

FUNCTIONAL SEMANTIC

CHARACTER OF AFFIRMATION IN ENGLISH IN THE ASPECT OF COGNITIVE LINGUISTICS

CARÁCTER SEMÁNTICO FUNCIONAL DE LA AFIRMACIÓN EN INGLÉS EN EL ASPECTO DE LA LINGÜÍSTICA COGNITIVA

Yegana Baghir Babasoy^{1*}

E-mail: yeganababasoy@ndu.edu.az

ORCID: <https://orcid.org/0009-0008-2318-4056>

Khazrin Zeynalova¹

E-mail: khazrinzeynalova@ndu.edu.az

ORCID: <https://orcid.org/0009-0008-3285-3143>

Nazila Elmar Sadigova¹

E-mail: nazilesadiqova@ndu.edu.az

ORCID : <https://orcid.org/0009-0005-3041-6087>

Turkan Mehraj.Ismayilli¹

E-mail: turkanismayilli@ndu.edu.az

ORCID : <https://orcid.org/0009-0009-1687-6203>

¹ Faculty of Foreign Languages, English and Methods of Teaching, Nakhchivan State University, Azerbaijan.

*Corresponding author

Suggested citation (APA, seventh ed.)

Babasoy, Y. B., Zeynalova, K., Sadigova, N. E., & Ismayilli, T. M. (2025). Functional semantic character of affirmation in English in the aspect of cognitive linguistics. *Universidad y Sociedad*, 17(3).e5214.

ABSTRACT

Affirmation is a universal linguistic category that facilitates human communication and cognition by encoding notions of presence, completeness, and certainty. Despite its pervasive role in languages, affirmation has not been extensively examined in mainstream linguistic theory, leading to an oversight of its cognitive richness and multi-dimensional expression. This study bridges this gap by investigating the functional-semantic nature of affirmation in English within a cognitive linguistic framework, emphasizing its role in cognitive coordination and its variable, speaker-centered realization. We employed a multi-modal qualitative methodology—including semantic interpretation, cognitive-contextual analysis, descriptive-structuralist approaches, and discourse analysis. In the research we systematically explore both direct (explicit) and indirect (implicit) expressions of affirmation, supported by cross-linguistic comparisons and real-life examples. Findings reveal that affirmation is a graded, multi-layered phenomenon closely interacting with other linguistic categories. It operates subjectively and epistemically, is speaker-oriented, and manifests at syntactic, morphological, and pragmatic levels. The study also corroborates those affirmations are processed more quickly and effortlessly than negations, reflecting their ontological priority. Theoretically, the research contributes to models of modality and speech acts; practically, it has implications for foreign-language instruction, discourse analysis, and neurolinguistic experimentation. By grounding affirmation in cognitive linguistics—a paradigm uniquely suited to characterize this abstract phenomenon—the study highlights how lived experience and daily speech shape linguistic cognition, affirming its centrality in human thought and communication.

Keywords: Affirmation, Cognition, Self-affirmatives, Gradual affirmation, Direct, Indirect affirmation.

RESUMEN

La afirmación es una categoría lingüística universal que facilita la comunicación y la cognición humanas al codificar nociones de presencia, completitud y certeza. A pesar de su papel omnipresente en las lenguas, la afirmación no se ha examinado exhaustivamente en la teoría lingüística dominante, lo que ha llevado a descuidar su riqueza cognitiva

