

Study on Second Language Acquisition in Cognitive Linguistics

Shi Wei

Foreign Language College, Hunan University of Finance and Economics, Changsha, Hunan, 410011, China

email: 1509922393@qq.com

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Abstract: In the field of language, it is generally believed that language and cognition have an important connection, under the continuous deepening of cognitive language research in our country, the second language acquisition has a deeper cognition, the second language acquisition is transferred to the cognitive science part, and the second language acquisition can be studied more deeply, based on this angle, the second language acquisition is a language learning through the first language.

1. Cognitive Linguistics and Second Language Acquisition

Cognitive linguistics can deeply explore the relationship between language, human brain and human mind, and the deep study of cognitive linguistics can provide a special angle for the problems in the field of second language acquisition. The study of language and cognition is closely related. In order to improve the language ability, we should first improve the corresponding language cognition ability. The following will be based on the perspective of cognitive linguistics to systematically analyze the study of second language acquisition, deepen the study of second language acquisition, enrich the relevant theories of cognitive linguistics, and promote the continuous improvement of language theory system.

(1) Cognitive Linguistics

Cognitive linguistics is a comprehensive interdisciplinary subject, which is based on the cognitive psychological perspective to study language culture, in cognitive linguistics, the process of learning language knowledge is closely related to the process of cognitive language culture. Therefore, in theory, language learning and cognitive language culture are the relationship between transformation and generation. In cognitive linguistics, the process of learning language is integrated into the category of cognition, that is, people learn language is equal to cognition of language [1]. In such a context, language cognition must first learn to induce language, to study linguistic theory deeply and objectively, to understand the rules of language learning, and to achieve the purpose of second language acquisition by using language.

(2) Second Language Acquisition Theory

In the field of language, second language acquisition refers to the learning of a second language other than the first language, in which the process is more complicated, and it is difficult to achieve the learning effect of second language acquisition. The study of the basic knowledge of second language is regarded as the core of theory.



Figure 1 Cognitive linguistics

2. A Study of Second Language Acquisition in Cognitive Language

The study of second language acquisition in cognitive language is mainly divided into three aspects: the study of internal factors and external factors of learners; the study of language input and output and the study of intermediary and system, the contents of the above three aspects are interdependent and closely related [2].

(1) Research on Internal and External Factors

Second language acquisition is mainly influenced by internal factors and external factors. In second language acquisition, it is necessary to have a deeper understanding of the acquisition motivation and cognitive style in its internal factors, and also to pay full attention to the teaching methods in its external factors and the environment of language communication. The cognitive style in the internal factors of second language acquisition mainly refers to the cognitive organization and functional style in the process of people's processing and cognition of language, receiving language information, storing language information and transforming language information. In the process of second language acquisition, teachers should pay attention to cultivating students' cognitive organization of second language, develop certain cognitive style, guide students to cultivate their own acquisition style consciously, through this way can urge students to find more suitable learning style, and fully stimulate their own learning potential and enthusiasm according to their own acquisition style [3]. With the in-depth analysis of the internal factors of second language acquisition, the external factors of second language acquisition have become the main reason for language learning, which has a great influence on the learning effect of second language acquisition. In order to improve the efficiency of second language acquisition and reduce the influence of external factors on learners, teachers should pay attention to the teaching link of language information exchange in the course of teaching, ensure the efficiency of the interaction between teachers and students in class, and the superiority of language information exchange, so as to lay a solid foundation for second language acquisition.

(2) A study of language input and output

In the process of language acquisition, the acquisition of a high level of language acceptance, and through the understanding of this part of the language cognition, more easy to learn to understand other corresponding languages, this efficient way of learning language on the basis of the acquisition of language can enable the learners to their own language learning cognition and understanding of the profound output, through such a learning process can promote the learners to learn language, improve the efficiency of second language acquisition. In the initial stage of language output, it is difficult to achieve the positive development of language acquisition directly, and even there may be disputes. Therefore, the learners should pay attention to the adjustment of language cognition in the process of practicing language output, strengthen the language output and input through good consultation and communication, and strengthen the communication transformation of language.



