Grammatical Metaphor Analysis in English Teaching

Wenjing Tian

Qingdao Technological University, College of Humanities and foreign languages, Zip code: 266555

1603238489@qq.com

Abstract. A review of the Metaphor is a language phenomenon that we will encounter all the time in our daily life, and it is no exception in teaching. It can be said that human language as a whole is a metaphorical symbol system, which has been highly valued in academic circles in recent years. This paper is based on grammatical metaphor in a broad sense and takes the application of metaphor in English teaching as a framework. This paper discusses the main components of grammatical metaphor, analyzes its emergence and development, and finally reveals its practical significance to English teaching.

Keywords: Grammatical metaphor, English teaching, thinking mode, cross-cultural communication.

1. Introduction

Grammatical metaphor is essentially a linguistic reality, which requires active and passive combination in daily teaching. As far as today's college English and even graduate foreign language teaching are concerned, if students have the desire to read and write scientific research papers in the future, it is essential to understand and study grammatical metaphor expression in depth. In a word, in college English teaching, We should gradually introduce grammatical metaphor into classroom teaching and study grammatical metaphor and all kinds of language phenomena rationally. The cultivation of students should lay particular stress on the ability of rational application of metaphorical expression, clarify the metaphorical method and straightforward method, and master the ability of rational application of metaphorical method and consistent method through comparison and analysis. Our ultimate goal is to improve students' foreign language input and output level, and truly realize the true meaning of English learning, that is, reading is not only to determine the level of vocabulary, but also to really master the way of thinking and have the ability of thinking, which is the key to improve the level. It is particularly important to cultivate students' metaphorical awareness in the process of English teaching. It can effectively improve students' ability to analyze and understand the text, and is a practical and routine strategy.

2. General Situation and Characteristics of Grammatical Metaphor

Grammatical metaphor is an important part of Halliday's Systemic Functional Linguistics. In the process of language development, the foundation and experience are universal [1]. Different languages have their own process of evolution and development at different stages. The growth experience of human beings and the shaping of social environment have a great influence on the development of grammatical metaphor. In the process of cross-language and cross-cultural communication, people have various cognitive differences, including the characteristics of metaphor.

2.1. The definition of grammatical metaphor

As a common grammatical form, grammatical metaphor can be used to describe human experience in two ways, namely, literal and metaphorical. Every sentence in English discourse is constructed by several layers of functions. The first is the pronunciation layer, the second is the lexico-grammatical layer, and the last is the discourse meaning layer. There is a relationship between symbolism and symbolism among the three. On the whole, the phonological level of a word is also a symbol of its grammatical level. For example, the word Wonderfully expresses the consciousness of a perfect state, while in another text, it expresses the characteristics and States of the past. The lexico-grammatical

level is also the embodiment of the discourse meaning level, which has two ways of expression. The first is consistency, also known as unmarkedness. The second is inconsistency, that is, identification. The starting point of consistency lies in the language as a whole, which describes the process of events through the naming of words and depicts the characteristics of participants. Verbs, for example, are used to show the characteristics of things; Adjectives are used to describe the basic characteristics of things. Adverbs in prepositions are used to express the place or explain the meaning of the practical level.

2.2. The emergence and development of grammatical metaphor

Since the 1960s, the western academic circles have carried out interdisciplinary research on linguistics from different perspectives. Grammatical metaphor has set off an upsurge of research. Metaphor is no longer just regarded as a linguistic phenomenon, but a part of students' cognitive ability. Metaphor was originally defined as a variation of a specific semantic expression. Under normal circumstances, the speaker will use various expressions to express the meaning of the same proposition. There are different pragmatic meanings in these expressions, as well as various grammatical metaphorical relations. For example, the unmarked, typical lexico-grammatical form is usually called the consistent form [2], and the lexico-grammatical form that modifies the expression of meaning is called the metaphorical form. There is a relativity between the two forms. Although the distinction between these two forms has been discussed in depth, the criteria for judging them are not strict in academic circles, and there is relativity between the consistent form and the metaphorical form. Too much of the research on grammatical metaphor focuses on the perspective of language, examining the phenomenon of grammatical metaphor from the perspective of language system. Now, it has added many factors that restrict the choice, and is developing vigorously towards comprehensive diversification.

