



Research into Cognitive Context  
in English Vocabulary Instruction

英语词汇教学的  
认知语境研究

陈 荣 著

贵州人民出版社



Research in Language Acquisition  
and Foreign Language Learning

# 英语词汇教学的 认知语用研究

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陈荣 著

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陈 荣 著

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# 序

陈荣博士所著《英语词汇教学的认知语境研究》以认知语言学为理论基础,以认知语境为切入点,对英语词汇教学进行了深入研究。让我记忆犹新的是:他在攻读硕士学位研究生期间,对功能语言研究范式的语境理念早有涉足。其难能可贵之处在于克服了工作及生活方面的诸多难处,再次选择了求学深造的道路。攻读博士学位期间,他敏而好学,研读了国内外大量课程与教学论方面的经典著作及认知语言学力作。受功能语言学语境理论的影响,他继续研究认知语言学视域中的语境表现形式,从认知观念出发,探讨认知语境在外语教学中的运用。此书之成,验证其矢志不渝之学风,“大处着眼、小处着手”的学术研究方法及治学思想。

纵观语言学理论研究的历史演进,当一种语言理论发展比较成熟并形成相对稳定的研究范式之后,总会被运用到语言教学中,接受语言教学实践的检视,探索其中蕴含的教学理念。随着认知语言学理论研究的深入发展,学界开始寻求其对外语教学的启示。认知语言学研究范式是对生成语言学思想的反叛,认为语言是一个符号系统,并不是一种自主的认知能力,概念化是语言表达式的意义成因及语言知识缘起于语言的实际运用。这些主张与当下外语教学改革的基本理念不谋而合,体现在外语教学中,主要表现为:切合新课程改革理念,凸显学习者认知主体地位;从语言的认知立场消弭英语教学中的二元对立思想;从知识建构特征透视语言意义的理解与运用;重视学习者已有语言知识经验,克服去语境化的教学方式;改进英语教学实践,导引学习者知识建构。

语境问题是语言学中的一个核心问题,语境研究追随着语言研究的理路而嬗变。词汇是语言有机体的核心要素,它的生成、演变及其使用都只能在语境的基底上得到合理的阐释。外语教学中,作为一个重要知识领域的词汇教学的研究自然离不开对语境的探索,这早已受到了外语教学研究者、外语教师及外语学习者的重视。然而受到传统语言学视野下语境研究的局限,我国英语词汇教学存在一些误区,认为学习一门外语只是掌握该语言的一套语法和发音规则,加上一大堆词汇,这样就能得心应手地用该语言交流思想,表达情感了。这显然忽略了学习过程中学习者的认知主体地位及词汇背后深蕴着的鲜活的民族文化因素。正如德国伟大的政治家及学者洪堡特所言:“语言中最深奥、最微妙的东西,是无法从那些孤立的要素上去认识的,而是只能在连贯的言语中为人感觉到。一切意欲深入至语言的生动本质的研究,都必须把连贯的言语理解为实在的和首要的对象,而把语言分解为词和规则,只不过是经科学剖析得到的僵化的劣作罢了。”这在某种程度上为词汇教学提供了一幅崭新画面,也深刻刻画了传统的词汇教学的弊端。在当下认知科学的背景下,认知心理学、认知语言学及心理语言学的研究方兴未艾,语境研究发生了认知转向,为词汇教学提供了一个广阔的新视域。此书作者将其睿智之学术思路聚焦于探讨语言理论研究演进历程中语境研究的认知转向理路,进而探讨认知语境视域下的词汇教学意涵,为词汇教学研究提供一个新视点。

从方法论上看,主要从认知语言学的视野并利用整体论视角分析英语词汇理解和运用的语境关联,克服词汇教学中的孤立主义倾向,认定词汇的理解和运用仅从语言内部知识系统或语言外部知识系统来检视都是不全面的,语言认知主体(教师和学习者)只有将语境的三个维度内化为认知语境方能促成词汇的有效理解和适切运用,才能建立词汇的认知语境关联,在认知语境表征中理解和运用词汇,体现为词汇与图式、词汇与框架、词汇与范畴等认知域之间的关联;从认知语境维度看,词汇教学关联性体现在词汇与语言语境,词汇与情景语境,词汇与文化语境的认知关

