

The Enlightenment of Cognitive Linguistics Theory on English Vocabulary Teaching

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Abstract: With the development of globalization, English, as the international lingua franca, has received more and more attention. For many students, English vocabulary and grammar have always been important and difficult points in learning. Words are to English what Pinyin is to Chinese. If you want to learn English well, you must master vocabulary effectively. This article combines the author's teaching experience to talk about some enlightenments on English vocabulary teaching from cognitive linguistics. **Keywords:** Cognitive Linguistics English Vocabulary Teaching Enlightenment If you compare English to a building, then the vocabulary is the foundation of the building, and its importance is self-evident. In English teaching, enhancing students' cognitive ability of English vocabulary is the key to improving their English skills. Cognitive linguistics mainly emphasizes the importance of cognitive ability to language mastery. Teachers use some theoretical knowledge of cognitive linguistics in English vocabulary teaching to help students effectively master English vocabulary and improve their English vocabulary cognitive level, To develop students' comprehensive English literacy.

1. Introduction

2. Common Problems in English Vocabulary Teaching

(1)The vocabulary teaching is underestimated, and the teaching method is relatively simple. In the process of English vocabulary teaching, teachers often follow the pattern of reading-reciting-dictation, requiring students to memorize words, and focus on grammar and sentences in class. Facing the large number of English words in the book, the students feel boring. In addition, the teacher's time for memorizing words in class is very short, and most of them can only be done after class. Many students have the mentality to complete the task and learn by rote. It is a waste of time and inefficiency to promote word memory.

(2)Pay attention to theoretical knowledge and lack teaching practice. Most English teachers design teaching plans based on the syllabus. Based on the situation of exam-oriented education, in the teaching process, teachers always instill theoretical knowledge into students more than practice. In the long theoretical knowledge teaching class, students lack practical opportunities, and the theoretical knowledge learned cannot be used and consolidated in time, learning efficiency is low, and it is difficult to raise interest in learning. Over time, English language skills are getting worse and worse.

3. The Enlightenment of Cognitive Linguistics

(1)Theory on English Vocabulary Teaching The essential purpose of teacher's English vocabulary teaching is to enable students to understand and master English vocabulary, and be able to smoothly transfer the learned English vocabulary knowledge to application ability. Many teachers in English vocabulary teaching do not pay attention to the interpretation of vocabulary metaphors and the cultivation of students' innovative ability, which affects the effect of vocabulary teaching. Therefore, English teachers should pay attention to the application of cognitive linguistics in vocabulary

teaching.

(2) Enrich students' vocabulary based on understanding vocabulary metaphors In the theory of cognitive linguistics, the production of basic vocabulary is closely related to its basic category, and the basic vocabulary has the highest usage rate and utilization rate. Therefore, teachers should fully consider the usage rate and scope of vocabulary when teaching English vocabulary, and gradually increase students' English vocabulary. Most of the English vocabulary in English textbooks are basic vocabulary. These vocabularies have a relatively strong word-building ability. In daily practical teaching, English teachers should increase their understanding of these basic English vocabulary and allow students to conduct vocabulary application training to deepen students' Understanding and mastery of basic English vocabulary. Teachers should update their teaching concepts and no longer only pay attention to the quantity of vocabulary teaching, but put the quality of vocabulary teaching in the first place, reduce the pressure of vocabulary learning of students, increase the interpretation of vocabulary metaphors, so that students can fully understand the meaning of vocabulary and Based on its metaphor, gradually increase the amount of vocabulary mastered, achieve high-quality teaching of English vocabulary, and create a relaxed and pleasant vocabulary learning atmosphere for students. For example,

(3) under the guidance of cognitive linguistics theory, teachers can explain the prefixes and suffixes of vocabulary to derivative vocabulary. For example, the prefix *dis* means negative meaning. Students can understand *Dishonorable* more easily based on understanding this prefix. *Disagree* (*disagree*), etc. agree with the meaning of the prefix vocabulary. This teaching method improves the efficiency of students' English vocabulary learning and mastering.

(4) Innovate teaching methods and improve students' flexibility in vocabulary use Metaphor theory in cognitive linguistics emphasizes the metaphorical meaning and application of abundant English vocabulary. In traditional English vocabulary teaching, the use of vocabulary and sentence formation are often fixed requirements and patterns given by teachers, which reduces the flexibility of vocabulary use. Teachers' application of metaphor theory in teaching can make students' English vocabulary learning more meaningful, cultivate students' innovative thinking ability in metaphor, so that students can more deeply appreciate the different meanings and artistic conceptions of vocabulary in different contexts, and improve students' flexibility in using English vocabulary. Sex. For example, in the word *Red*, the phrase "The president was treated to the red carpet in Rome", "The president was treated to the red carpet in Rome", extends to the meaning of grand, while the word *Green* represents green. In the phrase "Do you see any green in my eye do you see any green in my eye, do you think I can be deceived" is extended to mean childish and deceived. When teaching these two words, teachers can play the actual English of these two words. The movie fragments made students think about the metaphors and extensions of these two words. Through the analysis of the entire sentence and the storyline in the film judgment, students can better grasp the metaphors and applications of these two words that originally represent colors. This method of teaching using word metaphor in cognitive linguistics theory can not only help students better recognize and learn English vocabulary, but also effectively stimulate students' curiosity, improve students' enthusiasm and autonomy in vocabulary learning, and make Students can use English vocabulary flexibly to communicate and solve problems.

