

A Study of the Effects of Emotional Metaphorical Sentences on Second Language Learners' Affective Cognition and Language Acquisition



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Abstract: The purpose of this paper is to explore the effects of affective metaphorical sentences on second-language learners' affective cognition and language acquisition. By elaborating the definition and characteristics of affective metaphors, and analyzing the close relationship between emotion and language, we explore the effects of affective metaphors on learners' emotional involvement, cultural cognition, and memory effects. On this basis, we summarize the implications of affective metaphorical sentences for second language learners' affective cognition and language acquisition, to better understand the relationship between language and emotion, and to provide second language learners with more efficient language learning strategies and teaching methods.

Keywords: affective metaphorical sentences; second language learners; affective cognition; language acquisition; Implications

Introduction

Emotion plays an important role in language, not only as a means of communication and expression of emotions but also as a factor that cannot be ignored in language learning. However, the traditional way of language teaching often neglects or involves emotion less, resulting in learners' relative weakness in emotion cognition and expression. As a special form of language, emotional metaphorical sentences can trigger learners' emotional resonance, stimulate their emotional involvement, and help them better understand and use emotional expressions by combining emotions with concrete words and images. Therefore, it is of great practical significance to study the influence of emotional metaphor sentences on second language learners' emotional cognition and language acquisition, to improve the quality of language teaching and promote learners' emotional

development.

1. Definition and Characteristics of Affective Metaphorical Sentences

The emotional metaphorical sentence is a common rhetorical device that conveys feelings and emotions by associating emotional experiences with concepts in non-emotional domains. It conveys emotional color in linguistic expressions in a metaphorical way, triggering emotional resonance in the reader or listener. Emotional metaphorical sentences have the following characteristics: first, metaphorical. Emotional metaphorical sentences use metaphors to convey emotional information, i.e., to relate one concept or object to another concept or object related to it (Li & Huang, 2019) to convey emotional experience. This metaphorical nature makes emotional metaphorical sentences more imaginative and expressive. Second, emotional orientation. The core purpose of emotional metaphorical sentences is to trigger emotional

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resonance or generate an emotional response. They evoke specific emotional experiences, such as joy, sadness, anger, etc., by activating the reader's or listener's emotional cognition. Therefore, emotional metaphor sentences play an important role in emotional communication and emotional expression. Third, diversity. Emotional metaphor sentences can involve a variety of emotional states and emotional experiences and can be used to express personal emotions (Li, 2021), such as love, fear, and disappointment, as well as to depict emotions in society and culture, such as hope, confusion, and pain. This diversity makes emotional metaphorical sentences widely used in different contexts. Fourth, individual differences. Since everyone's emotional experience and emotional cognition are different, the understanding of and reaction to an emotional metaphor sentence will also vary from individual to individual. The same emotional metaphor sentence may trigger different emotional experiences or emotional associations, depending on the individual's background, culture, experience, and other factors. Finally, figurativeness is also a characteristic of emotional metaphorical sentences. Emotionally metaphorical sentences usually enhance emotional expression through the use of vivid images and concrete words. These figurative descriptions can make the reader or listener feel the power of emotion more deeply, which makes the emotional metaphor sentence more vivid, easy to remember, and spread.

2. The Impact of Emotional Metaphor Sentences on Second Language Learners' Emotional Cognition and Language Acquisition

2.1 Stimulate learners' emotional resonance

Emotion, as a powerful driving force, can stimulate learners' interest and enthusiasm, while affective metaphorical sentences, through vivid descriptions and infectious expressions of emotion, make learners produce emotional resonance. For example, a metaphorical sentence describing the sunshine can make learners feel the warmth and pleasure of the sunshine, thus triggering their emotional resonance and making them participate in

the learning process more actively. Emotionally metaphorical sentences not only enhance the motivation and initiative of learning but also make learners pay more attention to the expression and understanding of emotional components in language learning by combining concrete words and images with emotions. By experiencing and understanding the emotional content in emotional metaphorical sentences, learners gradually develop sensitivity and comprehension of emotional coloring in language. This sensitivity and comprehension enables learners to better interpret and utilize emotional expressions in real contexts, which improves their language expression. In addition, through emotional metaphorical sentences, learners can better understand and express their emotional states, as well as better understand and interpret the emotional expressions of others (Gong, 2019). This development of the ability to engage and express emotions helps learners to better understand and express emotions in intercultural communication and improves their intercultural communicative competence. Therefore, emotional metaphorical sentences have an important application value in language learning, which can not only stimulate learners' interest and enthusiasm but also improve their language ability.