联。词汇教学过程中建立词汇的认知语境关联,体现了词汇教学的联系主义观点,消弭去语境化的词汇教学取向,有助于学习者在词汇运用中建构意义,复归英语词汇理解与运用的语言环境,丰富学习者的词汇语义网络。

毋庸置疑,此书为作者卓有见地之作,既深度解读了词汇认知语境相关前沿理念,亦务实地深挖了其研究所得在英语词汇教学中的运用。拙以为,此书无论在理论推介、整体论视阈的研究范式、抑或在外语教学策略与学习策略的实践运用等层面均值得向学界推介。

是为序。

贵州师范大学 冒国安

2013年6月18日于贵阳照壁山下



## 摘要

真正的语境概念是由波兰籍英国人类学家马林诺夫斯基(Malinowski, Bronislaw Kaspar)于1923年正式提出来的,主要体现在他早年的两部著作中,即《原始语言中的意义问题》(1923)和《珊瑚园及其魔力》(1935),语境这一概念的正式出现意味着马林诺夫斯基晚年所从事的研究从人类学领域转向语言学领域,进一步拓展了语言研究的视野,他深刻意识到社会文化领域中语言使用的具体场域。由此可知,语境研究突破了语言本身的边界,被延展到人类社会文化生活领域,使语言的理解逐渐复归其赖以生存的社会文化基底,让语言与生活世界建立起真正的关联。语境边界的拓展为语言研究注入了无限的生机与活力,社会文化境脉中鲜活的语言生活进入了语言研究的视野,语言研究与语境研究至此获得了同等重要的地位,并激发了语言研究领域中语用研究的繁荣局面。从语言研究范式的演进不难看出,每一种语言研究范式都内蕴着一定的语境观念,并对外语教学研究产生深刻的影响,同时也为外语词汇的理解与运用提供了特定的阐释方式。词汇是外语教学中的一个核心知识领域,然而传统主流语言学理论的研究重心在于语言的句法结构分析,而词汇仅被看作语法结构的填充物,没有受到学界应有的关注。因此,在我国外语教学中,语法翻译法长久以来虽屡遭诟病,其生命力却依然旺盛。随着认知语言学研究范式的勃兴,学者们开始探索其在外语教学中运用的可能性与可行性。在此背景下,本文将探讨认知语言学视角下的语境观念及其与英语词汇教学的关联、英语词汇教学中存在的语境问题及语境研究的认知转向对英语词汇教学的启示,旨在消解英语词汇教学中的孤立主义倾向,构建英语词汇教学的整体观,为英语词汇教学研究提供一个新视角。



从方法论上看,本书主要从认知语言学的视野利用整体论视角分析英语词汇理解和运用的语境关联,克服词汇教学中的孤立主义倾向,认定词汇的理解和运用仅从语言内部知识系统或语言外部知识系统来检视都是不全面的,语言认知主体(教师和学习者)只有将语境的三个维度内化为认知语境才能促成对词汇的有效理解和适切运用,才能建立词汇的认知语境关联,在认知语境表征中理解和运用词汇,体现为词汇与图式、词汇与框架、词汇与范畴等认知域之间的关联;从认知语境维度看,词汇教学关联性体现在词汇与语言语境,词汇与情景语境,词汇与文化语境的认知关联。词汇教学过程中建立词汇的认知语境关联,体现了词汇教学的联系主义观点,消弭去语境化的词汇教学取向,有助于学习者在词汇运用中建构意义,复归英语词汇理解与运用的语言环境,丰富学习者的词汇语义网络。

