# Towards a Model of a Collegiate Chinese-English Learner's Dictionary

## Jianing HE

# 大学汉英学习词典模式构建

何家宁　著

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# Preface by Professor Jianhua HUANG[1]

# 序

何家宁先生取得词典学博士学位已将近五年了。我一直期待着他的研究成果正式出版。但他似乎并不着急，大概是等候某种时机吧。这个机会果然被他等到了：他成功地向科研机构申请到出版资助资金。有了经费之后，他也不像某些人那样，急于拿现成的文稿照出，而是在原来书稿的基础上狠下一番增订、删削、改写的苦功夫。于是，又过了一些时日。待他拿了修订稿向我索序的时候，我几乎已把此事置诸脑后了。

此次再度翻开他的稿子，欣然应邀写上几句"开卷的话"，算是分享他一份"收获"的喜悦吧。

综合型的"汉英词典"，已有多种面世，但从词典学的高度、系统总结这方面的编纂经验的文章却并不多见，更不必说有关的专著了。至于成熟的"汉英学习词典"似乎还未编出，这方面的理论思考和实践探索是亟须有人去做的。何博士的这本《大学汉英学习词典模式构建》正适应了这种客观形势的需要。他的著作有一个显著的亮点：在当代词典学理论的指导下，从本国用户的角度，通过多种方式进行大量的实证研究，从而提出自己的词典编纂模式。本书既不是抽象的理论推演之作，也不是就事论事的纯粹的经验之谈；而是理论思考与实际考察的密切结合。可以预期，它不仅对汉英词典的编者有指导意义，而且对一般的英语学习者和英语教师也有一定的参考价值。

何博士是"科班"出身的词典学者，在国内外大学都有过从事词典学研究的经历，但他毕竟不是一个"长年累月攻词句"的词典编纂家，因而他这部著作还不能说是他本人编纂实践的理论升华结晶。换句话说，他所构建的"模式"，还有待未来编辑实践的检验或修正。我真希望：何

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1 Professor HUANG was President of ASIALEX, Vice-president of CHINALEX and Director of CHINALEX Bilingual Commission and is Advisor of CHINALEX and Honorary Director of CHINALEX Bilingual Commission.

博士本人或其他人员真的有一天能按此"模式"编出新型的汉英学习词典来。新词典在社会上的成功，才足以证明何博士"模式"的最终确立。不过，理论上的探索勇气还是十分难能可贵的。因为先进的理论常常是正确实践的先导。谨借此机会祝愿何博士的"模式"能在社会上早日开花结果。

2008 年 3 月 15 日于广外大校园

**黄建华**

教授、词典学博士生导师

（曾任亚洲辞书学会会长

中国辞书学会副会长

中国辞书学会双语词典专业委员会主任

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中国辞书学会双语词典专业委员会名誉主任）

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I am grateful to my teachers at the Guangdong University of Foreign Studies (GDUFS), especially the following professors or associate professors: Yun CAI (my B.A. supervisor), Jianping CHEN, Zhilin FENG (my M.A. supervisor), Shichun GUI, Ziran HE, Jiaxiu HUANG,

# 内 容 提 要

目前还没有一部能与英汉(或英汉双解、英语单语)学习词典(如《牛津高阶英汉双解词典》)相媲美的汉英学习词典,因此有必要进行相关的基础研究,进而编写出一部适合中国英语学生的、高质量的汉英学习词典。

本书的主要目标是从词典使用者的视角构建一个大学汉英学习词典的模式。更详细的书名可以称为《基于使用者视角的大学汉英学习词典模式构建》。主要内容分为两大部分:词典使用研究和词典模式构建。前者是基础,后者是目标。

首先,从社会心理学和心理语言学两个角度对中国英语大学生在汉译英过程中使用词典的情况作了定量的实证研究。通过问卷调查、翻译测试和有声思维三种研究方法,采集了大量的数据。涉及社会心理方面的因素包括:学生拥有的词典、购买词典的动机、对词典的态度、词典使用说明的阅读、词典使用的频率、词典使用的满意度、改进词典的建议、词典使用技能的训练、对词典的期望。涉及心理语言学方面的因素包括:使用词典查询的目标词、使用的词典、使用词典的目的、查询词典的组件、运用词典信息的情况(译文表达式的来源、运用词典信息的方式、选择第一义项的倾向以及词典信息运用的效果)。

