

The Integrated Study of Cognitive Metaphor Theory on the Teaching of Foreign Language Intercultural Communication in Universities

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Abstract: Therefore, this paper proposes a new research method, —— cognitive metaphor theory. In previous studies, the problem of intercultural communication is rarely explored, and cognitive metaphor is an effective way to overcome this obstacle. Therefore, this paper attempts to explore the influence of metaphor on language learning from the perspective of language. This study aims to reveal the important role of metaphor in language learning through literature analysis, logic analysis and practical research.

Keywords: Cognitive metaphor; Cross-cultural communication; Cultural differences; Foreign language teaching

The Metaphors of Our Lives, co-written by Lakoff and Johnson, appeared in the 1980s, opening a new chapter in the study of contemporary cognitive metaphor. It is generally believed that in verbal communication, metaphor is only a representation, while the truly persuasive conceptual metaphor is rooted in people's cognitive system. Concept metaphor (Lakoff & Johnson, 1980 s) is a metaphor from a conceptual domain (source domain) to another domain (destination domain) (Lakoff & Johnson, 1980 s). In this way, people can better understand the conceptual system of language and people, and thus better realize the difficulties encountered in language learning. Therefore, the understanding of the cognitive metaphor is very necessary.

1. The basic concept of the metaphor

The biggest difference between metaphor in traditional linguistics and the study of metaphor based on cognitive science is that metaphor is a rhetorical mode and a simple linguistic phenomenon. If a speaker wants to express anything, he can always find a way to easily express it without a metaphor. Even if the metaphor is used, it is only intended to achieve some rhetorical or communicative purpose. But, from a cognitive point of view, its role has gone beyond the narrow scope of speech expression. In this context, the study of metaphor has gradually developed into an interdisciplinary subject, involving philosophy, literature, psychology, anthropology, linguistics and many other disciplines.

2. Differences in ethnic languages

In people's cognition, the learning and teaching of a foreign language are based on the three levels of pronunciation, vocabulary and grammar, so as to achieve the understanding of the target language. However, in practice, although many Chinese students have a certain understanding of English vocabulary, they still have some difficulties in understanding, expressing and communicating with English vocabulary. Many teachers and linguists attribute this phenomenon to two different cultures. They regard language as a carrier of a culture, and cultural differences hinder people's understanding and communication. Cultural differences are the differences in human language, knowledge, belief, life attitude, values, way of thinking, moral norms and so on. Due to the living environment, each ethnic group has formed its own unique cultural system, which is also deeply influenced by their own culture. As a bridge of cross-cultural communication, the primary task of translation is to re-express the ideological connotation of the original work. In the process of translating the source language language, the translator should pay attention to and spread the source language culture.

To some extent, "cultural differences" is an effective method. In English teaching, although many students have some basic language skills, but the overall understanding of the text is not comprehensive enough. Cultural differences are undoubtedly a superficial factor leading to language barriers. However, in these different language backgrounds, different metaphor concepts, people have obvious differences in expression, thinking and other aspects. Culture is the inheritance and inheritance of people's habits, thoughts and values for thousands of years. Metaphor is a cultural symbol, and some metaphors can convey the same cultural meaning. Metaphor is both a cultural phenomenon and also a cultural phenomenon^[1].

3. The presentation of metaphors in different cultures

Concept metaphor is based on people's understanding of national culture. In the process of translation, people will translate metaphors under different cultural backgrounds according to different social backgrounds, different cultural backgrounds and different literary traditions. Translation is a product of a particular culture, literature, and context. The translation of metaphor is not only a simple transformation of language symbols, but also a process of understanding of language and thinking, culture and literature, psychology and physiology and other aspects. In the process of language learning, the various comprehension disorders caused by the imbalance between the language and the target language are caused by the cognitive metaphors. For example, why do Chinese people say "there is a book on the table" and English means "a book on the table"? Such different cultural differences cannot be summed up in one word. This shows that there are obvious differences between Chinese learners and English learners. For example, both Chinese people and westerners can accept love, just like red roses, but they have different views on those simple and relaxed things. Chinese is simple to say, effortless, but it is an egg cake in English. So, the saying "it is simple" is acceptable to both sides.