y su expresión multidimensional. Este estudio aborda esta deficiencia investigando la naturaleza funcional-semántica de la afirmación en inglés dentro de un marco lingüístico cognitivo, haciendo hincapié en su papel en la coordinación cognitiva y su realización variable, centrada en el hablante. Se emplea una metodología cualitativa multimodal que incluye interpretación semántica, análisis cognitivo-contextual, enfoques descriptivo-estructuralistas y análisis del discurso. En la investigación, exploramos sistemáticamente las expresiones directas (explícitas) e indirectas (implícitas) de la afirmación, con el apoyo de comparaciones interlingüísticas y ejemplos de la vida real. Los hallazgos revelan que la afirmación es un fenómeno gradual y multidimensional que interactúa estrechamente con otras categorías lingüísticas. Opera subjetiva y epistémicamente, está orientada al hablante y se manifiesta a nivel sintáctico, morfológico y pragmático. El estudio también corrobora que las afirmaciones se procesan con mayor rapidez y facilidad que las negaciones, lo que refleja su prioridad ontológica. En teoría, la investigación contribuye a los modelos de modalidad y actos de habla; en la práctica, tiene implicaciones para la enseñanza de lenguas extranjeras, el análisis del discurso y la experimentación neurolingüística. Al fundamentar la afirmación en la lingüística cognitiva —un paradigma excepcionalmente adecuado para caracterizar este fenómeno abstracto—, el estudio destaca cómo la experiencia vivida y el habla cotidiana configuran la cognición lingüística, afirmando su centralidad en el pensamiento y la comunicación humanos.

Palabras clave: Afirmación, Cognición, Autoafirmaciones, Afirmación gradual, Afirmación directa, Afirmación indirecta.

INTRODUCTION

Language can describe a perfect picture of human consciousness and cognition. Today, the complexity of the approach to language learning forces us to consider it as an interdisciplinary cognitive science that combines the work of linguists, philosophers, psychologists, cultural scientists, specialists in the field of artificial intelligence and others. Problems related to affirmation have historically attracted the attention of researchers. The first attempts to explain this category go back to ancient Greece and India (Vaisheshika and Nyaya schools). The main concept of these schools is the understanding of affirmative judgments as ontological objects. The study of affirmation in the works of ancient philosophers was based on two opposite forms of Aristotle's human thought: affirmation and negation (Aristoteles).

According to his observations, any idea that is denied by someone is an affirmation. Affirmation, which refers to the laws of exact sciences, means "existing" and is immediately certain, "sound," "undoubted." Because "positive" means "proven" or something that can be done along with being "confirmed." Here, Arabic words such as "stabil" and "sabat" are also related to "positive." Because "stable" means "standing" and means something "based" as in the Latin word "ponere." Aristotle thought that affirmations come before negations in many ways, and in his work "Metaphysic" he expressed his opinion that affirmation is better understood than negation. In linguistics and grammar, affirmation and negation are means by which grammar transfers the positive and negative poles into verbs, sentences, and statements. The affirmative (positive) form is used to express the authenticity or truth of the main claim, while the negative form indicates that it is false or incorrect. In general, the main issue in cognitive linguistics is to try to study language within real language activity, taking into account the human factor. The methodology of cognitive linguistics moves in a different direction. Cognitive skills covered by structures and language use exist in prototypical categorization. Categorization is for better understanding of entities (Turkan, 2022).

Thomas Aquinas, one of the founders of the asymmetrists, said that affirmations come before denials for three reasons:

Voices originate from these three reasons - sound, thought, and things, since thoughts express things. From the sound point - the reason why positive examples take precedence over negatives in the review is that they are simpler and can be obtained by adding (negatives) to affirmations. From the point of view of thought, the reason why affirmations come before negations is because the mind creates a 'stop' on positive patterns. But in negations, the brain can separate this combination it has formed. From the point of view of objects, the precedence of positive examples over negations stems from the fact that the word 'being' (being) is understood earlier than negation (absence). Because 'having' something is realized before 'not having' that thing. (Aristotle, 1962).

Our experiences relate to the world around us. Our experience of the world around us is gathered in our mind and emerges in our language when we express our thoughts. Explaining all conscious cognitive processes with their complexity is the main task of cognitive linguistics. It would be appropriate to mention affirmation as a category related to the images of "completeness", "presence", "existence", "closeness" in our minds. Denial is based on the arrangement of images of "death", "emptiness", "absence", "far distance" in the human mind. According to

cognitive principles, language-communication-cognition is not only a reflection of the surrounding world, but also a means of shaping the world. In fact, all existing linguistic tools aim to convey meaning during communication. People have the ability to express and analyze an event or situation in alternative ways (Radden, 2012).