本书第一章在分析语境内涵基础上,探讨语境与英语词汇教学的关联,然后从语境看英语词汇教学的特征,最后分析英语词汇教学中的语境问题及英语词汇教学实践中存在的语境观念和教学行为之间的冲突。第二章探讨语言研究范式演进过程中语境研究视角的转变及其对英语词汇教学的启示。结构主义语言思想中的语境实际上表现为语言内部的语境,反映在词汇教学方面,导致词汇教学中的“孤立主义”倾向。功能主义语言学思想主张从社会文化维度考察词汇在使用中的意义,使语境研究突破了“为语言而研究语言”的弊端,拓展了英语词汇教学研究的视野,在词汇教学中表现为“联系主义”趋向,但是对词汇理解的内在语境和外在语境的相互作用依然不够重视。认知语言学范式蕴含语境的认知观,主张词汇知识与百科知识之间不存在“非此即彼”的界限,认定词汇意义的理解与运用就是词汇的概念化过程,词汇是语言认知主体进入百科知识领域的认知参照点。据此,指出认知语言学视野下语境表征为范畴、图式、框架、脚本等认知模式,它们为词汇的理解与运用提供了有效的认知途径,具有一定的心理现实性。在传统语境研究的基础上指出认知

语境的三个维度,即认知语境是语言语境、情景语境、文化语境认知化的结果,认知语境主要由词汇知识、世界知识和逻辑知识构成,体现在英语词汇教学中,主要表现为词汇使用中的语言知识、情景知识、文化知识的建构。第三章首先探索词汇理解和运用中的认知语境表征,即范畴、图式、框架等,然后以具体的词汇教学案例初步分析范畴、图式及框架等认知语境表征在英语词汇教学中的运用。第四章探讨英语词汇教学中的认知语境维度。在传统语境研究的基础上,论述英语词汇理解与运用三个认知语境维度,分别论述语言认知语境、情景认知语境和文化认知语境在英语词汇教学中的运用。第五章对英语词汇教学的认知语境策略进行研究,首先指出英语词汇教学的认知语境原则,然后探讨英语词汇教学中基于认知语境的学习者的词汇学习策略,最后分析教师基于认知语境的英语词汇教学策略。

**关键词:** 语境 认知语境 词汇教学 词汇知识



# Research into Cognitive Context in English Vocabulary Instruction

## Abstract

The definition of context was postulated by American anthropologist Malinowski, Bronislaw Kaspar in 1923, who was born in Poland and it symbols that the context research in his later years has shifted from anthropology to linguistics. From then on, the research field of context got rid of the linguistic boundary and was extended to the living world of human being, advocating that language roots in the base of social and cultural field, language understanding and language use are interactively related and connected to each other. Therefore, linguistic field was endowed with the new life and power and researchers and language teachers started to focus on the language materials in the social and cultural contexts. The fact that context and language are equally important promoted the flourishing of language use in pragmatics, as a subarea of linguistics. Each language research paradigm predicts a particular contextual idea, providing an interpreting method for the vocabulary understanding and language use. Vocabulary is an important knowledge field in the foreign language teaching, however, traditional grammatical rules are regarded as the centre of language study and learning for a long time, while vocabulary is only regarded as the filler of grammatical structures. So Grammar-Translation teaching approach is widely accepted in the foreign language teaching nowadays although it was called into question long ago. With the development of cognitive linguistics research, language is viewed as an integral part of human's general cognitive ability, and more and more researchers and applied linguists focus their attention on exploring the possibility and feasibility of employing cognitive insights into foreign language

teaching. Under this background, the present thesis mainly makes an analysis of the present problems existing in the vocabulary teaching field under the guidance of traditional contextual theory and traditional foreign language teaching schools, explores the cognitive turn of contextual research based on the cognitive linguistics paradigm and further analyses the implications of cognitive contextual idea in the field of English vocabulary instruction, which gives us a new perspective for English vocabulary instruction.