On the basis of fully recognizing the role of cultural factors in foreign language teaching, combined with the breakthrough progress made in cognitive linguistics and metaphor in recent years, it puts forward that the fundamental cause of the difficulties in foreign language learning lies in the differences in thinking concepts and cognitive methods. In English teaching, what kind of language phenomenon is cognitive metaphor determines the learning effect of a foreign language, to a certain extent. In the process of language learning, the various comprehension disorders caused by the imbalance between the language and the target language are caused by the cognitive metaphors. Westerners, for example, love animals, especially dogs. They see dogs as a sign of friendship and loyalty, and regard them as friends. In English, the words "loveme", "lovemydog", "luckydogs", and "everydogshaveitsday" all show a love for dogs. However, Chinese people regard dogs as hypocrites, so there are "running dogs", "dog slave", "beating water dogs" and so on. Zhu Jifang and Yu Pin pointed out that taking metaphor as the breakthrough point of English teaching is an effective way to cultivate students' cross-cultural communication ability.

4. The benefits of metaphors in English teaching

In college English teaching, the understanding of metaphor is an important way to learn language, compare culture and enlighten concepts. Mastering English well is the most basic, but if it is only limited to "spoken English", many people will not learn "Chinese style" English. The comparison of different ethnic cultures helps to expand the students' knowledge, understand the various concepts in the English society, and help the students to better understand them. In English course, we should pay attention to the balance between the three, and should not neglect one side and ignore the other. Metaphor is a window for students to better understand culture. Through the understanding of metaphor, we can better understand the differences and differences of Chinese and Western cultures, so as to better conduct cross-cultural communication. Zhu Bimin and Wu Shixiong also pointed out: "Understanding the hidden cultural commonalities and differences in the English and Chinese metaphoric language can not only enable students to better understand English vocabulary and habit expression, but also effectively avoid pragmatic errors caused by misunderstanding of metaphorical meanings.

This paper makes an empirical analysis from two aspects, and draws the conclusion that English teaching only allows students to obtain some basic language ability at a certain language level, while students' language understanding level is very low, and it is difficult to show their own language art. In sharp contrast, the students oriented by cross-cultural communication have a good cultural heritage, and can use the language well, and have a high enthusiasm for learning. This paper uses the thinking mode of cognitive metaphors to teach all kinds of metaphors in English teaching, and receives good teaching results. English users are good at using metaphors to convey their thoughts and emotions. On this basis, this paper proposes a new research method, —— "metaphor". By drawing on the previous research results of metaphors, we can explain different language phenomena in detail and integrate the scattered language phenomena with metaphors, so as to establish a semantic network in the psychological dictionary. This can help students to better remember and extract information, so as to effectively improve the learning effect. Metaphor is the concentration of an idea, the nature of a thought, and the long experience of an individual or group. Metaphors are also a good reflection of human experience. Metaphor contains the philosophy of life. Through learning metaphor, students can make a deeper thinking and perception of life philosophy.

5. Application of the metaphor

The generation and understanding of metaphors are closely connected with the context, Therefore, attention should be paid to avoid teaching metaphors alone in teaching. In a narrow sense, context refers to the verbal environment (discourse environment, word collocation) and non-verbal context (communicative environment, communicative object, content, background knowledge, etc.). In a broad sense, context is a cultural environment^[2] composed of people's cultural knowledge, customs, religious beliefs, values, etc.

Metaphors away from context is easy to cause mistakes to students, and blindly using metaphors away from context will lead to semantic

ambiguity and communicative obstacles. Therefore, in teaching, we should not only guide students to understand their language environment, but also accurately understand the meaning they want to express, but also be good at using metaphors, and try to show the meaning and cultural significance of metaphors.

6. Conclusion

Cognitive metaphor is a new concept of thinking mode, which will certainly cause the change in the concept of foreign language teaching, and enable students to actively and spontaneously conceptualize the external world. Understanding the various ways of thinking in the concept of Chinese not only provides a new way of thought for foreign language teaching, but also is a fundamental way for us to deeply understand the differences between Chinese and other languages. The organic integration of listening, speaking, reading and writing as the four basic abilities of language learning can effectively improve the quality of college English teaching and improve students' learning efficiency.

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