4. The Enlightenment of Cognitive Linguistics Theory to English Vocabulary Teaching

Guide students to learn and accumulate basic vocabulary. Teacher in teaching Paying attention to the role of basic vocabulary helps to enhance students' cognition of learning English words and inspire them to accumulate and remember basic vocabulary. When learning vocabulary, English teachers can combine the specific situation of students' vocabulary language mastery and their own teaching experience, and focus on explaining the basic vocabulary frequently used in the vocabulary list or appearing more frequently in the exam, and deepen students' mastery of basic vocabulary And cognition. Similarly, the learning of English, like language, must pay attention to the role of accumulation. Through learning and accumulating a large amount of vocabulary, it is helpful for students to build a huge vocabulary network, and then radiate to the periphery with basic

vocabulary as the core to continuously improve the English vocabulary. Learn and accumulate. When teaching the word “if”, the interpretation given in the book is “if, if”. Teachers can use this as a basis to derive the extended meaning of the word “if, if”, cite example sentences, and then derive the same. The extended meaning of the word “whether”, through examples and comparisons, enables students to master the correct usage of “if” and accumulate the meaning and usage of another new word, achieving the dual purpose of basic vocabulary teaching and accumulation. Teachers adopt this inferiority teaching method, which not only encourages students to analyze and summarize new words, but also helps students accumulate vocabulary and improve their memory ability.

5. Application of Prototype Theory in Vocabulary

(1) Teaching Category and categorization are one of the main objects of cognitive linguistics research. When observing and thinking about the world around you, you cannot leave the category at all times. If there is no category, it will greatly affect our correct understanding and grasp of this world. Lakoff believes that categorization plays an indispensable role in human thinking, perception, behavior, and speech. The prototype category theory of cognitive linguistics points out that a word has multiple related meanings, one of which is the closest to the center or core meaning. This word meaning is the prototype of other word meanings, and this prototype extends or radiates other related word meanings. , The radial category of word meaning is formed. The most representative and most categorical prototype member is the basic meaning (core meaning) of the word. In daily oral communication and ordinary articles, the frequency of core words is very high.

(2) so mastering the core vocabulary is the basis for basic language communication. In addition, in the English language system, the core vocabulary derives a lot of conversion words, derived words, phrases, fixed collocation usage, idioms, etc.; other radial forms of “extended meaning” such as metaphors and metonymy are in the category derived from prototypes. The fringe is atypical members. Pay attention to the learning of basic vocabulary. The basic category is the most typical prototype category. The basic category vocabulary came into being earlier in the history of language, and it is the earliest and the most frequently used by children in language acquisition. Most of these words are commonly used vocabulary, with strong word formation ability, simple word shape and few syllables, making it the simplest neutral vocabulary. Therefore,

(3) the prototype mode of memory is to learn and memorize the basic meanings of basic vocabulary first, and then extend to other vocabulary and word meanings. From the perspective of the prototype category theory, the semantic categories of semantic categories include three aspects: central, typical, and marginal. Based on a certain semantic prototype, the radiation category of word meaning is formed by radiating or extending other meanings. For example, bed originally refers to the furniture on which people sleep, and then the meaning of riverbed and seabed is derived from human physiological perception, and then there is a new extended meaning-hotbed. The three seem to be quite different but have similarities.

(4) This example shows that “bed” serves as a prototype, extending various other meanings, and also deriving abstract concepts. This reminds teachers not only to emphatically explain the prototype meaning of the vocabulary, but also to explain the relationship between the various meanings of the vocabulary, so that students can understand the close connection between the meanings of the vocabulary, so that they can follow the prototype meaning of the vocabulary. Infer the meaning of words in specific contexts. In addition, chair is a basic vocabulary relative to furniture, while telephone is in a marginal meaning; for another example, we can say Two trains collided. (Two cars collided) We generally don’t say Two transportation collided. (Tools collided) When it comes to animal, students will list many animal-specific words.

(5) Therefore, you can master more vocabulary according to the upper and lower meanings of words. In order to promote students to understand and remember vocabulary, teachers should summarize and summarize vocabulary in basic categories, and at the same time sort out a “language chain”. Secondly, the basic vocabulary has strong word-building ability. Many compound words in English are produced in this way. For example, foot (foot) and ball (ball), football constitutes the

meaning of football, and class and room respectively represent different meanings. Its meaning is also easy to understand when the two are combined. Including the use of suffixes, such as dis- means the opposite, dishonest (dishonest); re- means restart, again, restart (restart), rebirth (rebirth) and so on. The learning of this type of word formation can not only expand the vocabulary, but also enhance the students' cognitive ability and help them find an efficient and interesting learning method. At the same time, students need to master a large number of meaning groups and authentic collocations. Schmidt (1995) believes that "language learning is a process of accumulating meaning groups (accumulation of chunks). Therefore, vocabulary teaching and text teaching cannot be separated. When discourse, you should first grasp the style, theme, writing intention, writing style, etc., to pave the way for the study of the meaning and usage of specific vocabulary, so as to remember words in the mind group, so that the understanding of words is more accurate. Teachers The role of sentences in word teaching should be emphasized. Sentences can condense the language environment, demonstrate the idiomatic collocation of words (idiomatic collocation), and refine the meaning group.

6. Conclusion

In short, the combination of the relevant theories of cognitive linguistics in English vocabulary teaching by teachers can provide students with more interesting and effective learning methods, help enhance students' cognitive ability of English vocabulary, learn divergent thinking, accumulate vocabulary, and be effective Improve English learning level and master the application skills of English.

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