Considering the above, in this research it is addressed the problem of affirmativeness in the article is to clarify some of its problems and complexity from the aspect of cognitive linguistics. From the perspective of cognitive linguistics, negatives and affirmatives affect human cognition in different ways. Self-affirmations occupy an important place in psychology and neurolinguistics research. Affirmatives are formed by many parts of speech and form complex constructions due to their functional semantic features. The main research questions are: How do affirmations affect human psychology? Does cognitive linguistics break the stereotypes of other traditional linguistic schools? What is the role of parts of speech in the formation of affirmation? The importance of addressing this topic is that affirmation has a special place in English, as in all languages, but also the close connection of cognitive linguistics with sciences such as psychology and neurolinguistics. To accomplish the goal, a set of methods including semantic interpretation, cognitive and contextual analysis was used in the article for the issues raised. Descriptive method, observational method, structuralist, linguistic analysis, contextual analysis, and discursive analysis methods were mainly used in the article. Examples from many literary materials were also used in the preparation of the article. These materials were obtained through comparison between languages, linguistics, and observation.

DEVELOPMENT

In their daily life, people come across dozens of radio, television commercials and announcements that contain a specific message. If these events are perceived by the subconscious mind, they will unconsciously influence our decisions towards the advertised product or service. People use the ideas and sentences in affirmations for different purposes. Generally speaking, affirmative thinking inspires us to believe certain things about the world. It also helps create the realities we desire, such as beauty, wealth, and happiness. A. Bandura, one of the representatives of the behaviorism trend, is the author of self-efficacy theory. M. Seligman, the founder of positive psychology, defends the idea that a person's happiness depends on themselves (Khalilov, 2021, p. 23). K.G. Jung, a prominent representative of the school of psychoanalysis, believes

that "a person's healthy and good relationship with others is one of the important factors that make them relax."

Because of this feature, self-affirmations have value because they play an important role in reflecting our subconscious thoughts, dreams, and making our lives come true. At the subconscious level, what we believe about ourselves has a significant effect on how things unfold. In fact, when we feel good about ourselves, our lives continue more easily. The world-famous American writer Louise Hay emphasizes the importance of self-affirmations in her bestseller "You Can Heal Your Life," which has sold 50 million copies: "Loving and approving of yourself, creating a space of safety, trusting, and deserving and accepting will create more loving relationships in your life, attract a new job, a new and better place to live, and enable your body weight to normalize" (Hay, 2008, p. 132). It is worth noting that the author herself recovered from severe cancer by using the power of thought, according to her.

Of course, people want to feel good, valuable and useful. However, at some point in life, everyone personally faces the threat of a sense of "unusefulness," which causes stress, hides performance and completeness, and diminishes self-confidence. The threat of demotivation from which a person can feel useless can come in many forms. For example, negative stereotypes people face about intelligence and social group integrity, receiving a critical response at school or at work, or a serious illness diagnosis can be cited. These threats decrease academic performance, impair physical health, and lower self-esteem. To help individuals overcome this psychology, researchers have conducted work based on the theory of self-affirmation in the direction of positive self-direction. Self-affirmations increase individuals' focus on sources of positive values. Self-value affirmations are based on reflecting people's private core values and experiences. This pathway can engage the neuro-mechanisms associated with positive "values" and "reward" in the brain (Harris & Napper, 2005, p. 1255). Affirmations also focus people on positive personal accomplishments. Self-affirmations can be called the "immune system" of psychology.

A general positive mood and self-esteem are other components that make the psychological immune system function effectively. Positively oriented thoughts allow for a more beneficial use of needed psychological resources associated with perceived danger. Research has shown that it gives a positive effect when positive thoughts and sentences used in affirmation stimulate the subconscious of both young people and young children, even people suffering from a serious illness and certain disabilities. The human brain, people's subconscious, sometimes cannot "distinguish" between fantasy and reality; it is

worth remembering that when watching a sad movie, we can cry, knowing that these are only literary characters. Therefore, if we want to be successful, if we don't use sentences like "I don't want to be unsuccessful" or "I don't want to be unhealthy", the results will be more effective. So the subconscious will act on the words "failure" and "sick" and ignore the word "don't" and make the undesired result come true. We must choose carefully what we share with our subconscious mind, and this is why using affirmative sentences is so important.

