

德古意特认知语言学应用丛书

FOSTERING
LANGUAGE TEACHING
EFFICIENCY
THROUGH COGNITIVE
LINGUISTICS

用认知语言学
提高语言教学效率

Sabine De Knop, Frank Boers, Antoon De Rycker 编

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出版说明

认知语言学是语言学的一门重要分支学科，自20世纪80年代诞生以来，受到了国际和国内学界的广泛关注。近年来，外教社陆续推出了一系列相关丛书，集中体现了国际、国内的优质研究成果。其中“国际认知语言学经典论丛”收入了Ronald Langacker、Leonard Talmy、Dirk Geeraerts等国际认知语言学领域顶尖学者的经典作品；“外教社认知语言学丛书·普及系列”、“外教社认知语言学丛书·应用系列”则体现了国内学界的最新研究成果。这些丛书因内容权威、见解独到受到了外语界的广泛好评。

认知语言学作为一门新兴的跨领域学科，与多种学科有密切的联系，具有很强的应用意义。因此，我们又从德古意特出版社近年来推出的相关学术图书中精选了6种，组成“德古意特认知语言学应用丛书”，引进出版。丛书反映了近十几年来认知语言学应用领域的前沿成果，集中体现了该学科的理论与实践、应用与展望，及其与人工智能、诗学、语言教学等领域的联系和互动，信息量大，时效性强，代表了国际认知语言学应用研究方面的最高水准。丛书作者汇集了Gitte Kristiansen、Francisco J. Ruiz de Mendoza Ibáñez、René Dirven等国际认知语言学界领军人物，以及欧美相关领域的优秀学者，体现了国际认知语言学应用研究方面的最强阵容。

相信丛书的引进可进一步帮助国内读者了解这一领域的研究热点和最新成果，为国内研究者带来新的启示。

Fostering Language Teaching Efficiency through Cognitive Linguistics

Edited by

Sabine De Knop

Frank Boers

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Acknowledgements

This book would not have come about without the help and inspiration of a number of people. First and foremost, we would like to express our gratitude to Martin Pütz for organising the 33rd International LAUD Symposium (Landau, Germany, March 2008) under the title *Cognitive Approaches to Second/Foreign Language Processing: Theory and Pedagogy*, and for inviting us to put together the present volume. The four-day symposium brought together well over 80 academics from all over the world, including some of the top names in the field. It provided such a wealth of outstanding research that it lay the foundations of not one but two collective volumes. The first one you are holding right now; the other volume, entitled *Inside the Learner's Mind: Cognitive Processing and Second Language Acquisition*, is edited by Martin Pütz himself in collaboration with Laura Sicola (John Benjamins). Note that, in our volume, Eddington and Ruiz de Mendoza's chapter on argument constructions was not presented during the symposium but was contributed by invitation.

Next, we would like to thank all the fine scholars who have contributed to this volume, not only for their time, effort and enthusiasm but also for tolerating the substantial cuts we have had to make in their original drafts (the initial collection of papers submitted was over 450 pages). We are also grateful that they allowed us to reframe some of their studies to better fit the overall research orientation of the volume. Readers will appreciate that the chapters in this publication are only snapshots of the authors' work. The application of Cognitive Linguistics to language teaching is in full flux, and we can expect a good deal more to happen in the near future. It is hoped that the present volume will act as a trailblazer, opening up new and exciting research avenues and deepening our understanding of how languages can best be learnt and what teaching methodologies are the most adequate.

Finally, a word of thanks to Mouton de Gruyter and especially the series' editors for their unflagging support in seeing the project through and to the anonymous reviewer for his or her many useful comments and suggestions for improvement.

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