From the perspective of research methodology, the present thesis adopts the integral method from the cognitive linguistic ideas, viewing words as the language unit related and connected to other linguistic expressions in one way or another, internally or externally. Vocabulary understanding and use needs exploring not only the relationship between internal parts of words but also between words or between words and the outside world. Based on the cognitive context, vocabulary should be placed in its cognitive contexts in order to effectively understand and use vocabulary through examining the connections between words and linguistic context, between words and situational context and between words and cultural contexts in terms of cognitive contextual contents; from the angle of the cognitive representation, cognitive context is represented as schemata, frame, cognitive model, script, etc., which in turn are the important categories in cognitive linguistics, so we can say that cognitive linguistics puts emphasis on the context research. According to many cognitive linguists, context consists of knowledge, such as vocabulary knowledge, encyclopedic knowledge, logical knowledge, etc. Therefore connectionism should be adopted in the field of vocabulary teaching and research, which is helpful for the learners to eradicate the decontextualization-oriented vocabulary instruction and research in the traditional linguistic study and makes learners effectively construct the encyclopedic knowledge which words provide access to and puts words into the vivid contexts from which they derive, so rich lexical networks can be



extended and enriched.

In the thesis, Chapter One explores the connections between English vocabulary and context on the basis of analysing the connotations of context, generalizes the features of English vocabulary from the perspective of context, and points out the contextual problems existing in English vocabulary instruction based on the analytical results of questionnaire. Chapter Two explores the cognitive turn of English vocabulary instruction. Firstly we discuss the cognitive shift of contextual research during the course of linguistic research development. In structuralism linguistics context is usually restricted within the linguistic structure, with a tendency of "isolationism" in the field of vocabulary instruction; Systemic-functional linguistic thought advocates that language is the social and cultural symbolic signs and meaning of words is determined by the external world, holding the view that context is correspondent with the language functions, which breakthroughs the structural contextual idea and expands the research field for vocabulary teaching and research. In the systemic-functional contextual idea, vocabulary is learned through connections to the outside world, therefore connectionism was adopted in English vocabulary teaching. However, the fact that much attention is paid to the social and cultural world cannot solve all the problems in vocabulary instruction, so meaning of words should be explored through the interaction between the internal context and the external context depending on the subjects' cognitive ability. Cognitive linguistic research paradigm implies the cognitive research of context, advocating that vocabulary knowledge and encyclopedic knowledge are a continuum, which closely relates to each other, in other words, vocabulary understanding and interpretation is a process of conceptualizing the encyclopedic knowledge that words provide access to and words are knots through which learners (cognitive subjects) realize and understand the encyclopedic knowledge embedded in words. From the perspectives of cognitive linguistics, context is represented as category,

schema, frame, script, domain, etc. , which provides effective approaches for vocabulary instruction. Based on the traditional contextual ideas, cognitive context is the result of conceptualizing three dimensions, that is, linguistic context, situational context and cultural context, and cognitive context mainly consists of vocabulary knowledge, encyclopedic knowledge and logical knowledge. We tend to advocate that vocabulary learning is a process of constructing linguistic knowledge, situational knowledge and encyclopedic knowledge of vocabulary through vocabulary use. Chapter Three deals with the relationship between cognitive contextual representations and English vocabulary understanding and use, namely, vocabulary is learned and used through constructing category, schema, frame, script, domain, etc. , in which vocabulary appear. Chapter Four describes three dimensions of cognitive context in which vocabulary is understood and used and the relationship between words and three dimensions of cognitive context. On the basis of former four chapters, Chapter Five explores cognitive contextual principles for the English vocabulary teaching, examines learners' vocabulary learning strategies and analyzes teachers' cognitive contextual strategies in the course of English vocabulary teaching process based on the cognitive context, evaluates the practical values and meaning of cognitive context in vocabulary instruction through specific vocabulary teaching samples, which is possibly helpful and efficient for the English teachers and learners in the process of English teaching and learning.

**Key words:** context; cognitive context; vocabulary instruction; vocabulary knowledge



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