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**Contrastive Study of English-Chinese
Metaphors and Its Uses in English Language Teaching**

英汉隐喻对比研究及在英语教学中的应用

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Synopsis

As a frontier field of scientific study, English-Chinese contrastive linguistics plays an increasingly important role in English study as a foreign language in China. Metaphor is an important element and phenomenon of a language, and has been studied from various aspects. Considering of the ignorance of metaphor study in English teaching, the writer attempts to make a contrastive study of English and Chinese metaphors. This paper is essentially the elaboration of using contrastive way in metaphor study and its uses in foreign language teaching. It consists of six chapters.

Chapter One presents various definitions of metaphor in China and abroad, and makes brief comments on them. It reviews the history of metaphor study. Recent years have seen a growing attention on metaphor, as well as its use in language application. Experts have made various definitions of metaphor during a long time of study. There are Aristotle, Goalty, Lackoff and Halliday in western countries, and in China, scholars worth mentioning include Lu Shuxiang, Chang Zonglin and Hu Zhuanglin.

Chapter Two introduces various metaphor theories. This chapter explains and comments metaphor theories put forward by famous linguists, and their role in helping language users to recognize usage, expression and essence of metaphor. These theories are: Denomination Theory, Comparison Theory, Interaction Theory, T G View on Metaphor, Pragmatic Interpretation of Metaphor and Cognitive Interpretation on metaphor.

Chapter Three explores characteristics of metaphor according to its expression and essence. As a language phenomenon, metaphor has its own regulation of formation and characteristics of expression. This chapter divides these characteristics into ten categories: Generative, Systematic, Dependent on Tacit Understanding, Contradictory, Temporary and Ambiguity, Various in Degree, Choosing of Semantic Reflection, Unsymmetrical, Endless and Restoration.

Chapter Four makes a brief introduction to English-Chinese contrastive linguistics. In this chapter, the name of contrastive linguistics is studied, emphasizing differences between contrastive and comparative. And then it discusses origin and development of contrastive linguistics, and its situation in China. Classification, aims,

scopes, and methods of contrastive linguistics are also studied in this chapter.

Chapter Five elaborates the classification of metaphor with different standards, and differences and similarities of metaphor in English and Chinese. By some typical examples, this chapter intends to show that metaphor is a global phenomenon in each language and performs differently in different languages. Being basic elements of metaphor, tenor and vehicle are taken as essential elements making metaphor perform differently from one language to another. Theories discussed in Chapter Two are also considered in metaphor classification as its different performances in English and Chinese.

Chapter Six discusses situation of English teaching in China. Models of second language acquisition and hypothesis of input are used in this chapter. Assembling theories with practice, this chapter makes metaphor study and contrastive linguistics useful in our teaching and learning.

Key words: metaphor study; contrastive linguistics; English learning and teaching

摘要

英汉语对比语言学作为一门边缘学科，对中国的英语教学起着越来越重要的作用。隐喻既是一种语言元素又是一种语言现象，学者们从不同的角度对其做了深入的研究。鉴于英语教学中对隐喻的疏忽，作者试图对英汉隐喻进行学习阐述，以期对英语教学有所帮助。本文着重论述了对比方法在隐喻学习中的重要性，及其在英语教学中的应用。本文由六章组成。

第一章陈述了中国及西方学者对隐喻的不同定义，并做以评论。回顾了隐喻研究的历史。近几年，隐喻研究受到越来越多的重视，并应用于语言应用中。对隐喻做出不同定义的学者有：西方的亚里士多德、莱可夫、韩礼德及中国的吕淑湘、常宗林和胡壮麟。

第二章介绍了隐喻方面的理论。本章解释并评价了语言学家所提出的各种隐喻理论，它们在帮助语言学习者认识隐喻的作用、表现和本质方面的作用。这些理论包括：命名说、比较说、相互作用理论、隐喻的TG观、隐喻的语用观及认知理论对隐喻的解释。

第三章根据隐喻的表现和实质，探讨了隐喻的特征。作为一种语言现象，隐喻有自己的形成规律和表现特征。本章把这些特征分为十类：生成性、系统性、对默契的依赖性、矛盾性、临时性和模糊性，程度性、语义映射的选择性、不对称性、无穷性及回复性。