The main idea of the book "Think and Grow Rich" written by N. Hill, another bestseller in the world, is to follow positive and believable thoughts. Every adversity, every failure, every heartache carries with it the seed of an equal or greater benefit (Hill, 2020). Self-values can increase a person's comfort in the social environment: (I deserve positive relationships in my life). People who were afraid of social rejection for a long time were seen to overcome this difficulty over 8 weeks by focusing on positive thoughts for only 15 minutes a day. Our thoughts and the sentences we choose have an implicit effect on our feelings and emotions. Those emotions speed up the release of certain chemicals in our brains, and people become more confident. Experiments on self-worth show that if a person often remembers the things they value, then their sense of worth increases. "Brain-scan study" (brain scanner) studies prove that the activity of the regions of the brain related to "self" and "reward" has increased in people who practice using self-affirmative affirmations.

Learners' problem-solving skills are also facilitated by self-affirmations. Carnegie Mellon University professor David Creswell conducted such a study and proved that problem-solving skills of people under pressure increased by processing positive self-worth affirmations. The negative effects of stress on problem solving have been minimized (Munro & Stansbury, 2009). Our brain has been biased towards negativity and denial for hundreds of thousands of years. This trend has protected people from various dangers and predatory animals. Human psychology tends to remember the negative rather than the positive. We need to influence our brain to be optimistic about life. To probe this point, two groups of students of the same level were selected and taught the same medical terms and texts for two weeks. One group was students who were fully motivated by self-affirmations, and the other was demotivated. When we compared the test results given to them at the end of the program, the results of the motivated students were dramatically higher.

Functional semantic character of affirmation

The modern characteristics of affirmation include functional-semantic features. It should be noted that affirmation, as the most widespread category of human language, is widely expressed in functional language styles, because it plays an important role in communication about knowledge, reflection of beliefs, and expression of the speaker's inner state. The use of this category in conversational style emphasizes any fact, agreeing with previous facts, approving the decision, certainty of the previous message, approving the information about the truth, etc. This is related to speaking style and is expressed as the actual existence of the language and is the "mental" place of the nation, its daily life, worldview, customs, way of thinking, and idiosyncrasy of the national worldview.

An affirmative speech act is a convenient way to create conversational dialogic communication. It would be appropriate to emphasize that affirmativeness, as a functional-semantic category, has a logical, psychological basis and a modality character. The category of affirmativeness expresses the positive reaction of the features of agreement, satisfaction, approval, gratitude, congratulations, and awareness, which are many speech acts as an important cognitive-communicative method of human cognition. For example:

My God what a beauty; My gratitude for you is endless; Dear Professor, we congratulate you for your article.

"Oh, thank goodness dear! Come in, come in! I was worried sick that something had happened to you in the forest," said Grandma thinking that the knock was her granddaughter.

The following sentence is an example from a speech given by Prince Charles of England after the death of his mother, Queen Elizabeth. In this opinion, a strong affirmation is emphasized with the help of evaluation tools:

"To my darling mama! As you begin your last great journey, I want simply to say this. Thank you for your love and devotion to our family, and to the family of all nations. You have served so diligently all these years, may flights of angels sing thee to thy rest" (King Charles, 2022)

For the functional semantic category of affirmation, implicit or explicit types of affirmation can be distinguished. Implicit affirmation is verbalized by lexical, semantic, morphological and syntactic means. The category of affirmation is expressed by lexical, grammatical and syntactic language stages in conversation. At the same time, it

should be noted that nouns, adjectives, verbs, adverbs belong to the center of the identification of the affirmative category (Langacker, 1985, pp. 117–120). Subgroup affirmative identification includes phrases represented by lexemes containing adverbs, modal words, interjections, and evaluation. Affirmative meaning includes comparison and phraseological structures in peripheral (secondary) expressions.