2.3. The relationship between grammatical metaphor and ways of thinking

Metaphor can also be regarded as the basic way of human cognition and thinking. People can find the world through metaphors, especially the interpersonal metaphors in everyone's daily life. Thus, cultural and social patterns and values can greatly influence the application of metaphors to evoke a dialogue of different meanings. Cross-cultural communication can be seen as communication between different people with unique cultural backgrounds. Metaphorically speaking, it reflects the differences in people's different ways of thinking. The development of the theory of metaphor as a linguistic phenomenon has gone through a long period of time and has been gradually perfected. Rakoff and Johnson propose that, metaphors can occur anywhere in their daily lives, and people apply conceptual structures to understand the specific conditions of the metaphorical process. Metaphor can be seen as a linguistic and cognitive phenomenon that reflects the differences in thinking between different domains. Language is the product of society, and metaphor can be regarded as a way of thinking in the process of human cognition. Differences in thinking methods are the main obstacles and difficulties in communication between different cultures. As we all know, the Chinese people have a long history and cultural achievements, and they hold the concept of "harmony between man and nature". However, people are mainly influenced by the philosophical system in the western way of thinking.

2.4. The relationship between grammatical metaphor and cross-cultural communication

Metaphor can be influenced by Chinese and Western cultures. It can be found that human social experience and culture can deeply influence metaphors from their understanding and sources. Therefore, the cultural background of metaphor is very important in the process of communication, including history, culture, customs and values. First of all, metaphor can reflect the differences of cultural cognition. This metaphor can be seen as an important cognitive tool and an important means of understanding different cognitions and cultures. Metaphor can profoundly express the meaning of language and human thinking and cognition. For example, different colors can reflect their cultural

differences in the field of metaphor. Different cultural traditions and common beliefs, it can be regarded as the mutual knowledge structure of language communication in this specific communication situation [3]. Secondly, different contexts can affect the understanding of cross-cultural communication. Context can be seen as a very important factor in intercultural communication. This metaphor has its meaning and must be used in a specific context, especially in cross-cultural communication. As can be generally seen, according to different social backgrounds, a word or a sentence has completely different meanings in different contexts. Cross-cultural communication can improve the ability of metaphorical thinking, and metaphor is also promoting the development of cross-cultural communication.

3. Problems and Solutions in the Application of Grammatical Metaphor in Teaching

In the process of college English teaching, in order to effectively promote students' reading quality and efficiency, and improve students' listening, speaking, reading and writing abilities, it is necessary to carry out the teaching of English grammatical metaphor on the basis of theory. By guiding students to constantly explore the metaphors of English concepts, we can improve their ability to understand metaphors, and ultimately achieve the purpose of improving students' English learning ability.

3.1. The concealment of metaphor

Through the investigation of college students' English performance, we find that students lack the use of metaphors, and in the process of English reading, they cannot deeply understand and recognize the metaphors in the article. Obviously, the way of students is deeply influenced by Chinese traditional culture, and the so-called Chinese-style foreign language has emerged, that is, to systematically conceive in Chinese. In the process of reading, writing and oral dialogue, there are also various grammatical errors. One of the most important reasons is that students seldom use metaphors to express themselves, and there is a lack of in-depth understanding of the text.

In order to solve this problem, college English teaching should guide students to attach importance to the spiritual interaction in reading. English metaphors are widely used in daily communication and business negotiation. For college students who are learning foreign languages, they should learn and master the connotation of English metaphors. Learn the basic concepts of metaphor, students can deeply understand the cultural connotation of English articles, which is helpful to improve the comprehensive ability of English learning. College students should cultivate their awareness of English metaphor as soon as possible, deeply understand the systematic mechanism of metaphor use, interact spiritually with communicators in every reading exchange, and through the understanding of specific words, phrases and sentences. understand the core content and main ideas of the expression.

