The Application Exploring of Cognitive Linguistics in College English Reading Teaching

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Abstract: As one of the most widely used languages in the world, English reading has the same value and meaning as native language reading. With the deepening of reform and opening up, the importance of nationals learning English is self-evident, and our children and young people are getting exposed to English earlier and later. As an important branch of cognitive science, cognitive linguistics has a strong comprehensive and systematic, integrating computer, philosophy, anthropology, linguistics and psychology, through multiple angles and various ways. From the perspective of cognitive linguistics, this paper analyzes the current situation of college English reading teaching and its existing problems, and then explores the application of cognitive linguistics in college English reading teaching.

1. Introduction

The linguistic view of cognitive linguistics believes that teachers should follow the cognitive rules of students when they explain, and guide and help students to establish a relationship between their representation and linguistic representation, which can help students to deepen their lives. Cognitive linguistic interpretation of language can help language teaching to interpret language from a new perspective, helping learners to better understand and acquire language. In the process of teaching, pay attention to inspiring and activating students' thinking, so that students' learning of language not only stays on the reading surface, but also makes them penetrate into the language on the basis of grasping the surface level [1]. Therefore, this paper aims to discuss the role of cognitive linguistics in English reading teaching and how teachers use their theories to specifically read teaching.

2. Cognitive linguistics overview

As an important branch of cognitive science, cognitive linguistics has a strong comprehensive and systematic, integrating computer, philosophy, anthropology, linguistics and psychology, through multiple angles and various ways. Thinking exploration. Cognitive linguistics is an important product of the development of human society. The application of philosophy and language is the basis of its discipline. It can study the concept of thinking from the perspective of language [1]. At the same time, it can also analyze the characteristics of thinking concepts from the perspective of language. After the introduction of cognitive linguistics, it also brought thoughts and touches to college English teaching. Scholars carried out in-depth research on cognitive linguistics and proposed its significance and value in the application of college English teaching. Cognitive linguistics is not only a discipline, but also solves practical language problems such as discourse analysis, discourse analysis, and grammar. Its use in teaching can help students better understand and master vocabulary, language, and articles. Improve English learning efficiency and application ability. As a key component of college English teaching, English reading can fully draw on and reference the research results and basic viewpoints of cognitive linguistics, and reveal the relationship between brain thinking and English reading, and help students to deepen their understanding and mastery of English articles.

3. Problems in college English reading teaching

Reading is a very important part of English teaching and it is always the focus of English teaching.
College English is an opportunity to learn English systematically before students enter the society. English reading at this stage is very important and can have an important impact on future life. Nowadays, China is in an era of information explosion, the speed of knowledge update is very fast, and the traditional reading methods can no longer meet the current needs [2]. Therefore, teachers should constantly improve the level of English reading teaching. Good English reading can not only increase students' vocabulary reserve and grammar knowledge, but also improve students' written and communicative skills.

3.1 Vocabulary limitations

Nowadays, there are many problems in the teaching of English reading for junior high school students. The first is the lack of mastery of students' vocabulary. Many students are still limited to words in English textbooks. When reading comprehension, they are difficult to read words, whether it is reading comprehension. Or the cloze test questions on the vocabulary of the word are very high, a word cannot be understood, the whole sentence is not reasonable.

3.2 Reading skills are incorrect

English reading skills and Chinese reading skills are similar. First, the understanding of the main content of the full text, the second is to find keywords, the difference is that the English language may be somewhat difficult for middle school students, most students may not be particularly good in a sentence. Unclear subject predicate can't find keywords, so I miss a lot of time in this sentence. There is also a small amount of reading [2]. Basically, except for the texts in the book and the exercises left by the teacher, it is rare to read English articles so that the language is very poor.

