On the Teaching of College English Idioms from the Perspective of Cognitive Linguistics

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Abstract: from the Perspective of Cognitive Linguistics, This Paper Uses Image Schema, Conceptual Metaphor, Etymological Motivation and Structural Grammar to Analyze the Motivation between the Form and Meaning of Idioms, Explores the English Idiom Teaching in Middle School Based on Motivation Analysis, and Puts Forward the Suggestion That Language Analysis and Multiple Symbolic Modes Should Be Combined in Idiom Teaching, So as to Achieve the Best Effect of Idiom Teaching.

1. Introduction

Idioms Are Relatively Fixed Phrases or Short Sentences, Whose Meaning Can Not Be Derived from the Literal Meaning of the Constituent Words. Idioms Mainly Include Idioms, Phrasal Verbs, Idioms, Proverbs, Slang, Etc. as an Important Part of English, the Use of Idioms is Very Frequent. the Learning of English Idioms Plays an Important Role in Second Language Acquisition. However, Idiom Teaching Has Always Been a Difficult Point in Middle School English Vocabulary Teaching, Which is Time-Consuming and Inefficient. the Research Shows That the Frequency of Using Idioms in Oral and Written Writing is Not High [1]. Traditional Middle School English Idiom Teaching Only Provides Students with the Meanings and Examples of Idioms, and Requires Students to Recite Them. However, English Idioms Are Numerous and Easy to Be Confused, So It is Difficult to Achieve the Ideal Teaching Effect by Rote Learning. from the Current Situation of Middle School English Teaching in China, the Teaching of English Idioms Has Not Been Paid Due Attention, and the Middle School English Idiom Teaching Needs to Be Reformed and Innovated. Cognitive Linguistics Provides a New Perspective for the Reform and Innovation of Middle School English Idiom Teaching. Traditional Linguistics Holds That the Whole Meaning of Idioms Cannot Be Inferred from the Literal Meaning of Its Components, While Cognitive Linguistics Holds That Many Idioms Can Get Their Meanings by Analyzing Their Components [2]. "the Meaning of Idioms is Closely Connected with the Conceptual System of Human Beings and the Knowledge of Language Users; the Composition of Idioms is Crucial to the Understanding of Idioms; Most Idioms Are Structurable, Decomposable, Analyzable and Reasonable.". in Recent Years, the Study of Idiom Acquisition from the Perspective of Cognitive Linguistics Has Attracted More and More Attention. Some Studies Have Shown That Applying Cognitive Linguistics to Idiom Teaching Can Improve the Efficiency of Idiom Acquisition. Condon's Research Found That the Language Motivation Behind Phrasal Verbs Can Help Learners Better Understand and Remember Vocabulary Units. the Study of m Á Rta Ber É Ndi &Amp; K □ Vecses Finds That Analyzing the Cognitive Patterns of Idioms in Class Helps Learners Master the Rules of Idioms and Improve the Efficiency of Idiom Acquisition [3]. Therefore, from the Perspective of Cognitive Linguistics, This Paper Will Use Image Schema, Conceptual Metaphor, Etymology Motivation and Construction Grammar Theory to Analyze the Motivation between the Form and Meaning of Idioms, Explore the Middle School English Idiom Teaching Based on Motivation Analysis, and Improve the Effect of Idiom Teaching.

2. Analysis of Idioms by Image Schema Theory and Idiom Teaching in Middle School

Image Schema is a Kind of Archetypal Structure Formed in the Interactive Experience between

Human Beings and the Real World. It is the Basis of Understanding More Complex Concepts and Plays a Key Role in Forming Experience, Understanding Category, Concept and Meaning, Understanding the World and Mastering Language [4]. in Idiom Teaching, the Use of Image Schema Theory to Analyze the Language Motivation of Idioms Can Achieve Better Idiom Teaching Results. Taking the Word out in She Was Word out. as an Example, This Paper Explains How to Use the Image Schema Theory to Teach Idioms in Middle School English Teaching. the Teacher First Asks the Students to Say the Meaning of out. When the Students Say out is "from... When the Meaning of "Come out", the Teacher Asks the Students to Imagine the Word, and Then the out Image Will Appear in the Students' Mind. the Teacher Then Draws out the Image Schema and Tells the Students That out is Something Removed from a Container [5]. Then Ask the Students to Think about What Kind of Container the Sentence Implies (the Teacher Can Inspire the Students That the Object of Word out is Human, Human is Alive). after a Few Seconds, Tell the Students That Because We Are All Alive, So We All Have Life, So This Container is Survival or Life. When We Died, We Left the Container, and the Teacher Drew a Graph to Express the Meaning of Word out [6]. the Teacher Continued to Explain: When We Are Very Tired, We Will Say That We Are Dead Tired. This is Exactly What This Sentence Wants to Express: after All the Physical Work, the Woman is So Tired That She Feels That She Has Left the Container of Existence, That She is No Longer Alive, So She Has the Verb Phrase "Wornout".

