

# Cognitive Analysis of English Vocabulary from the Metaphor Perspective of Linguistic Concept

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**Abstract:** In order to understand the difficulties of English vocabulary cognitive analysis from the metaphor perspective of linguistic concept in hierarchical teaching, and to improve students' universal cognitive learning ability, this paper analyzes students' vocabulary memorization, vocabulary imagination and the vocabulary meaning extension around the root from the metaphor perspective of linguistic concept. Through analysis, it believes that the promotion of actual theoretical knowledge should be aggravated, and the relevant research and elaboration of the ability to group words around the vocabulary root meaning should be improved.

**Keywords:** Linguistic concept; Metaphor perspective; English vocabulary; Cognition

## 1. Introduction

Vocabulary, one of the elements of language, plays an extremely important role in its learning and efforts<sup>[1]</sup>. In the actual learning process of the university's new ability English, the study of vocabulary is a difficulty for teachers and students. However, traditional English still has many problems in learning vocabulary, which requires exploring new teaching programs to promote the vocabulary development of teachers and students in the teaching classroom<sup>[2]</sup>. This paper basically discusses the current situation of vocabulary in foreign language teaching from the following three aspects: the basic understanding of students in the process of learning vocabulary; at present, the main learning methods of students in English vocabulary learning; students' expected teaching methods adopted by teachers in classroom teaching. Then, based on the cognition of English vocabulary, using the universal thinking cognition model, the scope theory and the cognitive elaboration from the perspective of metaphor, the paper points out the influence of English vocabulary on cognitive learning in teaching and its further development<sup>[3]</sup>.

## 2. English Vocabulary Learning Methods from the Metaphor Perspective of Linguistic Concept

To specifically understand the cognitive style of learning vocabulary from the metaphor perspective of linguistic concept, first of all, it is necessary to understand the difficulty and popularity of learning vocabulary in the minds of students. Students generally believe that vocabulary is important in English teaching<sup>[4]</sup>. However, since they know the importance of vocabulary learning, why do students deny that word memorization is difficult in the process of learning English? In addition, this means that whether they are professional students or not, no matter what kind of learning methods, vocabulary recitation has a large proportion in the process of English learning<sup>[5]</sup>. Moreover, most people still realize that their vocabulary is not satisfactory, and the vocabulary of students is not enough. This shows the importance of learning vocabulary. However, in actual English learning, the learning outcomes are not very happy<sup>[6]</sup>.

First of all, the biggest problem encountered by students in the specific learning process of English vocabulary is that students generally forget words in English vocabulary learning, whether they are memorized or newly learned words. The specific survey results are shown in Table 1.

What kind of learning methods do most students use when learning English vocabulary? They are shown in Table 2.

Table 1. The Most Difficult Choices for Student Vocabulary Learning

	Can't find the right vocabulary to express	Extremely easy to forget the vocabulary	Do not understand the multiple meanings of the vocabulary	Lack of basic vocabulary
English major	40.6%	50%	32%	23.7%
Non-English major	23.7%	67.6%	57%	50.7%

Table 2. Students' main Methods for Learning English Vocabulary

	Rote memorization	Contextual guess	Imaginary method	Making a vocabulary learning list	Analyze lexical intrinsic links	Look up the dictionary
English major	50.4%	11%	19%	39.9%	16.3%	23.6%
Non-English major	34.7%	40.7%	35.8%	16.8%	10.8%	66.8%

From Figure 1, it can be seen that rote memorization is the most common way for students to recite words. This method can help students remember the words in a short period of time, but from a long-term perspective, the efficiency of memory is not very high. When the students are asked whether it is better to master more words, the vast majority of students do not think so. They think that they can use imagination and other means to remember, and do not need to remember in particular, but there is a lack of practical guidance and practice in the study of specific theoretical application. It can be seen that learning English vocabulary has an important position in the English learning of college students. Most of the students use the methods of rote memorization, looking up dictionary, using phonetics, making vocabulary lists and so on. So, there is no doubt that these methods have had a specific impact on the memory of students learning English vocabulary. But this also exists many hidden dangers: students can easily forget the words they have recited, and why they do not know the other meanings of the polysemy. Although students also understand the importance of the imaginary method and analyzing lexical intrinsic links among vocabulary in their learning, but they lack the corresponding practical guidance and practice and they do not know how to apply flexibly, so there is an urgent need for new methods of learning vocabulary. Based on the cognitive perspective of linguistic concept metaphor, this paper proposes the research role of learning methods of English vocabulary cognitive analysis in the study through the elaboration of scope theory, metaphorical cognition and human cognition model.