3.2. Lack of teaching materials

Textbooks play a vital role in university teaching, especially in foreign language teaching. English textbook is not only an important tool for students to learn and master a foreign language, but also the main direction of teachers' teaching, which plays a directional role in students' knowledge system. English textbooks provide students with rich learning content. It plays an important role in the process of college English teaching, which cannot be replaced by other things. However, at present, the quality of college English textbooks is uneven, which greatly affects English teaching. Although some metaphorical contents are mentioned in the textbooks, they are mainly at the rhetorical level, and there is little mention of the semantic, lexical and grammatical levels of English. The content is relatively simple. The main reason is that the development of metaphor teaching in college English reading in China is short and inexperienced, and most teachers do not agree with this teaching concept. At present, metaphor teaching has not been formally compiled into college English textbooks, and the lack of teaching materials has become a major problem.

In order to solve this problem, in addition to improving the importance of teaching materials, the existence of teachers is particularly critical. In the process of metaphor teaching, teachers should help students to establish metaphorical awareness, first of all, grasp the concept of metaphorical grammar in the article, and deeply study and compare the metaphors of literal language meaning and language meaning. In this way, students can grasp the conceptual metaphor of the article more clearly and accurately, the overall reading progress and reading quality of the article can be guaranteed, and the English language thinking ability will be gradually improved. When students have a strong awareness of English grammatical metaphors, conceptual metaphors and target metaphors, their English reading ability can make a qualitative leap.

3.3. Cross-cultural barriers

The differences of metaphors are mainly reflected in two aspects. The first is that the development of language is different in different cultural environments, and each language has its own cultural conceptual system. The second is the difference caused by different human and geographical environment [4]. People in different regions grow up in different cultural environments, and their language, thinking and living habits are different. Thinking logic is mapped into daily language, which reflects the use of metaphor. Language conceptual systems in different cultures are also different, and the linguistic expressions and actual meanings of each language conceptual system are similar but have different meanings. When students are faced with various types of metaphors, they always transform the metaphors in the target language on the basis of the inherent language system. Therefore, there will be a certain deviation. Different metaphorical devices have different meanings, for example, in the English sentence "spoon-fed" in "The teacher spoon-fed them the information", the target English metaphor is used, if the cultural differences of the target language are ignored, In the process of cultural exchange, they will misunderstand.

In order to solve this problem, teachers should pay special attention to the allocation of time in the teaching process, reserve enough time for students to read articles containing various cultures, summarize and sort them out, and study the semantics, structure and grammar of the articles in depth, so that students' specific language cognition of grammatical metaphor will naturally change. The analytical ability has been imperceptibly improved. When students encounter the same type of text, both the reading speed and the ability to control the content of the article have been greatly improved.

4. The Significance of Grammatical Metaphor in English Teaching

The mother tongue of Chinese students is not English, and they lack the actual language environment. The main source of accumulated vocabulary is textbooks, mostly fixed sentence patterns and standard usage. After learning the language of book knowledge, most students cannot flexibly transform the language of books and choose the sentence patterns similar to those of books in their daily life. In this case, teachers must pay attention to students' metaphorical expression in the process of teaching, which is also an important means to promote the development of English teaching.

4.1. The Significance of Grammatical Metaphor in Writing Teaching

There are also many aspects that need to be improved in the process of students' writing teaching. The language injected into students tends to be simplified and normal. It is difficult to understand language knowledge only by passive basic practice of part of speech transformation. In order to master all kinds of language phenomena, we should carry out corresponding part of speech transformation practice and actively acquire the understanding and understanding of language knowledge. For example, in the process of writing argumentative essays, students have a lot of language proficiency limitations, the sentences they write are mostly simple single sentences, the ideological content they express is not deep enough, the sublimation of the theme concept is lacking, and the sentences they write lack vocabulary cohesion [5], so the article expression reads more like

oral daily expression. In order to solve this problem, in writing teaching, teachers should prepare materials before class, select excellent article templates, and lead students to learn and analyze how the author develops the text flexibly and coherently, which good words and sentences serve the main idea. In this task, students can understand how to stop making their articles monotonous and master some adaptive skills. For example, the same meaning can be expressed in different ways, so that their articles are not empty and not too formalized. Only in this way can the students' writing level be improved for a long time, and it also provides a new way for the development of writing teaching.