The direct affirmation is monosemantic and is expressed immediately. Explicit affirmation, on the other hand, is expressive and is not related to implicit affirmative meaning, but is verbalized by grammatical means. For example, in literary language it requires a more complex, deep and perceptive process. It depends on the context and is expressed by auxiliary linguistic units (Sheikh et al., 2023, p. 32). Implicit affirmation is expressed by means that are not obvious at the grammatical levels of the language. The use of emotive words for the verbalization of implicit affirmation comes from their characteristic of conveying different human feelings.

Ah, Harry, your views attract me; Long live the friendship between nations

(Khalilov, 2021, p. 45).

Let's look at how exclamations are used in children's language in the European folk tale "Little Red Riding Hood":

What big eyes you have!

How sharp your teeth are, grandma!

(Grimm Brothers, 2025)

Exclamatory sentences express a positive opinion according to the direction of the question (affirmative/negative question) (both have falling intonation) and indicate the affirmative character of the speaker's will.

Bravo! Hurray! etc. Bravo Mark! I am proud of you! You are a great parachute-jumper.

The following criteria can be included in the direct affirmative statement: Adverbs: undoubtedly, absolutely, clearly, actually, etc. Evaluation lexemes: perfectly, absolutely, brilliantly, well, cool, pretty, incredibly.

You are absolutely right, without demining we can't bring people back.

Modal words such as undoubtedly, certainly bring out the affirmation in speech, and with their help the speaker confirms the truth of the given fact. In addition to all this, the author tries to convince the reader of the truthfulness of the given information.

Did you bring this chocolate from Switzerland? This is undoubtedly the best chocolate I've ever tasted

(Ismayilli, 2024, p. 12).

Lexemes such as perfectly /brilliantly/ well/splendidly/ cool/extraordinarily/ incredibly/perfectly/excellent/magnificent/inconceivable are often used in colloquial language. They describe satisfaction, encouragement, excitement, gratitude, joy, approval, sincerity. "So how was the concert?" - "It was cool!" (How was the concert? It was great!). "How did she play the violin?" - "Splendidly" (How did he play the violin? - Excellent) (Croft, 2009).

Since verbs play an important role in the grammatical structure of the language, verbs with typical lexical and grammatical affirmative indicators (to affirm, to confirm, to approve, to testify) are also included in this criterion. The use of such verbs in sentence structure performs a mental affirmative act: *And I just guessed. This musician wants to marry our Sona; I expect you were very pleased with your score; Tina is always very satisfied with herself; I am certain about not inviting Teresa to my party* (Cambridge University Press, 2018). Adjectives also express affirmation. Adjective forming suffixes create a powerful affirmation: 1) *Her advice was very helpful; Young children can sometimes be hyperactive which means that they can't keep still. I went to bed very late and I overslept. 2) Dear nature is the kindest Mother still; Life, woman is God's most precious gift. 3) She was the loveliest of all her delightful friends.* Numbers are also involved in conveying affirmation: 1) *Five people have been saved in a dramatic fire at a block of flats. 2) Because there is a certain number of things or human presence here.*

Phraseological units, which are means of expression of obvious affirmation, are pragmatically at the forefront: *My precious son is the apple of my eye* (Mənim dəyərlı oğlum gözümün işığıdır) In the expression of affirmativeness by morphological means, the particle "yes" is also used a lot and is its dominant indicator.

Woman: Can I help you?

Man: Yes, I've just moved to this area with my wife and children and I'd like to know where we can all register with a doctor at the Health Centre (Cambridge ESOL, 2013).

Pronouns can also be included among the morphological means that express direct affirmation. Such words simply do not localize or define a person, and are also typical indicators of affirmative semantics. Because they emphasize the presence of potentially subjective possible signs and situations: *I bought this beautiful house myself.*

One of the most productive indicators of direct affirmation is narrative sentences at the syntactic stage. Three types of narrative sentences can be distinguished:

1. Topical narrative sentences: here the communication process is aimed at confirming and emphasizing a fact about reality. *Somewhere in the dark the children were cringing.*
2. Explanatory sentences are typical for both dialogue and monologue speech. Functioning of explanatory sentences is possible only when it is related to the previous fact. Local people began to reject not only Katie, but her sister as well. *The village where they lived became almost terrible.* Here, by explaining, the speaker tries to draw the listener's attention to a certain point.
3. Statement-type sentences are similar to message sentences in terms of their communicative direction. They implicitly direct their agreement to the listener, and their purpose is not only to inform about a fact or phenomenon, but also to cause a certain reaction from the listener. These types of sentences carry certain ideas: *Still, for us you are the winner. "At that time Macondo was a village of twenty adobe houses, built on the bank of a river of clear water that ran along a bed of polished stones, which were white and enormous, like prehistoric eggs."* (Márquez, 2006).