2.2 Improving learners' language sense and sensitivity

Emotional metaphorical sentences have an important impact on second language learners' emotional cognition and language acquisition. On the one hand, it can help improve learners' sense of language and sensitivity. Traditional language teaching tends to focus on grammar and vocabulary learning and ignores emotional expression. However, the learning of emotional metaphorical sentences enables learners to experience and understand the close connection between emotion and language, thus increasing their sensitivity to the emotional components of language. Through vivid descriptions and infectious emotional expressions, learners can evoke deep emotional resonance (Yan et al., 2022), and thus better understand and utilize the emotional

components of language. This intuitive perception and emotional resonance can stimulate learners' sensitivity and comprehension of emotional colors in language, and then improve their language sense. On the other hand, the learning of emotional metaphorical sentences makes learners begin to pay attention to the implicit meaning in language. A metaphor is a rhetorical device rich in implicit meaning and is often used in language. Through understanding and using affective metaphorical sentences, learners gradually develop sensitivity to the implicit messages in language and can better interpret and use implicit expressions in real contexts. For example, an effective metaphor sentence describing a stormy day may imply the experience and struggle of life. Through the understanding and use of such emotional metaphorical sentences, learners are better able to understand and express their emotional states, as well as better understand and interpret the emotional expressions of others. The development of this ability of emotional involvement and emotional expression helps to improve learners' intercultural communication skills.

2.3 Enhancement of learners' memorization

Emotional metaphors are linguistic forms that use similes and metaphors to express emotions, and they play an important role in language. In the process of language acquisition, affective metaphors have a positive effect on the enhancement of learners' memory. Compared with ordinary descriptions, affective metaphors are more emotional and vivid, which enables learners to understand and remember more quickly. Emotional metaphors combine abstract concepts with concrete emotional experiences through figurative descriptions, making it easier for learners to understand and remember. For example, the metaphorical sentence "His eyes were full of endless longing" describes the abstract concept of "longing" through the visualization of "eyes", which makes it easier for learners to understand and remember. It is easier for learners to understand and memorize. Emotion is a very important factor in human memory. The correlation between emotion and event will make the memory more profound and

long-lasting. Emotional metaphorical sentences contain rich emotional components, and activating learners' emotional memory can improve learners' memorization to a certain extent. In addition, learners' emotional experience is their cognition and memory of emotions accumulated in their lives, which will affect learners' understanding and memorization of language (Wu, 2019). Therefore, by using learners' familiar emotional experiences to express emotions, emotional metaphor sentences can more easily stimulate learners' emotional memories and thus improve their memorization.

3. The Implications of Emotional Metaphorical Sentences for Second Language Learners' Affective Cognition and Language Acquisition

3.1 Emotion and language are closely connected

Emotion and language are closely connected, and the emotional components of language have an important impact on L2 learners' acceptance and understanding of language, and at the same time promote learners' memorization and application of language. Language expressions often carry certain emotional colors, such as affirmation, negation, emphasis, doubt, and other tone and emotional components, which can affect learners' understanding and acceptance of the language they learn. For example, in a simple greeting "Hello", if the speaker has a cordial tone, learners will perceive friendliness and warmth; on the contrary, if the speaker has an indifferent or disgusting tone, learners will have different cognitive and emotional experiences. Meanwhile, emotional metaphorical sentences transform abstract emotional concepts into concrete images using similes and metaphors, making them more vivid and graphic. This kind of figurative expression can promote learners' perception and understanding of emotion, thus improving emotional cognition (Cui, 2022). For example, the metaphorical sentence "My heart is like an iceberg" makes learners understand more deeply by comparing "heart" with "iceberg". By comparing "heart" with "iceberg", learners can have a deeper understanding of abstract emotions such as "cold" and "loneliness". In addition,

emotional metaphors can create emotional associations and enhance learners' ability to memorize and apply the language. This development of the ability to engage and express emotions helps to improve learners' intercultural communicative competence. There are differences in language expressions between different cultures, and emotional metaphors help learners understand and accept emotional expressions in different cultures, thus improving their cross-cultural communication skills. For example, some Western countries express emotions in a relatively direct and open way, while some Eastern countries express emotions in a relatively subtle and indirect way (Jie, 2022). The use of emotional metaphors can help learners better understand such cultural differences, thus promoting the development of cross-cultural communication.