Figure 2 Second language acquisition

(3) Research on intermediaries and systems

In the process of second language acquisition, teachers should guide students to make clear the difference between second language acquisition and mother tongue acquisition, so that learners can

understand that the most important difference between them is that learners should develop second language acquisition on the basis of mother tongue acquisition system. In the process of language learning, second language acquisition should be studied under the excessive intermediary system. For most learners, it is necessary to have an intermediary to accept the acquisition of a second language. It can be seen that only under the role of the mediating mother tongue system can there be a stylistic continuum, and it is also necessary to rely on the stylistic continuum in the process of evaluating the language competence of the learners. Second language learners should consciously cultivate their own thinking of variable language in the process of learning language, through such a way can rely on the thinking of variable language to improve the learning efficiency of second language. In language learning, the change of intermediary language will also have a certain influence on the learning process of the second language of the learner. Therefore, in the process of language cognition, it is also necessary to conduct in-depth research and excavation. If the language cognitive style is a positive factor, then the influence caused by this factor is also correspondingly positive, and if the language cognitive style is a negative factor, then the influence produced by it is also correspondingly negative. In the process of teaching learners, teachers should make clear the degree of match between learners' learning content and their language cognitive ability in the process of learning, and prepare for the improvement of learners' learning efficiency.

3. On the Study of Second Language Acquisition in Cognitive Linguistics in Four Aspects

(1) Study on Second Language Acquisition under Force Dynamics

In the field of linguistics, the researchers believe that the emphasis of cognitive linguistics is not on closed, self-contained systems, but on the entities that are constantly influenced and dynamic by users. In the process of traditional comparison and analysis of errors, because of the neglect of the relationship between spatial position and motion, it is difficult for people to make a comprehensive and comprehensive solution to prepositions. According to the dynamic principles of the world, researchers define the meaning of basic prepositions in English in a diversified way, which provides a basis for second language acquisition learning.

(2) Study on Second Language Acquisition from the Perspective of Categorization

In the material and cultural world, people are generally divided according to the specific characteristics of things and common laws, which is the concept of category. In the process of second language acquisition, people have a deep understanding of the necessary characteristics of category and grasp the basic meaning of category. In the initial prototype category, the most prominent in the cognitive level, and less affected, people in the process of research as a basic starting point, the acquisition of language like ideas to expand, thus forming the category of upper and lower.

The important significance of categorization is that it enables learners to find similarities in language differences, to find commonness in individual language, to form a vocabulary with a certain structure of large and complex concepts, so that learners can truly realize the economy of cognition and perceive the world to the greatest extent.



Figure 3 Second language acquisition

1) Study on Second Language Acquisition under Structured Cognitive Mechanism

In cognitive linguistics, it is generally believed that the protocol of language form and meaning

is the basic unit of language, and construction is the pairing knowledge of sentence and pragmatics in language form and meaning, which can also be the basic unit of structural description of language from a certain angle.

From the point of view of construction, language is a language system formed by the interaction, action and restriction of multiple linguistic terms. Its meaning and form have important influence on cross-language cognition and vocabulary acquisition. Learners often use their mother tongue as a medium to learn a second language, so the influence of the structure of their mother tongue on second language learning is inevitable. Constructive grammar generally studies the relationship between constructivism and verb in second language acquisition in the direction of "top-down ", and probes into the fusion of constructivism and meta-role of verb.

2) Study on Second Language Acquisition under the Perspective of Metaphor

In cognitive linguistics, we insist on taking semantics as the core theory, which holds that the relationship between language form and language meaning is inseparable and closely related, the other is metaphor, which is fully permeated into the conscious and unconscious state of language users. It is worth noting that metaphor not only refers to language phenomenon, but also contains cognitive phenomenon to some extent. Its integration is characterized by the ability to think of language as an under-marked hint.

The theory of conceptual integration advocates people to take the concept of mind and inquiry as the main activity, through revealing the language instant and real-time, constitutes a comprehensive discourse understanding, and makes sufficient theoretical basis for the metaphorical presupposition problem. In the field of linguistics, universal enwei metaphor has an inseparable relationship with the eyes, ears, brain and material and cultural world of the learners. The learners can not learn the basic knowledge of language without the use of metaphor in the process of acquiring the basic experience of life.

4. Conclusion

A deep study of second language acquisition in the field of cognitive language can find that the quality of second language learners in second language learning depends to a large extent on the cognition of language. It can be seen that the learning degree of cognitive linguistics has an important influence on the learning of learners, and the study of cognitive linguistics provides a broader research angle for people's understanding of second language acquisition.

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