Table 1 Smart Learning Platform

Name	Features	Platform
Rain classroom	Smart teaching software	WeChat public number
Nearpod	Innovative classroom tools	APP software
Micro-teaching	Classroom interactive platform	WeChat public number
Classroom	Classroom management platform	WeChat public number
Cladd Dojo	Classroom communication platform	APP software
Showbie	Paperless classroom	APP software
Blue ink cloud class	Mobile classroom	APP software
Superstar learning	Online learning platform	APP software

According to the theory of double coding, the combination of speech system and non-verbal system can strengthen learning and memory. In the above example, the idiom word out is abstract, which is the integration of the concept meaning of word and out. The teacher first stirs up the out image in the student's brain, and then draws the image schema that represents out, so that the student can understand the meaning of out through the specific figure. The figure itself is not the image schema, but this kind of figure can give a more specific feeling. When explaining the meaning of word out, teachers use figure 2 to describe the meaning of word out. This teaching case accords with the theory of double coding [7]. Therefore, in the process of teaching idioms, we explain the meaning of idioms through image schema and specific schema, effectively mobilize the speech system and non-verbal system to participate in the processing, so that students can double code the processing process of idioms, so as to achieve the effect of strengthening students' understanding and memory of idioms. The idiom teaching method based on image schema interpretation is particularly suitable for verb phrase teaching [8]. This new and unique teaching method can stimulate students' interest in learning and improve learning effect.

3. Analysis of Idioms by Conceptual Metaphor Theory and Idiom Teaching in Middle School

Metaphor is an important cognitive tool for human beings. The essence of metaphor is to understand and experience one kind of thing through another kind of thing. Cognitive linguistics holds that idioms come from cognitive structure and are the representation of metaphorical thinking in language. If we make a careful observation and analysis of English idioms, we will find that many idioms have the motivation of conceptual metaphor [9]. Therefore, in English idiom teaching, it is helpful for students to understand and Remember idioms better by explaining conceptual metaphor theory and analyzing cognitive mechanisms such as metaphor and metonymy. For example, in the conceptual metaphor anger is the heat of fluid in a container, anger is the target

domain, and the heat of fluid in a container is the source domain. Using the mapping relationship between anger and the heat of fluid in a container to explain the idioms about anger can help students better understand these idioms. In the correspondence between anger and the heat of fluid in acontainer, the container is the body: try to expel your anger out of your system.]She makes my blood boil.]His anger welled up inside him He was burning with anger When the pressure in the container is too high, the container will break. When people's anger is too strong, people will explode: he blewup at me When the container explodes, all parts of the container fly into the air. When a person is angry, all parts of his body seem to fly into the air: he hit the ceiling with anger When the temperature drops, the liquid will slowly cool down, calm down, calm and calm is equal to the elimination of anger: keep cool Staycalm There are many conceptual metaphors with anger as the target domain. We can guide students to group the idioms according to the metaphorical theme, analyze the relationship between the same group of idioms, and establish the idiom network. The method of building idiom network can not only help students to understand and memorize idioms more systematically, but also help students to become familiar with the cognitive mechanism of conceptual metaphor, master the inference rules of idiom semantics, and improve the ability of Idiom Acquisition.

4. The Analysis of Idioms by Etymological Motivation Theory and English Idiom Teaching in Middle School

Boers & lindstromberg believes that the influence of etymological motivation on idiom understanding is based on cognitive linguistics, and the motivation of idiom meaning is to inform learners of their historical and cultural etymology. The etymological knowledge of idioms can effectively help us to understand their metaphorical meanings, and the connection between idioms and etymology can strengthen our memory. For example, when teaching the idiom to show someone the ropes, if the teacher tells the students that the idiom comes from boats / sailing, in navigation, every new sailor should master the operation method of ship rope, so the experienced sailor will show someone the ropes, then the students will quickly remember the meaning of the idiom "teach someone the method of work". The etymology of the idiom give someone the cold shoulder can be traced back to the middle ages, when the welcome guests would be warmly welcomed by the host, while the unwelcome guests would only get a cold shoulder. So, give someone the cold shoulder extends to mean "deliberately ignore someone". The idiom "blow your lid / top / stack" comes from the industrial revolution in the 19th century. At that time, steam power was very popular. Whether it was blow, lid, top and stack, there were obvious traces of industrial revolution.
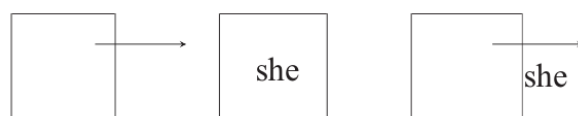
Fig.1 Cognitive Process of Double Coding