3.2 Language learning needs to focus on emotional experience

Language learning not only involves the learning of vocabulary and grammar rules but also covers the cognition and experience of emotions. Learning a new language is a long and arduous task, and a lack of interest and motivation may cause learners to lose their enthusiasm for learning quickly. However, by creating a positive affective atmosphere, learners' interest can be stimulated and they can become more actively involved in the learning process. For example, teachers can use strategies such as using interesting teaching materials, introducing engaging topics, and organizing games and interactions to provide learners with enjoyable emotional experiences, thus enhancing their motivation to learn. Meanwhile, there is a close connection between emotion and memory, and emotional experience helps enhance learners' memory and storage of language knowledge. In an emotionally stimulating environment, learners pay more attention to and are more engaged in learning, which helps them process language knowledge in depth and form long-term memories. In addition, affective experiences help learners to apply the acquired language knowledge to real communication. For example, using simulating real situations and

role-playing, learners can use the language they have learned to communicate in emotional experience (Deng, 2020), thus improving their language application ability. In addition, language is a part of culture, and there are differences in the expression of emotions in different cultural contexts. With the help of emotional experience, learners can better understand and adapt to the language expressions in different cultural contexts, to improve cross-cultural communicative competence. Teachers can guide learners to think about and understand language from a cultural perspective, and help them better experience and understand the expressions of emotions between different cultures through emotional experience.

3.3 Combining language learning and cultural awareness

Language learning and cultural cognition are inseparable, language is a part of culture, and culture is an important aspect of language. In second language learning, learners need to understand and adapt to the cultural environment carried by the target language while acquiring the language. Therefore, combining language learning with cultural awareness has an important impact on second-language learners' affective cognition and language acquisition. As globalization advances, intercultural communication becomes increasingly important. In this context, learners need to gradually understand and adapt to emotional expressions between different cultures. Combining language learning with cultural cognition can help learners better understand emotional expressions in different cultural contexts and make appropriate emotional expressions according to different situations. For example, when learning English, learners need to pay attention to polite phrases and ways of speaking in English to avoid misunderstandings and conflicts caused by cultural differences. Meanwhile, language learning is not only about memorizing words and grammar but also about mastering the use of language in practical applications. The cultural environment is an important background for language application. Only by understanding and

adapting to the cultural environment in which the target language is located can we better understand and apply the language. For example, when learning Chinese, learners need to understand the etiquette and customs of Chinese culture to better understand and apply the Chinese language, thus improving the effect of Chinese language acquisition. By combining language learning with cultural awareness, learners can better understand and adapt to the differences between different cultures, thus better accomplishing cross-cultural communication. This not only helps to improve learners' language proficiency but also helps to cultivate learners' cross-cultural awareness and cross-cultural communicative competence. Therefore, in language learning, combining language learning with cultural awareness is an important way to improve learners' affective awareness and language acquisition.

Summarize

To sum up, this paper analyzes the effects of emotional metaphor sentences on second language learners' affective cognition and language acquisition and finds that emotional metaphor sentences can stimulate learners' affective resonance, improve their linguistic sensitivity and language sense, and promote the ability to affective engagement and expression. At the same time, effective metaphor sentences also help learners understand and respect the emotional values and expressions of the target language and culture, and promote the development of intercultural communication skills. In addition, the figurative descriptions of affective metaphors can enhance learners' memorization and help them better understand and apply them. These findings are instructive for teachers to focus on emotional experience, cultural awareness, and individual differences in language teaching, which can help to improve learners' language expression and cross-cultural communicative competence.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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