

The Application and Enlightenment of Cognitive Linguistics in English Vocabulary Teaching

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Keywords: Cognition; Thinking; English Teaching; Vocabulary Learning

Abstract: Cognition is the acquisition of knowledge through psychological activities, which corresponds to the emotional will. Thinking can't be separated from the form, that is, the conceptual structure of human beings comes from the human body experience and makes sense based on physical experience. Cognitive linguistics believes that language is non-arbitrary and has its own unique methods in guiding English teaching, especially in vocabulary teaching. Vocabulary learning means not only increasing the number of vocabulary, but also deepening the depth and quality of vocabulary learning. Vocabulary learning is a very tedious project. This paper discusses the guiding role of cognitive linguistics in English vocabulary teaching. This paper focuses on the basic categories of vocabulary, semantic motivation of words and the deep relationship between polysemy of words concerned by cognitive linguistics.

1. Introduction

Whenever a new linguistic theory is born, it will inevitably have an impact on foreign language teaching as it is gradually known [1]. Whenever a new linguistic theory is born, it will inevitably have an impact on foreign language teaching, and some will have a profound impact [2]. Without grammar, people can't express many things. Without vocabulary, people can't express anything. Thought cannot be separated from form, that is, the conceptual thinking structure of human comes from human body experience, and is meaningful according to body experience [3]. However, in foreign language teaching, the theory of vocabulary teaching is very scarce, and teachers emphasize more on the mechanical memory of vocabulary [4]. People are also increasingly aware that to truly understand second language acquisition, it is necessary to link vocabulary knowledge from cognitive processes based on human cognitive characteristics.

From a cognitive perspective, vocabulary acquisition is a process of continually establishing a link between new knowledge and the learner's existing knowledge. With the increasing awareness of the importance of vocabulary, more and more scholars began to regard vocabulary as the core problem of language learning [5]. Cognitive linguistics believes that language is non-arbitrary and has its own unique method in guiding English teaching, especially in vocabulary teaching [6]. Language competence is a part of people's general cognitive ability, so language is not a self-contained system, and its description must refer to the cognitive process. When we look at and observe the world around us, categories are with us all the time and in the way we observe it. This paper will use iconicity theory and prototype category theory of cognitive linguistics to provide new guidance for English vocabulary teaching.

2. Applying Cognitive Linguistics Theory to Enhance the Study of English Vocabulary

Each teaching method derives from a teaching theory, which is influenced by linguistics. Cognitive linguistics poses great challenges to traditional structural linguistics and transformational generative grammar. We should attach great importance to basic category vocabulary in English vocabulary teaching and put the teaching of basic category vocabulary in the first place in vocabulary teaching. The basic category and prototype theory are of great enlightenment to English vocabulary teaching. In the process of vocabulary teaching, we should pay attention to the teaching of basic vocabulary, especially the typical vocabulary in these basic vocabulary words as the focus

of teaching [7]. In vocabulary teaching, we should pay full attention to the basic vocabulary and put the teaching of basic vocabulary in the first place in vocabulary teaching. The memory of vocabulary is not simply a process of repetition to achieve a proficiency, but a cognitive process of input, understanding and reorganization, reinforcement and memory of the original knowledge.

In vocabulary teaching, students should be warned, and in the process of mastering the basic meaning of words, we must also pay attention to the mastery of the metaphorical meaning of words. After the rise of cognitive linguistics, the iconic nature of language began to be re-recognized, and many scholars have studied and discussed this. If you spend your energy to master the basic vocabulary, it will be of great benefit to our oral, reading, listening, writing, etc. [8]. In fact, vocabulary learning is inseparable from grammar learning, and we should use the basic point of view of cognitive linguistics to guide our teaching. The higher the core position of a word, the lower its cultural limitation. That is to say, these words can better reflect the generality of the use of specific languages in different languages. If students attach importance to the study of basic vocabulary and the study of polysemy and phrase collocation of basic vocabulary, their basic knowledge will be more solid.