Affirmativeness can even strengthen the transmission of each lexeme with a logical emphasis in the sentence. Thus, the speaker directs their attention to any word in the sentence. This is semantically and stylistically very important in the speech situation. As a result, various functional stylistic sentence options appear. *On June 2004, more than half the population of the world was treated to a rare astronomical event* (IELTS, 2022). Here you can emphasize the date of the event and the number of people watching the event by placing a logical emphasis on any sentence member.

Communicative forms formed by various lexemes are obvious indicators of implicit affirmation.

Oh, really! I do not know where this little sparrow will fly tomorrow.

The replicas used by the speaker to confirm the facts (which is true, it is true), (oh, it must be!) are also affirmative signs. These are all common meanings of affirmative word sentences. Here, the situations in the special content depend on the terms of expression, and sometimes on the means of non-verbal communication. Alternative questions are non-prototypical examples of interrogative sentence patterns. They combine syntactic intonation and pragmatic narration with a question. The result of this combination is a metalinguistic question about the modality value of the sentence.

You are so pretty, my dear; almost too young and pretty for dear Soames, aren't you? (Cambridge ESOL, 2013).

Formally, if they consist of a sentence plus pragmatic signs, the whole structure (tag) represents a speech act. This type of sentence offers an affirmation and has a more directional function. Impersonal sentences are also intensifiers of affirmative contexts:

It is real music!; It must be delightful to find oneself in a foreign country with a good friend; It is hot in summer; It's always nice to see an old friend.

I know/I'm sure/I'm convinced, which are signs of certainty, the speaker emphasizes their opinion with an obvious fact to the interlocutor in a way that cannot be rejected.

He was absolutely convinced that he was right; I am sure you are a very intellectual and knowledgeable person.

There are also affirmations expressed in sentences. Surely/yes/all/well/so well/Well done! (in the sense of course/excellent) e.g.

"I passed the test for my driving license". "Well done!"

Affirmative meaning can also be expressed by phraseological combinations expressing approval/liking, completeness. – to hit the very target/to slap like an eye/choose the right suit.

1. This year the prices of the driving courses are more expensive. Last year you chose the right suit by attending driving courses.
2. Right. I feel lucky.

In the language of literary works, authors can emphasize different parts of speech to emphasize any nuance.

Adverb: *He was happy feeling the gentle pulling and then he felt something hard and unbelievably heavy. It was the weight of the fish and he let the line slip down, down, down, unrolling off the first of the two reserve coils* (Hemingway, 1995).

Particle: *"Why, I think, that's a terrible price to ask for it, just awful", exclaimed Hortense sadly, beginning to remove the coat* (Dreiser, 1946).

CONCLUSIONS

Its formal and linguistic features suggest that the affirmative is primarily a linguistic category. If we take into account the approach of representatives from various sciences, especially linguistics and philosophy, toward the affirmative, the reason why positive examples are cognitively ahead of negations is that affirmations are simpler, and negations are formed by adding deniers to affirmations. From the point of view of thinking, affirmations are perceived more

quickly in the human brain than denials. Affirmation, which refers to the laws of the exact sciences, means “that which exists in the foundation” and directly signifies “that which is accurate,” “which is sound,” or “which is without doubt.” Constructions that form affirmative meanings include concepts such as “comprehensiveness,” “addition,” and “completeness.” The meaning of “completeness” is one of the most prototypical ways of expressing the affirmative and is an important element. The words related to the meaning of “completeness” can be used as equivalents to affirmative particles that express confirmation. Although affirmativeness appears to be a complex and abstract linguistic phenomenon, language users refer to it to reinforce any part of a sentence or an idea in general. To do this, they use the conceptualization of affirmative action, which also includes cognitive concepts such as completeness, existence, and addition. Thus, examples taken from works of fiction and real speech prove that, indeed, affirmativeness is widely expressed in functional language styles. Therefore, affirmativeness is an important communicative-cognitive speech act that can be expressed both implicitly and explicitly at the syntactic, morphological, and pragmatic levels.