When teaching a new idiom, teachers can take the following steps: first, ask students to assume the source of the idiom; second, improve or correct their assumptions; third, let students interpret the meaning of the idiom through the etymology and context; finally, improve or correct their interpretation. For example, when teaching break a leg, the teacher first asks the students, "where do you think this idiommoms from?" gives three options: a) there B) sports C) war, asking the students to guess the etymology of the idiom. The students will naturally choose b) or C). At this time, the teacher will correct their hypothesis and tell the students that the idiom comes from the Shakespearean drama tradition. After the performance, the actor should go to the front desk to finish the curtain call. If the performance is excellent, the actor will win the audience's tip. After receiving the tip, the actor had to break a leg. Then the teacher asks the students to infer the meaning of the idiom through the etymological information given. Finally, the teacher improves or corrects the students' interpretation, and concludes that the meaning of break a leg is "I wish you

success in performance and good luck". Etymological interpretation is not only the path of idiom interpretation, but also a method of memory. Students are encouraged to infer the meaning of idioms through etymological information, and then verify the interpretation. The process of tracing the origin of idioms is a process that needs cognitive efforts. It involves a deeper level of processing than rote memorization, which is conducive to memory and conforms to the theory of processing level. In addition, the combination of idioms and etymology can arouse learners' psychological image, and make idioms (such as break a leg) and images (such as the theatre) connected. This image can be stored in memory together with vocabulary information, that is, language information can be processed through visual channels (Double Coding), which can achieve better memory effect. Research shows that etymological interpretation is effective for idioms with high or low etymological transparency. Therefore, it is an effective method to use etymological motivation theory to teach idioms, which can help students understand idioms in depth, obtain the meaning of idioms, and help students Remember idioms. Exploring the etymology of idioms makes the process of learning idioms no longer boring, which can greatly improve students' interest in learning idioms and improve the efficiency of Idiom Acquisition.

5. The Analysis of Idioms by Construction Grammar Theory and English Idiom Teaching in Middle School

In cognitive linguistics, construction has a wide range, including morphemes, words, phrases, idioms, clauses, etc. Construction grammar holds that construction meaning is not a simple addition of construction component meaning, but a pairing of form and meaning, emphasizing the indivisibility of vocabulary, grammar and meaning. Langacker once made a brilliant discussion on the motivation of construction. He pointed out that although few structures in a language are absolutely predictive, almost all of them have motivation. It can help learners to understand and master the language effectively by explaining the matching motivation between language form and meaning, which is in line with their language acquisition law. For example, an idiom consists of several words, but the order of these words is not arbitrary and cannot be reversed. For example, dayand night follows the order of time, and safe and sound follows the experience, because the first need of travel is safety. Therefore, if the students can be informed of the internal motivation of the match between the form and meaning when teaching these idioms, they will have a deeper understanding of these idioms, and their memory will be more lasting.

In addition, teachers can use the method of explaining the meaning of key words in idioms to guide students to obtain the meaning of construction according to the natural order of internal components of construction. According to the study of construction grammar, semantic related constructions can be classified first and then combined. For example, when teaching beat your brains, you can combine idioms such as squeeze your brains, rack one's brain and so on. The teacher first gives the meaning of the internal key words of the construction: beat "search", squeeze "squeeze", rack "extract", brains "intelligence", and then asks the students to guess the meaning of the idioms by the way of sequence interpretation. With the information of these key words, students can easily deduce the meaning of "racking their brains". When using this method to teach idioms, teachers must interpret the meaning of key words correctly, because only with the correct interpretation of the meaning of key words, students can get the correct meaning of idioms through the interpretation of the order of key words. For example, the idiom on a run, a run for sth and in the long run have totally different explanations, which are "escape", "campaign" and "trend".

6. Conclusion

From the perspective of cognitive linguistics, the teaching of English idioms in middle school based on motivation analysis emphasizes the memory based on the deep understanding of idioms, which provides a practical way to solve the difficulty of Idiom Acquisition. At the same time, teachers should actively use modern information technology to assist idiom teaching, combine language analysis with picture, sound, text, animation, video, gesture and other symbol modes,

mobilize students' multiple senses to participate in learning, stimulate students' interest in learning, strengthen the understanding and memory of learning, and finally achieve the purpose of improving idiom teaching effect.

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