

隐喻化中的源语概念影响

——基于语料库的中国英语学习者隐喻表达研究

Source-Language Conceptual Influence in Metaphorization:

A Corpus-based Study of Metaphorical Expressions by Chinese EFL Learners

● 江 静 著



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内容提要

本书旨在把认知语言学中的概念隐喻理论与应用语言学中的二语习得结合起来,从隐喻化角度探索隐喻语言学习中的源语概念迁移现象。作者提出,隐喻化是一种多层动态的概念机制,从而建立了隐喻义形成的潜在认知模型。在此基础上,本书对英汉隐喻化进行宏观对比分析和微观对比分析,揭示英汉隐喻化的异同。在对英语本民族语学生语料库和中国学习者语料库进行对比分析后,作者发现英汉隐喻化的异同会导致中国英语学习者隐喻义习得过程中受到源语的概念影响。该研究为语言迁移现象提供了新的思路,强调在二语习得中应该增强源语概念影响意识。

本书对广大高校英语教师以及从事语言学和和应用语言学研究的人员具有较高的参考价值。

List of Abbreviations

ANOVA	Analysis of Variance
CA	Contrastive Analysis
CIA	Contrastive Interlanguage Analysis
CLEC	Chinese Learner English Corpus
EFL	English as a Foreign Language
ESL	English as a Second Language
FL	Foreign Language
G1	Group 1 — Lower Proficiency Level
G2	Group 2 — Higher Proficiency Level
L1	the First Language
L2	the Second Language
LC	Learner Corpus
LM	Landmark
LOCNESS	Louvain Corpus of Native English Essays
MT	Mother Tongue
NL	Native Language
NSC	Native Speaker Corpus
SCI	Source-Language Conceptual Influence
SL	Source Language
SLA	Second Language Acquisition
SPSS	Statistical Package for the Social Science
TL	Target Language
TR	Trajector

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前 言

本书尝试从英语和汉语的角度探讨隐喻的认知理论,从而确认英语和汉语间隐喻化的异同会导致中国英语学习者隐喻义习得过程中受到源语的概念影响。

本书从认知角度探究隐喻主要来源于客观世界与语言之间存在的中间层面“概念化”的设想,由此提出隐喻化这一概念。隐喻化是一种多层、动态的概念机制,它概括了我们认识世界的经验,并同时成为隐喻语言的基础。诚然,隐喻化在不同文化中具有普遍性和相对性。总体来说,隐喻化差异表现为隐喻语言表达的差异。当把隐喻化的语际对应问题运用到二语习得中,我们发现学习者在使用二语隐喻语言时所受到的概念影响。因此我们建立了源语概念影响这一框架,旨在从认知方面阐述迁移现象。此次研究着重探讨中国英语学习者在学习英语词汇隐喻意义的过程中受到的源语概念影响。

基于德尔文与瓦斯蒲(Dirven & Verspoor)提出的概念化的三个过程,本书归纳了隐喻化中涉及的三个主要概念机制,即图式化、分类和互动,并建立了隐喻义形成的潜在认知模型。在此模型中,意象图式、隐喻映射及其不同程度的典型性被系统地结构化,从而形成一个层级网络。本书在对三个具体概念的词义分析中,就图式、映射和典型性这些变量进行了详细研究。

为了揭示词义层面上隐喻化的源语概念影响,隐喻化的汉英对比分析是必不可少的。此次研究采用了莱考夫(George Lakoff)对概念隐喻的分类方法,分别对汉英结构隐喻化、方位隐喻化和本体隐喻化进行了比较研究。首先本书进行了宏观对比分析,对汉英隐喻化的对应情况提供总体的描述。所有隐喻数据来源于伯克利隐喻数据库(Berkeley Metaphor Database)。经过分析,我们得出结论,结构隐喻化比方位隐喻化和本体隐喻化表现出更明显的语际差异。在研究三种隐喻过程中我们发现概念 RED、UP 和 OUT 最具代表性。由此,我们对 RED、UP、OUT 三个概念进行了基于词典和语料库的微观对比分析,从而了解个案的语际隐喻化异同。此次研究中所用的词典为柯林

斯英语词典(1996)和汉语大词典(2004),所用语料库为 *Wordbank* 和现代汉语语料库。研究发现,在语言层面上,概念 RED 的隐喻用法在汉语中比在英语中更加广泛,而概念 UP 和 OUT 却与之相反。对这三个概念潜在的图式、映射和典型性等变量的进一步研究证实了这些语言层面的差异归因于其深层的概念差异。

在探知了汉英间概念差异的基础上,我们分别就 RED、UP 和 OUT 三个概念继续进行了基于语料库的中介语对比分析和错误分析,从而证明汉语隐喻化对中国英语学习者隐喻表达的源语概念影响。英语本民族语学生语料库包含 LOCNESS 语料库中美国学生所写的英语作文。中国学习者语料库包含复旦大学不同英语水平的 269 位学生的英语作文。研究发现,与英语本民族语学生相比,中国学习者在英语隐喻用法中确实受到源语的概念影响,具体表现为:输出不足、输出过度 and 表达错误。这些表现有其概念根源,即由图式、映射和典型性体现出的语际隐喻化差异。在汉英共有的图式和映射类别中学习使用的隐喻用法更多,并且他们使用这些隐喻的方式与汉语的典型性序列更加吻合,这些都证明了源语概念影响的存在。在错误的隐喻表达中,源语概念影响依然明显,因为有超过一半的错误是由源语导致的,并且这些错误的数量与汉语的典型性序列之间具有重要的数据关联性。从对三个概念比较分析来看,结构隐喻化中体现的源语概念影响更加明显。我们还发现,源语概念影响与英语熟练程度呈反比,但两种熟练程度的人群间的差异并没有达到数据上的显著性。鉴于此,我们假设性地提出了初级英语学习者和高级英语学习者的隐喻化模式。

在理论上,本研究属于“应用认知语言学”范畴,旨在把认知语言学中的概念隐喻理论与应用语言学中的二语习得结合起来,从隐喻化角度探索隐喻语言学习中的源语迁移现象;在实践上,本研究具有一定的教育意义:在强调交流能力和语言流利的同时,我们还要重视提高英语学习者的隐喻能力和概念流利,或者说,在二语习得中我们应该增强源语概念影响这一意识。

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