其次,根据以上词典使用研究的发现,同时参考词典学的相关理论研究和实证研究,以现有的学生常用的汉英词典(《汉英词典》及《现代汉英词典》)为基础,构建了一个大学汉英学习词典的模式,提出了编写供中国大学生使用的大学汉英学习词典的十八条设计及编纂原则。总体原则涉及以需求为基础、以产品为属性的词典定位。具体原则涉及词典结构,包括总体结构(宏观结构和外在部分;外在部分又分为前面部分、中间部分和后面部分)、微观结构、中观结构、检索结构和分布结构。努力确保设计的词典不仅成为信息查询的工具,而且也是英语学习的工具。

本书适合词典学(尤其是词典使用和双语学习词典研究)研究者和词典编纂者阅读,对翻译学(尤其是翻译心理研究)和英语教育学(尤其是英语教育心理学)的研究者也具有一定的参考价值。

# Abstract

The present research aims to establish a model of a collegiate Chinese-English learner's dictionary (CCELD) from the users' perspective. The title can be extended as *Towards a Model of a Collegiate Chinese-English Learner's Dictionary from the Users' Perspective*. The book consists of two main parts: 'dictionary use study' and 'model building'. The former is the basis for the latter and the latter is the objective.

A questionnaire, a Chinese-English translation (CET) test and a think-aloud protocol were employed to investigate empirically the sociopsychological and psycholinguistic factors concerning the use of dictionaries (especially Chinese-English dictionaries (CEDs)) in CET by Chinese college learners of English as a foreign language (EFL). The main findings are as follows:

1. Results from a sociopsychological perspective:

(1) **Ownership of dictionaries:** The range of the CEDs owned by the students was not very big and the distribution was not even, with two of them (*A Modern Chinese-English Dictionary* (1978/1995/1997; shortened as *MCED*) and *A Chinese-English Dictionary* (1988/2001; shortened as *CED*)) owned by most students.

(2) **Motivation to buy dictionaries:** The main considerations for the students to buy a CED were the need for and the quality of CEDs and teachers' recommendations.

(3) **Attitude towards dictionaries:** Many students held a positive attitude towards their CEDs.

(4) **Reading of the dictionary user's guide:** Few students read in detail the user's guide of their CEDs. Most of them only read

it superficially and some did not read it at all.

(5) **Frequency of using dictionaries:** The students used CEDs quite frequently in CET though they did not use the CEDs they owned very often.

(6) **Satisfaction with the use of dictionaries:** The students felt that they were not very satisfied with usual use of their CEDs in CET.

(7) **Training in dictionary use:** Most of the students had not received any training on how to use a CED, but most of them thought it necessary to obtain such training.

(8) **Necessity of and expectations on a CCELD:** Most students deemed it necessary to compile a CCELD specially tailored to meet the needs of Chinese EFL learners. Among the expectations on such a dictionary, the top four were: 'reasonable price', 'collocational information provided for English equivalents', 'meaning differentiation provided for English equivalents', and 'related words provided for English equivalents'.

2. Results from a psycholinguistic perspective:

(1) **Target lexical items for dictionary use:** In CET, most target lexical items for dictionary consultation were Chinese items which were not commonly used in daily life and which could not be easily expressed in English, such as idioms and technical terms.

(2) **Dictionaries used:** In CET, of the paper dictionaries used, CEDs were consulted more frequently than other dictionary types, and most consultations were made with MCED and CED.

(3) **Purposes of dictionary use:** The primary purpose of using a dictionary in CET was to search for 'English equivalents' to express the target Chinese lexical items in the source text.

(4) **Dictionary components sought:** Not all components in a dictionary were looked up and utilized. The 'English definition' of the Chinese headwords was the main component consulted, followed by the 'example'.

(5) **Utilization of dictionary information:** The 'definition' component was found to be the main source of dictionary information used in the students' translations. Most of the expressions used in the students' translations were transferred directly from the dictionaries they used. In cases where there was more than one English equivalent in an entry in a CED, the students tended to use the first one in their translations. Most of the English expressions used in the translations were acceptable when they were mainly evaluated in terms of their success in representing the meanings of the corresponding lexical items in the Chinese source text, indicating a favourable effect of dictionary use in CET.

