

Language Transfer in Second Language Acquisition from the Perspective of Cognition

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Abstract: In the process of classroom language learning, language is very easy to be influenced by teachers' teaching form and teaching content, among which the influence of students' own language habits on language learning is very serious. In this paper, the phenomenon of language transfer will be analyzed in detail. Firstly, the problems in the second language learning stage will be discussed. Secondly, the limitations will be integrated and checked to ensure that the students reduce the chance of language transfer and reduce the influence of language transfer on students' growth and development.

1. Problems in Language Transfer in Second Language Acquisition

Negative transfer is a common phenomenon in bilingual learning, but the negative transfer of foreign language to mother tongue has not attracted enough attention in academic circles. How to improve the ability of foreign language without damaging the writing ability of mother tongue has become a new topic of concern in language education. With the deepening of the social process, the research on the phenomenon of transfer in students' language learning in the field of education and teaching has gradually expanded. In order to give students a stable and solid learning environment, the phenomenon of transfer of learning should be adjusted and perfected effectively.

1.1. Cognitive Impairment of Student Status

Teachers will integrate and evaluate the teaching contents in detail before conducting classroom teaching, and have a very close connection for the problem setting in reading teaching. Teachers can deeply analyze the problems raised by students, and can help students solve the problems of the use of words and grammar in reading. However, most teachers ignore the reflection and summary of students after reading. The detailed summary of students after reading can promote students to effectively integrate their own learning content, straighten out the current learning ideas in the classroom, and gradually construct their own English reading knowledge system. Teachers ignore the reflection after students' reading learning, can not sum up the confusion and problems in the process of students' learning in time, and it is difficult for students to produce the spontaneity of summary and reflection, which is not conducive to improving students' English reading thinking.

1.2. Imbalance of Reading Teaching Process

Teachers have a profound understanding of the teaching content in the process of teaching, and can teach knowledge to students through the teaching process. In the current process of English reading teaching, teachers usually divide the process of reading teaching into the following parts, according to the rhythm of —— reading before reading —— reading. In the teaching process, the teacher first read through the full text, the teacher asked the students a few questions, the students took the question to carry on the simple reading; second, the student read the article deeply, carefully understands the question, lays the good foundation for the later reading, the teacher carries on the thorough explanation to the student in this part, analyzes one by one the question in the article, explains the grammar usage situation and the new word structure significance and so on step by step. In this kind of teaching method, with rigorous process, students can read and learn effectively in the learning rhythm provided by teachers, but the whole teaching process is relatively close, students are busy completing the teaching tasks of teachers, and their own independent

thinking time is constantly compressed, which makes it difficult for students to have their own understanding and understanding of reading content after completing the reading task. The middle school students' answers to the teacher's questions are also conservative, which is not conducive to the students' divergent thinking learning. Figure 1 is a flexible teaching form under the guidance of a foreign teacher.



Figure 1 Flexible teaching form guided by foreign teachers

1.3. Lack of Core Literacy

Under the influence of college entrance examination, middle school teachers attach importance to the teaching and training of students' knowledge, not the promotion and progress of spiritual civilization. With the advance of the new curriculum reform, English teaching has been reformed accordingly, but the education and cultivation of the whole humanistic background is still a drop in the bucket, and the students gradually lose their own humanistic background in the unbalanced English teaching, which is not conducive to their own growth and progress. In the long run, students can not accumulate good study habits, it is difficult for students to find a good learning form after entering the study, and then the imbalance of English teaching level appears.

2. The Application of Language Transfer in Second Language Acquisition

2.1. Improving the Accumulation of Students' English Knowledge

The subject of English is an important basic subject in the process of students receiving education and teaching. In English teaching, teachers should focus on cultivating students' ability to use and understand vocabulary and sentences, not only in the study of superficial phenomena such as recitation of the text in the textbook, silent writing of words and so on. In the process of teaching, teachers should take the content of teaching materials as the important basis and starting point, according to the scope of teaching materials, appropriately expand students' learning, enrich students' learning knowledge accumulation, constantly transform and integrate their own teaching content, and ensure that students can acquire a large amount of knowledge beyond the content of teaching materials in English education, and then ensure the effective improvement of students' learning ability and level.