3.3 The classroom is imported in a single way

The traditional way of introducing classrooms is based on the teacher's presentation of the text. At the beginning of the class, the students are informed in the form of presentations. It is difficult for students to link the existing knowledge in the mind with the new knowledge to internalize the new knowledge [1]. If there is no brainstorming and other interest in stimulating students' learning, the next study is a passive process. It is difficult to improve the enthusiasm of students and the teaching effect will be affected.

3.4 Teaching methods are rigid

The current colleges and universities still focus on exam-oriented education, and the teaching methods are mainly indoctrinated education. Teachers pay attention to the teaching of cultural knowledge, only pay attention to the test sites involved in the test, and the knowledge unrelated to the test does not explain too much even if the students are interested. Under such a teaching style, students are like machines, and they are heavily infused with knowledge, reading ability, emotional attitudes and values are not cultivated [3]. According to the principle of dynamic balance in ecology, the ecological factors in classroom teaching are constantly evolving and changing. The teaching design is also naturally generative. If the teaching method is constant or even rigid, it will undoubtedly lead to the imbalance of the classroom ecosystem.

4. The positive significance of cognitive linguistics in English reading teaching

4.1 Deepen students' understanding of the article

Applying cognitive linguistics in reading teaching can help students quickly acquire and refine article information, enrich students' English knowledge system, and consolidate learned knowledge, such as vocabulary and grammar, to enhance their English comprehensive ability.

4.2 Improve reading teaching efficiency

Applying cognitive linguistics in reading teaching can effectively improve classroom efficiency and teaching quality, use reading methods that students can easily grasp, stimulate students' interest in English reading, enrich their vocabulary, and realize the comprehensive development of students'
English ability [3].

5. Cognitive Psychology in English Reading

Reading needs to use the text as the foothold and starting point, and send the information to the brain in the form of text scanning. Through the brain's perception and interpretation of information, the thinking analysis and collation are used to decode the information contained in the text. Cognitive language is based on the student knowledge system and includes the following dimensions [4]:

First, constitute a knowledge network through mutual management and cognition.

Second, the knowledge network covers multiple context systems.

Third, distinguish between the rules that exist in the category.

For English reading, its cognitive psychology is mainly divided into the following stages:

First, in the initial reading, students visually and accurately identify text vocabulary.

Second, after the simple recognition of the vocabulary, the meaning and meaning of the text are added by the phrase composition. At this stage, the meaning and pronunciation of the vocabulary will form a memory interaction with the human brain.

Third, students form the grasp and understanding of the meaning of sentences in the meaning connection of words, grasp the meaning of the whole text through the understanding of sentences, phrases and words, and lay the foundation for text understanding.

6. The main cognitive mode of English reading

Reading habits are the key to determining reading efficiency. Teachers should pay attention to cultivating students' correct reading habits when teaching English reading. First of all, you must learn to read silently. Some students read in English and like to read the sound every time to understand. Some students often use tools such as pens to point to assist reading. These habits are not conducive to students to develop high-efficiency habits. The silent reading is not only faster than the vocal reading, but also directly perceives the text signal through the visual organs, which can deepen the impression of the article. Second, try to avoid finding a reference book. In the process of reading, it is inevitable that you will encounter uncommon words [4]. Some students will find a reference book every time they encounter a strange word, which will affect the speed of reading. Every word in the article is not isolated. It can be skipped when encountering uncommon words. Individual words will not affect the understanding of the whole article, and sometimes the meaning of the words can be guessed through the context. In the process of reading, you don't have to care too much about uncommon words. That try to keep your thoughts flowing as quickly as possible and quickly find the information in the article.

6.1 Bottom to top

The bottom-up cognitive model belongs to the information processing mode, which interprets and understands the text through information processing, and realizes the recognition through the text. At the same time, the pattern uses words as the basic unit to complete text understanding through words, phrases and sentences [5]. This model is highly organized and hierarchical. Students who want to quickly understand the text need to have a certain language foundation and vocabulary accumulation. However, at present, many students have problems with insufficient vocabulary, which has brought certain obstacles to the application of this model. Therefore, in introducing this cognitive model, teachers need to pay attention to the teaching of words and guide students to read information through reading. Help them get the information contained in the text.