Based upon the present empirical study on dictionary use in CET and other relevant studies, a model of a CCELD was proposed, putting forward 18 general and specific principles for compiling a CCELD. The principles are:

**(1) General principles:**

**Principle 1:** The CCELD should be need-oriented.

**Principle 2:** The CCELD should be product-oriented.

**(2) Specific principles:**

**Principle 3:** The megastructure of the CCELD should be designed based on the general function of the dictionary, a learning and reference tool for Chinese EFL learners, covering both selection and arrangement of the components of the dictionary.

**Principle 4:** The outside matter of the CCELD should serve as a compulsory constituent of the dictionary.

**Principle 5:** The front matter of the CCELD should be attractive and concise.

**Principle 6:** The middle matter of the CCELD should be closely connected with the entries concerned, serving as a bridge.

**Principle 7:** The back matter of the CCELD should be attractive,

practical and designed as a coherent component of the dictionary.

**Principle 8:** The number of the headwords of the CCELD should be adequate to meet the users' needs.

**Principle 9:** The proportion of types of the headwords of the CCELD should be reasonable.

**Principle 10:** The headwords of the CCELD should contain multi-word lexical items.

**Principle 11:** The layout of the macrostructure of the CCELD should facilitate the access to the dictionary information and the acquisition of English vocabulary.

**Principle 12:** The entries in the CCELD should be self-explicit.

**Principle 13:** The English equivalents of the Chinese headwords of the CCELD should be sufficient and should translate the Chinese headwords as closely as possible.

**Principle 14:** The usage information on the English equivalents of the Chinese headwords of the CCELD should be provided.

**Principle 15:** The phonetic information of the English equivalents of the Chinese headwords of the CCELD should be provided.

**Principle 16:** The mediostructure of the CCELD should be made up of systematic cross-references.

**Principle 17:** The access structure of the CCELD should ensure easy accessibility of the information stored in the dictionary.

**Principle 18:** The distribution structure of the CCELD should represent a reasonable allocation of the linguistic and encyclopaedic information.

The present research is exploratory and descriptive and further research is needed by means of a larger scale survey with more sophisticated tools to build a better model of a CCELD.

**Key words:** dictionary use research; Chinese-English dictionary; Chinese-English translation; collegiate Chinese-English learner's dictionary

# List of Abbreviations

CCELD—collegiate Chinese-English learner's dictionary

C-E—Chinese-English

*CED—A Chinese-English Dictionary*[2]

CED—Chinese-English dictionary

CEECD—Chinese-English and English-Chinese dictionary

CELD—Chinese-English learner's dictionary

CET—Chinese-English translation

CMD—Chinese monolingual dictionary

*COBUILD—The Collins COBUILD English Language Dictionary*

E-C—English-Chinese

ECCED—English-Chinese and Chinese-English dictionary

ECD—English-Chinese dictionary

ECT—English-Chinese translation

ED—Electronic dictionary

E-E-C—English-English-Chinese

EECD—English-English-Chinese dictionary (bilingualised dictionary)

EED—English-English dictionary (English monolingual dictionary)

EFL—English as a foreign language

EMD—English monolingual dictionary

L1—first language

L2—second language; foreign language

LD—learner's dictionary

*LDOCE—Longman Dictionary of Contemporary English*

LSP—language for specific purposes

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*MCED—A Modern Chinese-English Dictionary*[3]

MED—monolingual English dictionary

MLD—monolingual learner's dictionary

*NACED—New Age Chinese-English Dictionary*[4]

*OALD—Oxford Advanced Learner's Dictionary of Current English*

*PCEPD—A Practical Chinese-English Production Dictionary*[5]

PD—print dictionary; paper dictionary

PED—pocket electronic dictionary

SL—source language

TL—target language

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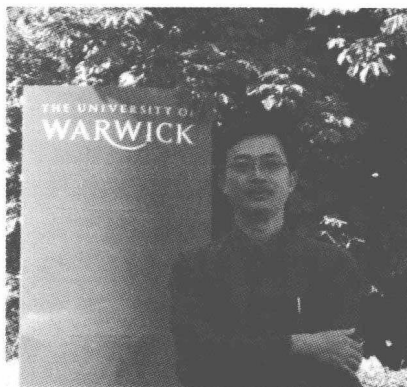
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