### 3. Analysis of English Vocabulary Cognition from the Perspective of Metaphor

#### 3.1. Vocabulary memorization

Since the actual connection of vocabulary statements needs to be realized by using one of the translation equivalents, the majority of the students' learning vocabulary methods should be reciting the English vocabulary. In the English vocabulary list, the corresponding Chinese meaning is based on the thinking structure of the practice and cognition fully realized construction of teachers and students. All teachers and students understand the new logical structure cognition English words which are necessary to re-establish in the thinking cognitive framework through the Chinese meaning of the complete cognitive construction, that is, to establish a cerebral cortex stimulus and then reflect it, using its already formed cerebral cortex to stimulate the next brain stimulus cortex,

so it is necessary to establish a kind of "irritating" behavioral simulation reflection vocabulary in the memory of English vocabulary list, and the "stimulus-response" structure of the "reflexive" equivalent Chinese expression, which constantly strengthens this simulation behavior and then remember this special English word. The academic realm believes that while the objective object acts on the subjective object, the subjective object also acts on the objective object. The subjective object and the objective object are a multi-directional relationship. Whether stimulus-stress has some unknown effect, which is determined by generalization action process and action time, while the generalization simulation combination is different because of the logic and thinking ability of other word structures. There are individual differences between them.

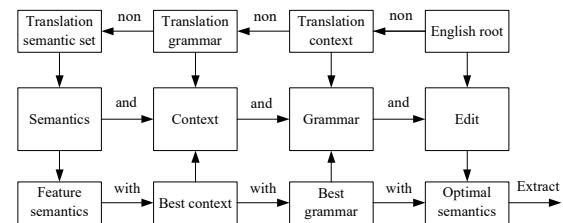


Figure 1. English vocabulary expression exercise

If the English stimulus is "subject", the reflection of the effect object is the corresponding Chinese meaning of "subject", then the Chinese meaning of "subject" is used as the stimulus group, and the "subject" is shaped into the brain response, ie E (English) - Chinese simulation generalization - E (English). Because the symbolic language is an external expression, and the structure of the thinking cognitive construction is an intrinsic framework structure, the time of its simulated combination is applied to the generalization activities of other objects, which is intrinsic, that is, in the thinking operation of the "subject" - Chinese meaning of subject - "subject", the framework of the brain thinking of how to stimulate the "subject" is intrinsic. Because it is acting on the internal system rather than acting outside, the students are unclear about the simulation and application of classroom English vocabulary and its teaching. What is known is the stimulation result of the brain reaction shows the individual difference.

#### 3.2. The ability to extend the meaning of vocabulary based on the root

According to the logicalization theory of roots, in all the Chinese combinations of the relevant simulated English

words, the first simulated Chinese meaning is the extension basis and foundation of the basic Chinese meaning of English, and the rest of the English Chinese words and vocabulary are carried out further extension and development in this range. Therefore, the extension range of this root has occurred. If students do not understand the extension of the basic root of English words, they will not remember the Chinese meanings of words firmly. Relative to the extension of out, from the original semantic “reaction” to “thinking”, the reflection stimulus cannot change the basic meaning of “show”, and the difference in the student’s root extension is caused by abandoning the original Chinese meaning “reflection”, which indirectly creates a framework that can be used to simulate “stimulus”. The “report” in this process is the “report” that affects its roots to simulate changes, but the concrete cognitive thinking structure of report is related to “It’s reported that an thing happened and caused the thing”. There is no need to make specific cognitive attempts in this framework.

### 3.3. The ability of imagination for English vocabulary

There are quite a few students who have different understandings that the same or similar English words have different Chinese meanings. However, this actually accounts for a considerable amount in English vocabulary learning. In the face of “a considerable amount” of English vocabulary learning, the ability of imagination and connection is no longer possible to construct the exact relationship between different English vocabulary in the imagination of the brain thinking logic, the specific reason is that there is no direct relationship between “a considerable amount” and “specific single” in the Chinese thinking of completing the simulation of the conceptual structure.

## 4. Conclusion

This paper studies the cognitive analysis of English vocabulary from the metaphor perspective of linguistic concept. Based on the analysis and understanding of the metaphor of linguistic concept, according to the students’ great different understanding in the process of learning English vocabulary, the specific learning methods are adjusted to complete the research. The study has shown that the method proposed in this paper is extremely efficient, which is hoped that the research in this paper can provide a theoretical basis for English vocabulary cognition from the metaphor perspective of linguistic concept.

## 5. Acknowledgment

2017 Hunan Education Science Planning Project “Investigation on the Connotative Development of Sino-foreign Cooperation in Undergraduate Levels in Hunan Province” (XJK17BGD007);

2018 Hunan Province Ordinary Higher Education Teaching Reform Research Project “Reform and Practice of Visual Online English Teaching Model for Sino-foreign Cooperation in Running Schools”.

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