6.2 Top to bottom

The top-down model is based on cognitive psychology. Students use their own knowledge structure and way of thinking in reading to process and organize the reading text, that is, students use test or prediction to deepen the text understanding [5]. This model follows the “people-oriented” reading principle, emphasizing the influence of students' knowledge background and hobbies on
reading performance. The main advantages of the top-down model are as follows: First, the model has strong selectivity and purpose, students can choose to understand and read in combination with personal thinking characteristics; second, the model is text-oriented for text comprehension. It can encourage students to think effectively and improve their thinking ability. Third, the model has strong predictability, and students can predict the text content according to the knowledge they have learned.

7. The specific application of cognitive linguistics in English reading teaching

7.1 Specific application from the text selection level

Language input needs to follow the nature of interest, quantity and understanding. English reading is an input form. Cognitive linguistics needs to follow the above principles in specific applications. First of all, the principle of interest, whether it is knowledge learning or object cognition, interest is the premise and foundation [6]. In English reading, text selection should follow the principle of interest, and be based on the cognition and interest of contemporary college students. Secondly, the principle of quantity, teachers should provide students with a large number of prepared texts, involving multiple disciplines and multiple levels, strengthen students' language cognition, enrich students' knowledge reserves; finally, understanding principles need in combination with the students' language proficiency and cognitive ability, the text should not be too difficult, otherwise the students will have difficulty in understanding and the confidence in learning will be contused; it should not be too simple, otherwise it will lead to students losing interest in the challenge.

7.2 Specific application from the task setting level

Applying cognitive linguistics in task setting can help students self-monitor reading behavior, clear reading progress and reading goals. When students finish reading, they will stimulate their reading initiative and enthusiasm [7].

7.3 Specific application from the level of reading strategy

The process of reading is the process of interaction between readers and materials. The readers can understand and understand the article through reading and understanding, and form an intuitive understanding and cognition of the article in the reading process. The reader has a strong subjectivity, and from the personal thinking as the starting point to understand and understand the text, and then deepen the memory. Therefore, in the teaching of reading, teachers need to take the students' application ability and comprehension ability as the starting point, and realize the application of cognitive linguistics from three levels: pre-reading, reading and post-reading. First, before reading, the structure of language thinking relies on cognitive experience [6]. Therefore, in order to deepen the understanding of the text, students need to infiltrate more personal experience. Before reading, teachers need to train students' thinking.

First, organize students to text-oriented design of their own reading program, and make bold predictions on text content, such as predicting text content by reading topics and text types.

Second, organize students to carry out speed training. Before reading, students are required to complete reading at the fastest speed and form a general understanding of the text content. At the same time, teachers can also use questions and summaries to help students understand the text content.

Finally, teachers it is necessary to focus on guiding students to grasp the background of the text. Because of the differences between Chinese and Western cultures, in order to correctly understand the text content, students need to master their knowledge background. Secondly, in reading, English reading belongs to students' understanding activities of self-learning initiative and thinking cognition. Teachers should monitor and adjust students' thinking in reading, guide students to discover and understand the essence of text through effective monitoring, and master the English contained in the text [7]. At the same time, teachers can also organize students to help students deepen their understanding of the text and improve the effectiveness and pertinence of reading activities through analysis and comparison. Finally, after reading, text reading is not the focus of English teaching. The
evaluation and monitoring of the post-reading needs to attract the attention of teachers.

8. Summary

Through reading teaching, students' knowledge acquisition ability, English expression ability and text comprehension ability can be improved, which has positive significance for the overall development of students' English quality and reading ability. Therefore, teachers need to apply cognitive linguistics from three levels: text selection, task setting and reading strategy to help students strengthen their memory understanding and lay a solid foundation for their future English learning and application.

References