REFERENCES

- Aristotle. (1962). *Peri Hermeneias: On Interpretation: Commentary by Thomas Aquinas, finished by Cardinal Cajetan* (T. Aquinas & C. Cajetan, Eds.; J. T. Oesterle, Trans.). Marquette University Press.
- Cambridge ESOL. (2013). *Cambridge IELTS 9 Student's Book with Answers: Authentic Examination Papers from Cambridge ESOL*.
- Cambridge University Press. (2018). *Cambridge IELTS 13 Academic Student's Book with Answers: Authentic Examination Papers* (1st edition). Cambridge English.
- Croft, W. (2009). *Cognitive Linguistics*. Cambridge University Press.
- Dreiser, T. (1946). *An American Tragedy*. The World Publishing Company.
- Grimm Brothers. (2025). *Little Red Riding Hood*. https://www.grimmstories.com/en/grimm_fairy-tales/little_red_cap
- Harris, P. R., & Napper, L. (2005). Self-Affirmation and the Biased Processing of Threatening Health-Risk Information. *Personality and Social Psychology Bulletin*, 31(9), 1250–1263. <https://doi.org/10.1177/0146167205274694>
- Hay, L. (2008). *You Can Heal Your Life*. Hay House LLC.
- Hemingway, E. (1995). *The Old Man and the Sea*. Scribner Book Company.
- Hill, N. (2020). *Think and Grow Rich*. Sristhi Publishers & Distributors.
- IELTS. (2022). *Venus in Transit—IELTS Reading Sample with Explanation*. Collegedunia. <https://ieltsit.com/news/e-482-venus-in-transit-ielts-reading-sample-with-explanation>
- Ismayilli, T. M. (2024). *Philological Sciences: A Cognitive Perspective On The Delivery Of Affirmation In Stylistic Devices In English*. Tehsil.
- Khalilov, A. A. (2021). *News of the Azerbaijan Academy of Sciences (Literature, Language and Sciences)*. Elm.
- King Charles. (2022, September 9). *Read King Charles' full 1st speech to Britain as the new monarch*. PBS News. <https://www.pbs.org/newshour/world/read-king-charles-full-1st-speech-to-britain-as-the-new-monarch>
- Langacker, R. W. (1985). Observations and speculations on subjectivity. In J. Haiman (Ed.), *Iconicity in Syntax: Proceedings of a symposium on iconicity in syntax, Stanford, June 24–26, 1983* (p. 109). John Benjamins Publishing Company. <https://doi.org/10.1075/tsl.6.07lan>
- Marquez, G. G. (2006). *One Hundred Years of Solitude*. Harper Perennial Modern Classics.
- Munro, G. D., & Stansbury, J. A. (2009). The Dark Side of Self-Affirmation: Confirmation Bias and Illusory Correlation in Response to Threatening Information. *Personality and Social Psychology Bulletin*, 35(9), 1143–1153. <https://doi.org/10.1177/0146167209337163>
- Radden, G. (2012). The cognitive approach to natural language. In *Thirty Years of Linguistic Evolution* (pp. 513–542). John Benjamins Publishing Company. <https://www.degruyterbrill.com/document/doi/10.1075/z.61.39rad/html>
- Sheikh, H., Prins, C., & Schrijvers, E. (2023). *Mission AI: The New System Technology*. Springer International Publishing. <https://doi.org/10.1007/978-3-031-21448-6>
- Turkan, I. M. (2022). The Concept of Affirmativeness in Linguistics and Philosophical Studies. *Academic Notes of V. I. Vernadsky TNU. Series: Philology. Journalism*, 33(4, Part 1), 244–249. <https://doi.org/10.32782/2710-4656/2022.4.1/45>