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应用认知语言学

概念隐喻与意像图式在英语学习中的应用

● 李福印 著

Applied Cognitive Linguistics

Conceptual Metaphor and Image Schemas in English Learning

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李福印(1963-), 山东人, 北京航空航天大学外语系教授。作者2002年于香港中文大学英文系获博士学位, 1994年吉林大学获硕士学位。作者1997年7月至1998年8月作为教育部第一批“择优录取”选拔的访问学者, 在新西兰 University of Canterbury 和 University of Otago 两所大学的语言学系留学深造; 于2003年6月至9月获西班牙University of Malaga海外优秀科学家研究基金, 在该大学哲学系进行合作研究; 并于2004年6月至9月获香港中文大学英文系访问学者资格和资助, 在该系进行合作研究。作者著有《语义学教程》(1999, 上海外语教育出版社), The Acquisition of Metaphorical Expressions, Idioms and Proverbs. (2003, UMI Proquest Company, Michigan, USA), 《隐喻与认知》(2004, 中国文史出版社), 《应用认知语言学》(2004, 中国文史出版社) 等著作及30余篇论文。作者2004年被北京外国语大学聘请为兼职教授。

归还

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This book is based on the author's PhD dissertation completed in 2002 in the Chinese University of Hong Kong. The original title is *The Acquisition of Metaphorical Expressions, Idioms, and Proverbs by Chinese Learners of English: A Conceptual Metaphor and Image Schema Based Approach*, which is now circulated through UMI Dissertation Services (Ann Arbor, Michigan; www.il.proquest.com). To capture the true research nature of this dissertation, I rename the title as *Applied Cognitive Linguistics*. The book mainly keeps the original version of the dissertation with some errors corrected, and some format changed. As the book form comes into reality, I would like to express my gratitude to all who ever helped me during my PhD journey, especially the following.

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Preface

In this research, the author argues for an “innovative” approach to the systematic learning of metaphorical expressions, idioms and proverbs, which is conceptual metaphor and image schema based (CM-IS-based). This approach is based on conceptual metaphor theory (Lakoff & Johnson 1980; Lakoff 1993), image schema theory (Johnson 1987), and on the empirical research of Gibbs (1992) and Gibbs et al (1990; 1995; 1997). Drawing on the above research, a hierarchical framework is established, which originates from embodied experiences, and surfaces in linguistic expressions, which include metaphorical expressions, idioms, and proverbs. The hierarchical framework consists of four levels: **embodied experiences** → **image schemas** → **conceptual metaphors** → **linguistic expressions** (including metaphorical expressions, idioms and proverbs).

Because conceptual metaphors and image schemas have some specific cognitive features, the author claims that both conceptual metaphors and image schemas can facilitate the learning of those linguistic expressions organized by them. Supports for the claim have been identified from the following three sources of evidence: the Dual Coding Theory, the Psychological Reality of Image Schema, and the Psychological Reality of Hierarchical Structure.

The effectiveness of the CM-IS-based approach to the learning of metaphorical expressions, idioms and proverbs is experimentally explored and examined by means of five studies with the participation of four hundred plus

Chinese undergraduate students. Each study consists of a pre-test, a post-test, questionnaires, and a one-week delayed test. The design and the development of the learning materials were informed by cognitive linguistics theories and the subjects' characteristics, including their language proficiency.

In the light of the experimental results, the author discusses the implications of the CM-IS-based approach for ESL/EFL learners' vocabulary learning in general and the learning of metaphorical expressions, idioms and proverbs in particular. The author also explores the potential applications of the CM-IS-based to reading comprehension and literary analysis.

The present research represents a bold attempt to bridge a huge gap between the theoretical study of conceptual metaphors and image schemas in cognitive linguistics on the one hand and the practical applications of such theories in applied linguistics on the other.

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前 言

在本研究中,作者提出并用实验证实了一种系统学习英语中的隐喻表达、成语和谚语的方法,即“概念隐喻与影像图式法”。本方法的理论框架建立在概念隐喻理论(Lakoff & Johnson 1980; Lakoff 1993),影像图式理论(Johnson 1987),以及 Gibbs 等人(1990; 1992; 1995; 1997)对成语与谚语和概念隐喻关系的实验研究之上。根据以上研究和理论,本文首先建立了一个框架结构。本框架根置于身体在外部世界的经验(embodied experiences),中间有影像图式和概念隐喻两个层次,最上层为语言表达,包括:隐喻表达,成语和谚语。这一层次结构为:(根置于身体的经验→影像图式→概念隐喻→语言表达形式:隐喻表达,成语和谚语)。由于影像图式和概念隐喻所具有的特点,作者提出二者应该有助于隐喻表达,成语和谚语的系统学习和记忆。这种方法的有效性进一步得到了如下相关理论的支持:双解码理论,影像图式的心理真实性和框架结构的心理真实性。为了更进一步在教学中验证这种方法的有效性和可行性,作者共进行了五组实验。每组实验包括实验组和对比组。学习材料根据有关理论和学生英语程度精心设计。学习过程包括学前测试,课堂教学,学后测试,问卷反馈,一周后再测试等五个步骤。共有来自中国海洋大学和青岛大学师范学院的四百名大学本科一年级和二年级的学生参加了本实验。

实验结论证实:“概念隐喻与影像图式法”是一种系统有效地学习英语中的隐喻表达、成语和谚语的方法。这种方法的具体运用可以与阅读理解相结合,并且可以用于文学作品分析。作者充分探讨了该方

法在教学中的具体应用、提出了课堂教学应用实例。

本研究属于“应用认知语言学范畴”,旨在运用认知语言学的理论解决中国英语学习者的实际问题。

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