

认知语言学 在二语习得中的应用

COGNITIVE LINGUISTICS TO L2 ACQUISITION

高佑梅 / 著



南京大学出版社

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L2 Acquisition**

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To Dr. Frank Vargo, Umass, USA

Particularly,

To my husband and my daughter

To my friends and relatives

To my graduate students

To all the participants in the classroom experiments

To my colleagues from Tianjin Foreign Studies University, China

To Editors of Nankai University Press

前言

认知语言学 (Cognitive Linguistics) 于 20 世纪 80 年代产生于欧美, 90 年代初开始引入我国, 近十年来, 在国际和国内逐渐成为一门具有影响力的语言学新兴学科。这一新兴学科反映了当代语言学研究的发展趋势, 体现了语言研究的多元化和开放性, 是语言学中的一种新范式。该研究领域的多元化表现为理论模式的多元化、研究方法的多元化、学术热点的多元化、学科队伍的多元化和研究成果的多元化。然而, 应该指出, 尽管该研究领域呈现出多元化的特征, 包含许多不同的理论和研究视角, 但是在哲学基础、理论假设和研究目标等方面却有很多相同或相似之处, 可以说, 其基本出发点处于语言与认知的互动关系。

综观国内外学者的研究, 我们可以发现, 发展到当今 21 世纪初, 认知语言学在词法、句法、语义和语用的互动研究上, 已经取得了许多令人瞩目的研究成果。在国内, 知名学者, 如束定芳、胡壮麟、蓝纯、王寅、程琪龙、李福印、赵艳芳等, 在各自的研究领域都发表过不俗的文章, 出版了颇有贡献的专著。在国外, Lakoff 的概念隐喻、Fauconnier 和 Turner 的概念整合、Langacker 的认知语法、Talmy 的认知语义等理论都对语言与认知之间的关系进行了有效的探讨。但是, 这些理论主要来自各个理论家的语言学直觉和判断, 需要得到认知科学和其他分支学科的实证支持。尤其是, 理论需要通过实践的检验, 才能对其作出恰如其分的评价。因此, 应用语言学应该并能够发挥其中介和调节作用, 将认知语言学的理论成果付诸于语言教育实践, 验证其理论阐释力, 评价其在二语或外语习得和教学过程中的效应。

本书通过探讨分析语言深层的“非任意”特征, 揭示形—形、义—义、形—义之间的认知联系, 激活语言习得者的心智语义网络, 帮助语言学习者加深对目的语成分的深层喻义或含义的理解, 从而强化其记忆, 培养其学习热情和动机。

本书认为, 认知科学和语言科学的深入发展和相互渗透, 导致了

语言学的认知主义转型。在改革开放的现代中国，广大致力于教育事业的工作者，尤其是语言教育工作者，有必要充分利用认知语言学的研究成果，启发教育我们的学生，以多维的视角，去审视语言、学习语言、掌握和运用语言，尤其是，要通过探讨和分析语言深层认知文化理据，丰富语言习得者头脑中的百科知识，提高其学习效率，培养其社会文化意识、创新思维和语用能力。

高佑梅

Gao Youmei

2010年6月

于天津外国语大学

Preface

by Professor Chilton from Lancaster University, UK

This book is notable in two important ways. First, it is ground-breaking in applying a relatively new kind of linguistics to pedagogical practice. Second, it is a landmark in intellectual cooperation between western scholars and Chinese scholars.

Cognitive Linguistics has been advancing now in the US and in Europe for three decades. Chinese scholars have already taken up these stimulating ideas and carried them forward within their own traditions of linguistic research. Cognitive linguistics has discovered many aspects of the way the human mind works, phrases and grammatical combinations of a language, whether it is English or Chinese or some other language. Language is not simply the sounds we make with our mouths or the marks we make on paper or computer screens: language is a special kind of knowledge, thus “cognition”, that is in our brains. Nor is language separate from other kinds of knowledge that we have in our brains: language is linked to our generally unconscious knowledge of our relationship to our physical world and our social environment. When we speak or hear, read or write, we are using vast amounts of knowledge that we carry in our heads. The same is true when we learn or teach a second language—we use knowledge we already have and we create new knowledge, knowledge of another language, for ourselves.

Among the cognitive mechanisms that cognitive linguists have discovered are conceptual metaphor and the metaphorical use of image schemas. Metaphor is so fundamental in the way all languages work that we human language users normally never notice it! While the mechanisms are the same in all languages, the details vary from culture to culture. This

is one reason why the learner of a second language may encounter puzzling difficulties in idioms and turns of phrase and even in grammatical structures. And this is why this new book by Professor Gao is an important step forward in improving our understanding of the learning and teaching of a second language. It is also a step taken together with cognitive linguists from different cultures. Professor Gao helps us to take this step, a step that is of vital importance for human understanding in the broadest sense of the term. In learning and teaching languages we enter into the understanding of what is both universal and what is special about human beings and their cultures.

Paul Chilton

Lancaster

June, 2010

Preface

by Professor Kifer from University of Kentucky, USA

It seems like yesterday that Professor Youmei Gao joined our department as a visiting scholar. It is a department of policy analysis and evaluation in the College of Education at the University of Kentucky. The department is composed of persons trained in the traditional disciplines—history, philosophy, anthropology, sociology, statistics—who study educational matters from those varied perspectives. As a consequence of our interests and points of view, we are a place where methodological expertise and discussion flourish yet are considered issues secondary to the substantive questions about educational matters that are being addressed. It was this conglomeration that Professor Gao joined and in which she thrived.