In the education and teaching of English subjects, to a certain extent, it is closely related to the classical culture, traditional ideas and excellent ideological and moral character of the British and American countries, and it is also important for students to carry out English teaching in traditional culture learning and edification. Opportunity. In English teaching materials, a large number of classical literature works are selected, combining literature, philosophy, art, traditional culture, customs and other many forms of factors, students will be in the process of English learning to our country's traditional culture and good virtue. To produce a deeper understanding, teachers in the

process of teaching, should dig into the content of teaching materials and reading materials in the excellent elements. In the process of explaining the article and teaching in class, it permeates the core literacy education of students. As shown in figure 2, the students under the guidance of foreign teachers discuss learning.



Figure 2 Discussion and teaching under the guidance of foreign teachers

2.2. Pay Attention to the Quality of English Reading Teaching

Reading teaching in English teaching is very important and is an indispensable part of English teaching. Teachers should combine humanistic education with reading teaching effectively. In reading teaching, teachers can give students full time and space to think and understand, students can give full play to their own subjective initiative, feel the magic of literature and the beauty of life in reading, and then enhance their own humanistic heritage. Teachers should respect students' choice of reading and should not stifle students' enthusiasm for reading.

Based on the analysis of the situation in English teaching above, we should integrate the phenomenon of uneven students' ability and level differentiation, use positive and effective measures to promote students to learn and absorb their own knowledge in the process of learning, and master the key points and difficulties in English learning in the process of continuous thinking and summing up. Teachers should reflect and summarize their own teaching contents and forms, explore how to arouse students' thinking and inquiry in classroom teaching, stimulate students' learning spirit and exploration spirit to the maximum extent, effectively arouse students' learning enthusiasm and initiative, and promote the effective improvement of students' learning quality.

2.3. Combining English Reading With English Writing Teaching

Writing teaching in English teaching is the key link in teaching, and students play a lot of their own subjective consciousness and initiative in writing teaching, which is the key link for students to develop innovative thinking and consciousness, and is also an important opportunity for students to carry out humanities education. Teachers should pay attention to the ideological and political education and promotion of students in the process of writing teaching, help students to correctly understand and transform the world, create good spiritual civilization construction and activities, students can effectively express their own ideas and emotional changes in writing, and show their own values and aesthetic taste. Figure 3 shows foreign teachers participating in activities with students, paying more attention to students' participation enthusiasm.



Figure 3 Foreign teachers and students

In the process of teaching English writing, teachers should also cultivate the humanistic background, first of all, they should establish students' correct ideological and political ideas and values, students should carry on their own study and life with the love of the country and the people, and establish a sense of social responsibility and ownership. Secondly, we should strengthen the enterprising spirit and competitive spirit in the students' life, and cultivate the students' firm will quality.

2.4. Combining English Teaching With Moral Education

Humanistic background is the inner driving force of people's growth and development, people's growth can not leave the effective promotion of the spiritual world, and has a strong help and guidance for students' body and mind. English in the process of education and teaching also needs to carry out ideological, political and spiritual civilization education and promotion. However, in the process of English teaching, the imbalance of humanistic education often appears, teachers can only impart knowledge in the process of teaching, but the improvement effect of ideological civilization is not very ideal, and under the serious influence of examination-oriented education, students and teachers pursue the improvement of students' scores basically, and the cultivation of humanistic information is insufficient, which makes it difficult for students to get their own effective growth and development in English teaching.

The teaching content chosen in English has a strong philosophical meaning, no lack of sublimation of content works, can fully show the charm and characteristics of English learning, and in the English teaching materials fully show the humanistic, mysterious, emotional and other characteristics of text art, and the content of the teaching materials have a variety of characteristics. Teachers should take the teaching material content as the starting point of teaching, dig deeply into the knowledge system and content in the teaching material, effectively display the humanities inside information in the teaching content, consciously cultivate the students' understanding and understanding of the humanities inside information, expand the students' learning perspective and promote the students' ideological and morality.

3. Conclusion

It can be seen from the above discussion that there are some problems and limitations in English teaching in our country at present, and teachers are often affected to a certain extent in the process of carrying out teaching activities, which can not effectively regulate the present phenomenon of education and teaching, the relationship between teachers and students has not been changed well, the slack phenomenon in students' classroom is constantly emerging, and then the quality of English teaching needs to be improved. Using the teaching idea of metacognition to guide English teaching can effectively promote the development of teachers' teaching content, give students a good learning experience, and promote the improvement of English teaching quality and level.

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