Application of Cognitive Linguistics Theory and New Interpretation of Second Language Teaching

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Abstract:Application of cognitive linguistics theory and new interpretation of second language teaching studied. The concept of language acquisition based on cognitive linguistics theory overcomes the limitations of Universal Grammar at the theoretical level, and has a strong explanatory power to the essence of language and language learning. It has been favored by many scholars in the field of linguistics. The more frequently a learner is exposed to a certain construction in language input, the easier it is to solidify this construction in the memory of the brain. Thus, the distribution of semantic-semantic mappings in L2 input largely affects acquisition trajectories. Hence, this paper gives the new suggestions regarding the traditional study patterns for the improvement.

1. INTRODUCTION

Language learning based on the perspective of the cognitive linguistics combines semantics and grammar, treats grammar as an independent and open system, mobilizes the human brain comprehensively, and realizes the connotation of new knowledge through the fusion of existing grammar knowledge and existing meta-knowledge. Assimilation and absorption are the existing research trends. The basic point of view of cognitive linguistics is "reality-cognition-language", and the cognitive process of puns is the same.

People use pun language forms such as homophonic puns and semantic puns to then link them together according to the set context. Puns are relatively independent of each other in dual contexts. On the basis of the audience's own knowledge and experience accumulation, they match the puns and the dual contexts one by one, so as to analyze the double meaning of the language and achieve the result of double cognition. Based on the literature review, the current scenarios have the listed issues:

(1) In-depth translation has a relationship with anthropology and translation studies. It can be said that in-depth translation uses translation studies as a tool to explore the essence of the communication and expression in anthropology, or it can be interpreted as anthropology provides theoretical support for in-depth translation, while translatology provides the in-depth translation translation provides practical support.

(2) Because the degree of similarity in the cognitive context is relatively small, readers of the target text have a smaller acceptance channel capacity than readers of the source text, and there are gaps in the experience, perception, and interaction of the pun meanings. method, or compensatory translation.

(3) In English language learning, we should pay more attention to metaphor theory. Only by improving the ability to understand metaphors can we promote the improvement of the English language expression ability.

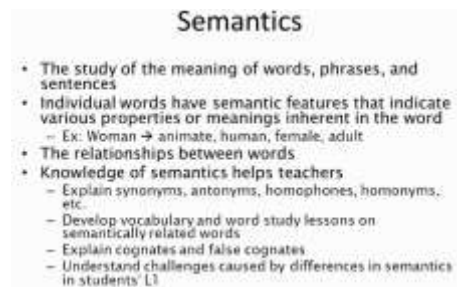In the figure 1, we firstly give the demonstration and in the next sections, the details will be studied.

Figure. 1 The Demonstration of Second Language Teaching
(https://slideplayer.com/slide/6517771/)

2. THE PROPOSED METHODOLOGY

2.1 The Overview of Cognitive Linguistics Theory

Cognitive linguistics is a branch of the linguistics. Cognitive linguistics involves disciplines such as the psychology and artificial intelligence. Cognitive linguistics is a new discipline, which believes that syntactic structure and semantic structure are corresponding, reflecting the speaker's cognition of events from a specific perspective. There are different views in the cognitive linguistics, but the central view is the same, namely that language can convey a person's real psychology, and that one can study language through methods such as graphical words in language.

For the efficient education, and according to the theory of the cognitive linguistics, teachers can carry out the passive voice teaching from a new perspective, solve students' pragmatic errors in passive voice, and let students master the systematic knowledge of the English passive voice grammar. Cognitive linguistics research has discovered many conceptual processes related to language, including the categorization, metaphor, metonymy, conceptual integration, schematization, selective attention, figure-background separation, perspective and also indication, etc. These core conceptual processes construct the meanings associated with the expressions, and when different expressions are chosen in discourse, we perceive the given situation in a certain way. We can do this through different shaping of knowledge and understanding, we jointly attend to and process meaning construction in communication. The

conceptualization induced by language use is a semantically rich, dynamic, and intersubjectively shared representation that conveys to the reader or listener the target situation that the writer or speaker and the target situation that is intended to be expressed.

As our focus, the metaphor will be specially considered. Cognitive linguistics emphasizes that schema is the basic unit of cognition, that is, in language comprehension, readers often transform the image corresponding to the text into a certain category of the concepts in their minds, and activate related concepts to form a whole cognition. The so-called translation is to express one language in another language, so that people can better understand and recognize the target language, and what cognition ultimately reflects is a way of thinking. In addition, metaphors are ubiquitous and also exist in every language, and in the process of social development, metaphors are constantly innovating and developing, presenting an irresistible trend of development.Then, this can be applied to the efficient educational activities.

2.2 The New Interpretation of Second Language Teaching

Second language classroom teaching focuses on the learners' effective learning, and its core is the core progress and also development of learners' language ability. College English teaching based on the theory of second language acquisition should be based on the actual situation, explore in a planned and also purposeful way, seek innovation while changing, constantly grasp and the persevere, and improve the English teaching model. College English teaching mode includes the teaching content, teaching organizer, teaching method, learners, teaching environment and other factors. Under the guidance of the second language acquisition theory, teachers should strengthen knowledge transfer in the process of the English teaching, so that students can apply what they have learned to life, return to life, understand and learn English with familiar life scenes, so as to improve their English ability.

Then, we give the following suggestions.

(1) Learning a language is to be able to use it, and the ultimate goal of second language classroom teaching is to improve learners' ability to use language in real life.

(2) Effective teaching must be reflected in the teaching process, and effective monitoring of the teaching process is a specific scenario for realizing effective classrooms. "Effective monitoring" means monitoring the effectiveness of second language teaching. To achieve this goal, we must have both "effective teachers" and "effective students".

(3) What kind of the method should teachers use to enable students to overcome the language-level errors in the original text and realize the teacher's requirements on the non-language level. Therefore, changing the way or method of learners' perception of text is the first step in teaching reform.

3. CONCLUSIONS

Application of the cognitive linguistics theory and also new interpretation of the second language teaching studied. Autonomous in-depth processing not only helps to digest the preliminary processing content, but also helps to cultivate their ability to think independently and comprehend the text,

to discover whether there are new features in the text. Hence, this paper givwes the combinational studies regarding this issue. In the future study, the different applications will be applied to make the study more efficient.

4. ACKNOWLEDGEMENT

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