs in the present study refers to cultural knowledge information and cultural communication information at the lexical, sentential and textual levels. More detailed discussion on cultural information in ECLDs can be referred to Section 3.2.3.

1.2.3 Presentation Model of CI

The presentation model of CI is put forward and devised in response to the present situation of the presentation of CI in ECLDs. It strives to present CI at the lexical, sentential and textual levels in a comprehensive and systematic manner through the macrostructure and microstructure of ECLDs. In the macrostructure, the presentation of CI covers front matters, inserted pages (culture study pages), appendix, and coverage of words; in the microstructure, the presentation of CI consists of definitions, labels, illustrative examples, cultural glosses, cross reference, pictorial illustrations, etc.

1.2.4 Chinese EFL Learners

The Chinese EFL learners in the current study refer to the EFL learners in mainland China, including intermediate and advanced college students and adult English learners. They have shared common features and traits in the learning strategy and cognitive psychology in English learning.

1.3 Objectives of the Research

A good design is the prerequisite for the realization of the designated functions of a dictionary text. Hartmann and James (2002: 37) regarded the dictionary design as “the overall principles that govern the production of efficient reference works, taking into account not only features of content (information categories) and presentation (arrangement), but also the reference needs and skills of the user”. Geng (耿云冬, 2015) argued that the study of a dictionary design should cover the features of content, the features of structure and the features of technology (mainly corpus). With special attention to the content and the presentation, the present research focuses on the construction of a presentation model of CI in English-Chinese learners’ dictionaries, aiming to improve the design of ECLDs by virtue of an interdisciplinary combination.

Needless to say, the current study attaches great importance to CI, but it doesn’t intend to divorce CI from other dictionary information (e.g. grammatical, usage, collocative and pragmatic information). On the contrary, the present study, though with CI as its focus, makes efforts to integrate all kinds of information into a whole. It is true that an outstanding ECLD is always a comprehensive and inclusive one with full coverage of necessary information that Chinese EFL learners expect.

Overall, the aim of the study is to construct a presentation model of CI in ECLDs. In the concrete research, it covers the following objectives:

1. Starting from foreign culture teaching, it will try to redefine and classify CI by combining the study of Linguistic National Conditions, Cultural Semantics and English-Chinese Cultural Contrast.
2. A systematic and thorough survey will be carried out on the presentation of CI in major ECLDs. In the survey, high frequency cultural words are randomly sampled with special reference to major English textbooks.
3. Six principles will be tentatively proposed to guide the presentation of CI upon the integration of related research of lexicographical field, Cognitive Linguistics and Corpus Lexicography. The principles include Equivalence Principle, Communicative Principle, Cognitive Principle, Systematic Principle, Country-Specific Principle and Corpus-Supported Principle.
4. A presentation model is ultimately proposed for the presentation of CI in ECLDs.

Among the four objectives, objective 2 is an empirical survey, based on objective