Analysis of College English Teaching from the Perspective of Cognitive Linguistics

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Abstract: With the continuous deepening of education reform, the educational concepts and methods of college teachers have also undergone profound changes. Under the new situation, the development of my country's higher education has entered an era of "people-oriented" and equal emphasis on knowledge and ability. However, English teaching, as one of the talent training directions, faces a series of problems. This article proposes effective countermeasures and suggestions by analyzing the current situation and existing problems of college students' English learning from the perspective of cognitive linguistics; promoting students' overall and healthy growth as a goal-oriented, guiding teachers to change traditional educational concepts and methods to guide practice; improving the level of teacher-student interaction.

Keywords: Cognitive Linguistics, College English, Teaching Analysis, Applied Research

1. Introduction

Cognitive linguistics is a new method of contemporary research on linguistics, and it has a key guiding role in language learning and language teaching. The process of economic globalization has repeatedly deepened, and the cooperation and exchanges between China and other countries in the world have become more frequent. As a tool for communication, English has been paid more and more attention. Professional English is not only a prerequisite for fluent reading of foreign documents and watching foreign films, but also a necessary tool for obtaining more job opportunities. Colleges and universities bear the burden of national talent training and play a vital role in improving the English level of college students. The in-depth advancement of education reforms has prompted colleges and universities to continuously try new English teaching models, starting from the level of cognitive linguistics, and then using other technical means to enable students to fully understand the historical background and theme connotation of English, and enhancing students' cognition and application ability is one of the methods tried by many educators.

Cognitive linguistics is a hot topic in language research. Many scholars have used cognitive linguistics to analyze English teaching in universities at all levels. Jiao Lingling concluded on the basis of previous studies: Metaphor is the way people acquire and apply knowledge and thinking mode, which connects language and cognition, and catalyzes the transformation of language research. In reading teaching, teachers should guide students to understand and think with metaphor theory thinking, which helps students understand the content of the article in depth [1]. Cai Yuxue pointed out that the college English teaching model should not only stop at the listening, speaking, reading and writing of grammar, sentences, and words. He advocated combining metaphorical cognitive linguistics to understand English cultural connotation from various angles [2]. Huang Lihua and Xu Xiaojia show that the cognitive diagnosis model based on cognitive psychology and cognitive education measurement has an obvious role in preventing and reducing students' dyslexia. Choose a suitable diagnosis model to make a targeted diagnosis for students, Investigating the structure of students' cognition and the differences between individuals will help educators to take appropriate measures for students [3]. In addition, Zhao Xiaorui, Chen Jing, Wang Wenfeng and others have concluded after the experiment that using cognitive similarity theory to guide students to learn grammar based on their own experience and feelings can increase students' attention to the systematic and logical rationale of language structure, help to strengthen students' in-depth understanding of English grammar rules [4].

English classroom teaching has always been the top priority of English education in domestic colleges and universities. Building an English classroom under the cognitive education model has

become a new breakthrough in English education reform. Cognitive linguistics concepts, construction, immersion, application, etc. can play a good auxiliary effect in English classroom teaching. For example, for conceptual learning, cognitive linguistics based on the principle of conceptualization believes that many people's cognition of language is actually based on conceptual cognition and understanding, which is directly related to the historical and cultural background of our students. Intentional diagramming is a teaching method that allows students to quickly understand the target language by comparing their mother tongue with the target language. This method greatly strengthens the concepts that teachers and students grasp when reading. Therefore, this article analyzes the rationality, scientificity, and practicality of the college English curriculum teaching model from two aspects of cognitive linguistics, and conducts experimental investigations on this, combined with data analysis to draw conclusions, and puts forward an effective way for the construction of college English teaching.

2. Method

2.1 Cognitive Linguistics

Cognitive linguistics belongs to a branch of linguistics, and it has covered many subjects such as artificial intelligence, system theory, psychology, linguistics and so on. It is not a single language theory, but a research paradigm that includes multiple theories. It advocates the study of language from the perspective of cognitive laws [5].