I am happy and proud to see what I consider to be our influence on Professor Gao's work. Although I have read some of George Lakoff's work, I am by no means a cognitive linguist. And it is not in Professor Gao's theoretical stance where I see the influence. Instead, it is in formulating the problem she wishes to address and her systematic approach to investigating the topic where we may have been helpful.

Varied methodologies are present in her work. Her design is what we might call a mixed-methods design. She produces and analyzes statistical data, but also uses Think-aloud protocols to understand better her topic. The Think-aloud methodology is becoming increasingly popular in the United States, especially as it is used to understand student responses to test items.

I am also pleased to see that she uses straight-forward statistical methods to present her data analysis and the results. Too often fancy statistical models are applied to data with the net result that few persons understand what has been analyzed for what reasons. Professor Gao's

approach should minimize the statistical knowledge needed to understand what she has found and what is important about her work.

I am honored to be able to write this for Professor Gao. I hope that readers will learn from and enjoy her work.

Edward Kifer
Emeritus Professor
University of Kentucky
June, 2010

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Chapter 1 Introduction

1.1 Terminology

The most frequently used and key terms in cognitive linguistics (CL) include: “domain”, “profile”, “conceptual metaphor”, and “image schema”, and in the field of the first language (L1) and the second-language (L2) acquisition, “dual coding” and “trace memory” are essential in providing theoretical support for the CL-inspired approach adopted in the present study. To make CL theory better understood and put further discussion in context, each of which will be briefly introduced in this chapter.

1.1.1 Domain and profile

The term “domain” was initiated by Ronald W. Langacker (1987) to characterize a semantic unit. From a cognitive linguistic (CL) perspective, “domain” is a cognitive context for characterizing a concept. Following Langacker’s theory, cognitive linguists believe that most concepts presuppose other concepts. They cannot be well defined except by reference to other concepts either directly or indirectly. Take the concept WRIST for example: it presupposes the conception of a hand. It would be virtually impossible to explain what a wrist is without in some way referring to a hand. Thus, HAND provides the necessary context or “domain” for the characterization of WRIST, and ARM is the domain for HAND and WRIST. In terms of “profile”, it means “include” or “take reference of”. For example, the domain of WRIST profiles the concepts of

HAND and ARM as its references. Both DOMAIN and PROFILE are frequently used terms in CL theory.

1.1.2 Conceptual metaphor (CM)

It is well known that this new paradigm in metaphor study was introduced by George Lakoff and Mark Johnson in their ground-breaking book *Metaphors We Live By* (Lakoff & Johnson, 1980), and elaborated in three other remarkable books: *Women, Fire, and Dangerous Things: What Categories Reveal about the Mind* (Lakoff, 1987); *More Than Cool Reason: A Field Guide to Poetic Metaphor* (Lakoff & Turner, 1989); *Philosophy in the Flesh: The Embodied Mind and Its Challenge to Western Thought* (Lakoff & Johnson, 1999). The main idea of the new paradigm is that there exists a cross domain mapping, i.e. conceptual metaphor (CM) in people's conceptual system (Lakoff, 1993).

With the growing desire by many linguists to study language from a cognitive perspective, linguistic structures are seen as being related to and motivated by human conceptual knowledge, bodily experience, and the communicative functions of discourse. The newly emerged field of language study, cognitive linguistics (CL), makes a number of different claims about metaphor, although the central idea of *transfer* remains.

First, metaphor is a conceptual operation, something that happens in the non-linguistic part of the mind; it is not simply the use of a word in an unusual way.

Second, it follows from the first point that metaphor is *not* confined to literary or oratorical uses of language. Many everyday lexical items and grammatical constructions have an active metaphorical component; others are polysemes, the origins of whose meanings can be explained in terms of historical semantic changes that are themselves metaphorical.

Third, metaphors are not isolated occurrences, but are systematic and productive. This means that certain kinds of concepts recur in metaphors

and that when apparently new metaphors appear they are usually related to existing ones. This can happen because of metaphorical entailment, the counterpart of logical entailment. In metaphorical entailment, we have a mental operation which has roughly the following structure: if x can be metaphorically viewed as y, then y has the property of x. For instance, if “relationship” can metaphorically be viewed as “journey”, then “journey” has the property of “relationship”. The extent to which this generalization is actually true is one of the contended issues in current research on metaphor (cf. Croft and Cruse, 2004).

In CL theory, the CM is conceived of as a belief structure, which is defined as understanding one conceptual domain in terms of another conceptual domain. For instance, we talk, understand and construe the concept “time” in terms of “money”, “idea” in terms of food, “theories” in terms of buildings, “arguments” in terms of wars, “relationship” in terms of journey, and many others. In the view of cognitive linguists, there is a cross-domain mapping from the concrete source domain (e.g. MONEY) to the abstract target domains (e.g. TIME), formulated as a CM: TIME IS MONEY. Accordingly, a cluster of linguistic expressions may be produced under this CM, such as “waste time”, “use up time”, “run out of time”, “save time”, “spend time”, “gave time”, “budget for time”, “invest time”, “No time left”, “devote time”, etc. If we analyze these linguistic expressions in a reversal way, all of them are organized under and relatable to a single conceptual metaphor TIME IS MONEY.

1.1.3 Image schema (IM)

The term “image schema” (IM) first appeared simultaneously in Lakoff’s (1987) *Women, Fire, and Dangerous Things* and in Mark Jonson’s (1987) *The Body in the Mind*. However, the idea of image schemas emerged in the mid-1970s from the empirical research on spatial relations terms by Len Talmy (1972, 1975, 1978, and 1983) and