When learning English, we should learn grammar first. As English teachers, we learn English at the beginning of the same. Iconicity has brought about a revolution in language teaching, especially in English vocabulary teaching in China. Most students think that their problems in reading, listening and writing are related to new words. Even taking into account the ambiguity of core words, words that are derived from other word cultures are still more difficult to translate. To truly master the new words, we can start with the rationale of the words and understand the meaning of the words more thoroughly. Vocabulary teaching has always been a difficult and important point in English teaching. Extending the basic vocabulary to different categories beyond the basic category makes it possible to expand the meaning of the vocabulary on the basis of understanding the basic vocabulary.

3. The Enlightenment of Cognitive Linguistics on English Vocabulary Teaching

While people recognize and recognize the objective things in the outside world, they actually classify these things. The word is a combination of sound and meaning, and is the smallest language unit that can be used independently. As far as the word itself is concerned, it contains the original meaning and the extended meaning of the concept of things. There is a misunderstanding in colleges and universities, that is, the blind pursuit of students' vocabulary is large. It seems that the larger the vocabulary of students, the better the English learning is better. Image schema theory is another important theory of cognitive linguistics. It is also derived from our contact with the world and can therefore be regarded as a basic experience [9]. For English vocabulary, there is no necessary connection between the meaning of words and the names of things or phenomena, but there are various degrees of correlation between the meaning and form, semantics and pronunciation of a large number of words. Emphasis on the explanation of the cognitive semantics of words will make the course more in-depth, stimulate students to think boldly, and help students to grasp the cognitive links in the semantics of words. So that students can have a deeper understanding of the meaning of words.

From the perspective of learning rules from easy to difficult, English grammar rules are limited after all. The number of words is infinite, so it can be gradually increased. Cognitive linguistics is not willing to accept the arbitrariness of the relationship between words and meanings. On the contrary, it holds that many semantic phenomena in language have cognitive motivations. Understanding the motivation of meaning extension based on conceptual metaphor is very important for students to master a basic vocabulary systematically and comprehensively [10]. In English, there are already many words that can be found directly from their source. In teaching, you can learn from the basic ideas and research results of cognitive linguistics, and change your mind to explain vocabulary and teach grammar. The category is built around a prototype to determine whether a thing belongs to a certain category. Rather than seeing if it has all the common characteristics of the member, it depends on whether there is enough family similarity between it

and the prototype.

Vocabulary learning has a certain order, but the order of second language acquisition and mother tongue acquisition is different. The ultimate goal of foreign language teaching is to cultivate students' communicative competence. At present, more and more people realize that simple language ability education is far from meeting their needs. The experiential process of people's perception of the external world is from themselves to the near, from the near to the far, from concrete to abstract. This new perspective of cognitive linguistics provides us with a framework of prototype and schema theory for understanding polysemy, and provides a good way for us to further understand the deep connection of polysemy. Not only at the syntactic level, but also at the phonetic, lexical, lexical meaning changes, word formation and even the organization of the text are constrained by iconicity rules. In addition to the guidance of students' learning methods, supervision of students' extracurricular learning is also indispensable, otherwise it will be twice the effort.

4. Conclusions

There are many theories and methods in English vocabulary teaching. Although traditional teaching methods cannot be replaced, they cannot be ignored by the emerging cognitive linguistics and its achievements. Vocabulary learning means not only increasing the number of vocabulary, but also deepening the depth and quality of vocabulary learning. Vocabulary learning is a very tedious project. It not only requires teachers to be tireless and carefully explained, but also requires students to be enthusiastic and active. Vocabulary learning is a very cumbersome project, and we must actively use the new results of cognitive linguistics. Therefore, the vocabulary learning is more actively treated, and the boring of vocabulary memory is reduced. Prototype theory and its basic level category concept have many meanings for vocabulary teaching. Vocabulary teaching should start from the basic level. We must actively use the new results of cognitive linguistics to improve English vocabulary learning and English.

Acknowledgements

The Application and Inspiration of Cognitive Linguistics in English Vocabulary Teaching.

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