2.2 Development of Cognitive Linguistics

Cognitive linguistics sprouted in the late 1960s. In the 1980s, many scholars published works on cognitive linguistics, and also established the International Cognitive Linguistics Association (ICLA) and published a series of books during this period. Many well-known theoretical results and important theoretical frameworks have also been produced. Almost all show that daily experience is a necessary condition for language use, and it focuses on the inseparable relationship between general cognitive ability and language [6]. In the 1990s, cognitive linguistics entered a new stage of development. It began to become an independent branch of linguistics and won the following of most scholars. The theoretical research of many scholars has deepened the framework of cognitive linguistics on the original basis, and also broadened the research field of cognitive linguistics [7]. The concept of "language space" has repeatedly aroused an upsurge in academic circles to explore the relationship between cognitive linguistics and other languages. In the 21st century, information globalization has given cognitive linguistics a global development trend. Cognitive linguistics has grown rapidly during this period, and many countries have established related organizations for cognitive language research. China has also begun to study cognitive linguistics. Domestic universities have held "Cognitive Linguistics Seminars" many times, established the "China Cognitive Linguistics Research Association", and obtained the right to host the twelfth ICLA in 2011[8].

2.3 Insufficiency of College English Teaching

(1) The school has low requirements. General undergraduate colleges and universities do not require too much English for non-English majors. Some require a level 4 or 6 level, and some colleges and universities only need to have a degree in English. Non-English majors are generally required for college English. It is also about 3-4 semesters. The students just want to pass the exam smoothly, and the school seems to have completed the task. It is enough to guide the students to correctly deal with the learning of English.

(2) Students have low learning enthusiasm. With a lot of heavy programming, integration, and determinant, English learning can be said to be relatively easy. However, the participation rate of students in the English class is not high, it is perfunctory or even disgusting. For many students who have a poor English foundation and don't like English, they have not learned English at the university, and even some students with good English scores have repeatedly failed in the CET-4 examination room. Because there is no longer the same requirement as the college entrance examination, it is not necessary to know, so fewer people take the initiative to study.

(3) The teaching method is rigid and traditional. Teachers face varying levels of students, and it is difficult to carry out targeted and efficient teaching. With the rapid development of information

technology and multimedia technology, teachers still use traditional teaching methods to teach classes. It is normal for teachers to speak and students to listen to. Students blindly rely on teachers and students rarely think actively.

2.4 Implementation of College English Teaching from the Perspective of Cognitive Linguistics

2.4.1 Application in word teaching.

Vocabulary is the basis of learning a language. The large number and discrete characteristics of English vocabulary are the difficulties of English vocabulary learning. In addition, general vocabulary learning is carried out by reading and dictation, and students often feel tired and boring. To integrate cognitive linguistics into English vocabulary teaching, the first thing to solve is the regularity of vocabulary. Through the categorization theory, the English vocabulary is classified and summarized, and the frequently used vocabulary is the priority vocabulary for teaching, and these vocabularies are used as the basic vocabulary to elicit the use of synonyms, antonyms, derivative words and related phrases of the word [9]. Integrating the related vocabulary of a word and placing it in the context can deepen the understanding of the connotation of the vocabulary. For example, the word "cover" appears frequently, and it can be used as a basic vocabulary. It has basic meanings such as "cover, cover, cover" that are easy for students to understand. Students can think of the state of the cover and cover of a certain item. Phrases such as "Plant cover, cover girl, cover an area of" have the meaning of "vegetation, cover girl, area" respectively, which deepens students' understanding of "cover" It is not difficult to understand the meaning of "cover" and "coat, cover" when the word covers the understanding of something. After learning the words "discover, recover, coverage" and other words, you can connect with the meaning of "cover".

2.4.2 Application in grammar teaching.

Grammar has an important position in English teaching and is the basis for autonomous dialogue. Traditional grammar teaching is to realize the mastery of grammar by explaining rules and translation of example sentences. This method is not only boring, but also reduces the autonomy of the students, and does not maximize the students' subjective initiative. To improve the efficiency of students' English grammar, the key is to follow the students' cognitive structure. Starting from the students' cognitive foundation, the abstract concepts are concretized, combined with the use of cognitive linguistics strategies such as sentence making, dialogue, and discrimination, so that students can understand Learn theories in practice and diverge students' thinking to create language in multiple directions.