第四章简单介绍了英汉对比语言学。本章学习了英汉对比语言学的名称，着重于对比和比较的区别。讨论了对比语言学的渊源、发展及在中国的现状。最后，本章讨论了英汉对比语言学的分类、目标、范畴及研究方法。

第五章阐述了在不同标准下隐喻的分类及英汉隐喻的异同。以一些典型的句子为例，本章论证了每种语言中都存在着隐喻，但其表现是不同的。本体和喻体作为隐喻的基本组成部分是隐喻在不同语言中表现不同的根本原因。第二章中讨论的理论也被应用到了隐喻的分类中。

第六章讨论了中国英语教育的现状。本章利用了二语习得的模式和输入假设理论，将理论和实际相结合，讨论了怎样使隐喻研究和对比语言学的成果更好地应用到英语教学中。

关键词：隐喻研究；英汉对比语言学；英语教学

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Introduction

The title gives the readers some ideas of what will be discussed in this paper. This paper makes an attempt to apply some metaphor theories and contrastive way of study to second or foreign language teaching and learning. In the space given, the writer limits her to some classical and authority theories. They are theories of metaphor, characteristics of metaphor, classification of metaphor, contrastive study of English and Chinese metaphor and their uses in foreign language teaching. It is hoped that a special insight will be provided for language teaching.

1. Purpose and Scope of the Present Study

With the rapid increase of China's international communication with other countries, foreign language teaching has been in badly need, and becomes an indispensable part in promoting the development of China's economy and culture. As we can see, a large number of researches have been made to improve English teaching in China, and great progress has been made. At the same time, metaphor is studied in various ways, and is connected with language learning in great degree.

To our disappointment, metaphor study in language learning and teaching is far from satisfying. Viewing from the whole situation of English teaching in China, we may recognize that teacher may not teach fixed metaphors consciously or teach the students the importance and use of metaphor in a contrastive way, nor do learners pay enough attention to metaphor study or study it in a contrastive way with systematic theory. This has brought troubles for both teachers and learners. It is not difficult for hard-working learners to master English vocabulary and grammar, and study them well; however, they still get difficulties in communication as they cannot understand expressions used in a metaphorical way. In fact, learners have mastered enough knowledge of English, but when faced with metaphor only belonging to English, or being different from Chinese, troubles may occur. They cannot understand the others or use proper English metaphor with Chinese cultural background.

In response to the above-mentioned problems, this theses proposes that some metaphor theories and contrastive linguistics ways of study be adopted to improve the

present situation of English teaching in China. At the same time, classification and characteristics of metaphor are also discussed in this paper in foreign language teaching and learning, especially in vocabulary and idiom teaching and learning.

2. Framework of This Paper

Chapter One reflects on the current situation of metaphor study. It begins with the most essential problem of metaphor study: its definitions and essence, i.e. definitions offered by Lakoff, Goalty and Chang Zonglin, both in China and abroad. Then it reviews the history of metaphor theories, as in recent years, various experts have offered different definitions with different emphasis, such as Richard, Aristotle, Lakoff and Reddy.

Chapter Two briefly introduces metaphor theories, providing the theoretical background for this paper. Different definitions are brought by different theories. These theories, both traditional and modern, get their own achievement. The development of metaphor theories show that metaphor is not only a language phenomenon, but also a cognitive method, and has a close relationship with our language, thought and act. Metaphor theory has gone through a process from surface to essence, and these theories are: denomination theory, comparison theory, interaction theory, T G view on metaphor, pragmatic interpretation of metaphor and cognitive interpretation of metaphor.

Chapter Three is about characteristics of metaphor. This chapter firstly offers Cooper's analysis of metaphor's three most obvious characteristics, and they are systematic, generative and dependent on tacit understanding. Then it summarizes some other characteristics of metaphor according to its structure, expression and function, and they are contradictory, temporary and ambiguity, degree, choosing of semantic reflection, unsymmetrical, endlessness and restoration.

Chapter Four makes an introduction to English-Chinese contrastive linguistics. Contrastive linguistics is the comparative study of two or more than two languages, emphasizing similarities between languages it studies, and it is a kind of synchronic study. And then it differs contrastive linguistics from contrastive study and comparative linguistics. Being a frontier study field, contrastive linguistics has gone through a long history in fact, and it is studied by many famous scholars, such as Ellis,

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