4.2.The significance of grammatical metaphor in reading teaching

The scientific research articles we usually read are not straightforward, especially in writing scientific research papers. In the process of writing, we have higher requirements for the rational use of metaphorical expressions. Grammatical metaphor is not only a grammatical form, but also a means for people to know and understand the world. In the process of reading, The Western world should be understood through discourse content [6]. If students can integrate metaphor into their daily reading, they will not only learn knowledge beyond books, understand world culture, but also improve their own pattern and literacy. For teachers, they should not confuse reading comprehension with the explanation of word usage as in traditional teaching. Grammatical metaphor should be used to introduce and guide students to study in depth, so that students can examine English from the grammatical level and re-understand the world. Students should also improve their ability to use language through grammatical metaphor, draw inferences about other language expressions from one instance, and use them flexibly in their study and life. Only by reading a lot of input, can we have better output ability. Master and create language that conforms to the norms of grammatical metaphor.

4.3.The significance of grammatical metaphor in oral English teaching

The difference between spoken language teaching and other teaching lies in the emphasis on language application. Spoken language teaching emphasizes the practical application of language in the context, and has strong requirements for flexibility and proficiency. The oral expression of Chinese students is often book-like language, lacking the idiomatic language of life, and the overall feeling tends to be stiff. In fact, there are various ways of expression. Besides the consistent expression, there are also metaphorical expressions. If the written language is directly used in the imported language, it will lose the original appearance of the spoken language. Spoken language is consistent and plain and direct, which is quite different from written language. Add simple words that are easy to understand in oral teaching to make oral expression more natural; Sentence structure should be more short sentences instead of long sentences, gradually overcome the tension of students' oral expression, and improve the ability of daily oral communication. In addition, students' oral expressions sometimes tend to be short sentences, and if they use long paragraphs, there will be various problems. Faced with this problem, teachers should use grammatical metaphor to improve students' ability of paragraph expression. From a specific point of view, we can add dialogue between students in the training, template the chapters, and summarize and summarize them. At the same time, we should distinguish different types, use a variety of expressions, so that students can find out the designated materials of the sentence for personalized training, and finally achieve the effect of independent expression without notes.

5. Concluding remarks

Grammatical metaphor involves the philosophical proposition of the relationship between language and the world, which has far-reaching theoretical significance. At the same time, it has a profound impact on English teaching and has far-reaching practical significance. In the teaching of intermediate and advanced English, teachers should reasonably use the teaching model of grammatical metaphor and combine the consistent language phenomenon in the context of foreign language teaching. Compare and analyze different forms of expression, lead students to understand

all kinds of expressions rationally, and constantly improve the level of foreign language learning. Therefore, the combination of grammatical metaphor and English teaching is the future trend. We should attach great importance to grammatical metaphor and make it play a greater role in personnel training.

References

[1] Xiang Jing. Cultivation of Metaphorical Competence in Business English Teaching. Journal of Luoyang Normal University, 2022, 41 (01): 94-97.

[2] Wang Huili. Advanced English Teaching Reform from the Perspective of Metaphorical Cognitive Theory [J]. English Abroad, 2021 (13): 74-75.

[3] Yang Lili, Yue Haoping. The Influence of English Metaphor on the Expansion of Word Meaning in Current English Vocabulary Teaching [J]. Journal of Henan Radio and TV University, 2014, 27 (03): 69-71.

[4] Sun Fang. The Application of Metaphorical Cognitive Theory in College English Vocabulary Teaching. Scientific and Technical Information, 2011 (27): 621-622.

[5] Li Weiqing. An Experimental Study on the Cultivation of Metaphorical Awareness and Competence in College English Teaching [J]. Journal of Dongguan University of Technology, 2009, 16 (04): 80-84.

[6] Zuo Jingli. Application of Metaphorical Cognitive Theory in English Teaching [J]. Journal of Chongqing Institute of Technology (Social Science), 2008 (02): 168-172.