2.4.3 Cultivation of metaphorical thinking.

Metaphor can be simply summarized as "using one kind of thing to understand and experience another kind of thing", that is, to use existing cognition to explain new things, so that the two will be related. Metaphor is not only a language phenomenon, but also a way of thinking about the world [10]. In English teaching, the status of metaphorical thinking is very important. For example, in vocabulary learning, the pronunciation of the word can be linked to the pronunciation of the native language. For example, "Coffee, hamburger, salad" and "coffee, hamburger, salad" are difficult to not connect when they are spoken, and they are very easy to remember. Comparison and connection will deepen the impression of students, which is a comparative memory strategy. Translation is usually also applied to the metaphor theory of cognitive linguistics. For example, the translation of the phrase "time is life" is "Time is liken to life" instead of "Time is life", which not only allows students to relate the two The similarity also compares the differences between the two.

3. Experiment

3.1 Subjects

The subjects of this experiment are undergraduates from a certain university. Two classes are selected, one for non-English majors, the other for English majors, one for non-English majors with a total of 30 students, and two for English majors with a total of 30 people.

3.2 Experimental method

3.2.1 Comparative analysis method

This experiment uses a comparative analysis method to compare and analyze the scores of the two classes before and after the cognitive strategy teaching and other related data. It is good to use the changes in scores or other indicators to detect the effect of English teaching from the perspective of cognitive linguistics.

3.2.2 Questionnaire survey method

In order to further understand the application of cognitive linguistics in college English teaching, we designed a questionnaire based on the current situation of English teaching in the school, and used the form of issuing questionnaires for data collection.

3.3 Experimental process

The test lasted for one month. Before the experiment, the test subjects were evaluated and questionnaire surveyed, and after the experiment, the test subjects were evaluated and interviewed. During the experiment, the English-taught teacher was the same person, and the teaching content was the same, and the teaching mode was taught in English from the perspective of cognitive linguistics. After the experiment is completed, the before and after data are integrated, and the analysis draws a conclusion. During the experiment, in the data collection and statistics part, in order to improve the accuracy of the experimental results, we adopted the following formula:

Sample variance formula:

$$s^2 = \frac{\sum_{i=1}^{n}(x_i - \bar{x})^2}{n-1} \tag{1}$$

Sample standard deviation formula:

$$s = \sqrt{s^2} = \sqrt{\frac{\sum_{i=1}^{n}(x_i - \bar{x})^2}{n-1}} \tag{2}$$

4. Discussion

4.1 Student English interest survey

In the questionnaire, we set question 1 "Do you like English?" and question 2 "Do you like the current way of teaching English?" and set the following options: A. Like it very much, B. Like it, C. No feeling, D. Don't like, E. Tired, get the following data:

Draw the following chart from Table 1:

Table 1: Student English Interest Survey

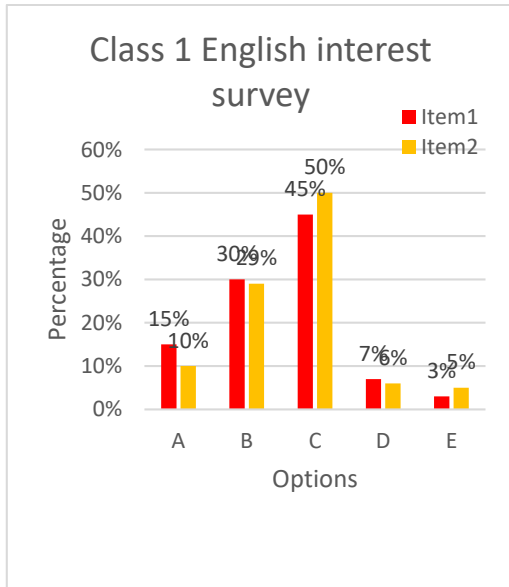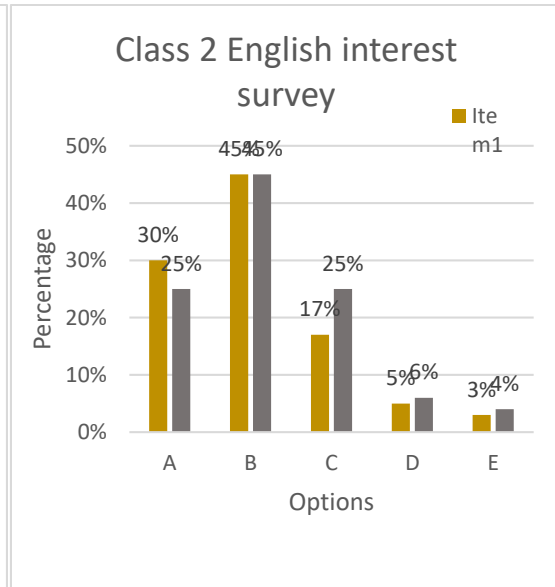|		A	B	C	D	E
Item1	Class 1	15%	30%	45%	7%	3%
	Class 2	30%	45%	17%	5%	3%
Item2	Class 1	10%	29%	50%	6%	5%
	Class 2	25%	45%	25%	6%	4%

Figure 1: Class 1 English interest survey   *Figure 2: Class 1 English interest survey*

From the above two charts, we can know that the difference between the interest and situation of the two grades of English learning is not very big, and the vast majority of people are more interested in English learning. It has been said that interest education is the best teacher, so on the premise that students have the interest, the teaching activities carried out by teachers are not easy.

4.2 The effect of cognitive linguistics theory in English teaching.

Table 2: Comparison of results before and after class

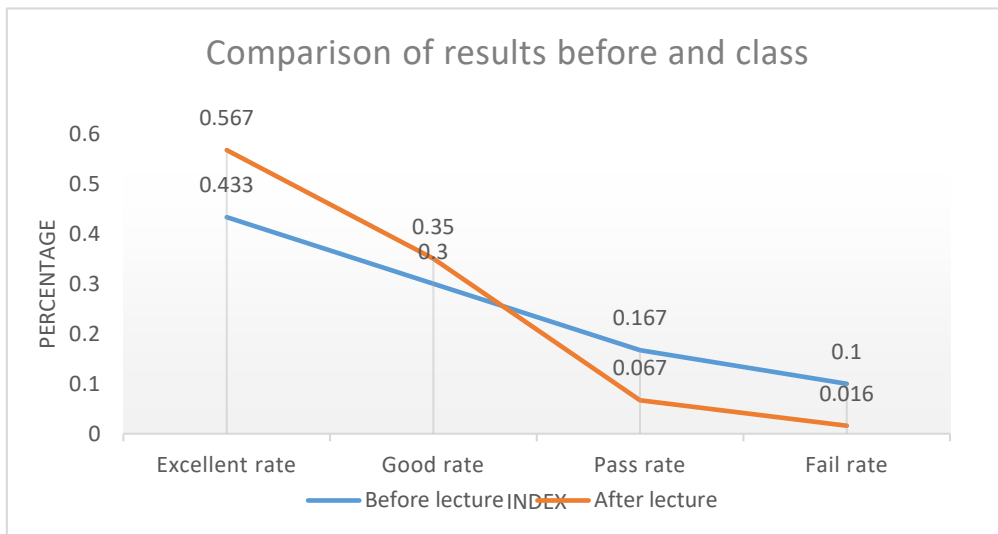|		Excellent(>80)	Good(70-80)	Pass(60-70)	Fail(<60)	Average
Before lecture	Class 1	8	10	7	5	72.16
	Class 2	18	8	3	1	80.6
	Comprehensive	43.3%	30%	16.7%	10%	76.38
After lecture	Class 1	14	12	3	1	77.4
	Class 2	20	9	1	0	85.3
	Comprehensive	56.7%	35%	6.7%	1.6%	81.35

Figure 3: Comparison of results before and after class

It can be seen from the figure above that after one month of teaching, the overall performance showed an upward trend. In particular, the number of people with a score of 80 or more increased significantly, and those with a score of 60 or less decreased significantly. And in the course of teaching

and after-class interviews, we found that students were significantly more active in class, and the interaction between teachers and students also increased significantly.

5. Conclusions

This research shows that the combination of cognitive linguistics theory in English teaching can improve classroom efficiency and students' enthusiasm in the classroom, and has a significant effect in improving students' autonomy and creativity in language learning. Therefore, college English teaching should reasonably use cognitive linguistics to reform the classroom, strive to achieve another innovation in English teaching, and build a more systematic, scientific, and rationalized new teaching model. At the same time, we can also incorporate cognitive linguistics thinking in other language teaching to open a new way of language exploration.

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