THE INFLUENCE OF CONCEPTUAL METAPHOR ON SECOND LANGUAGE LEARNING IN COGNITIVE LINGUISTICS

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ABSTRACT

Nowadays, cognitive linguistics has become a major paradigm of linguistic research. As a linguistic phenomenon, conceptual metaphor is closely related to human thinking and cognition, and human metaphorical cognition is one of the most common and basic cognitive ways in the world. This paper takes the learning status of second language learners as the research object, and analyzes the influence of conceptual metaphor on the efficiency, learning effect, logic and hierarchy of thinking in second language acquisition from the perspective of cognitive linguistics. Based on the example of conceptual metaphor transfer to language learning, this paper analyzes and explores the learning strategies and cognitive strategies of second language learners, and further explores the mode of second language thinking acquisition of learners, so as to better cultivate learners' second language acquisition ability and provide some inspirations for second language teaching.

Keywords: Cognitive linguistics; Conceptual metaphor; Second language learning.

1. INTRODUCTION

Cognitive linguistics is an emerging discipline, which allows people to study language through the experience of the world, through the perception and conceptualization of the world. Metaphor in cognitive linguistics is not only a means of language, but also a way of thinking. The study of metaphor has moved from traditional rhetoric to cognitive science. With the further study and systematic analysis of the function of metaphor by experts and scholars in the field of international linguistics, metaphor gradually shows its own internal meaning, and presents a clear and systematic development trend. Today, the research field of metaphor mainly involves psychology, philosophy, sociology and so on, and it is emerging in the cognitive field of many disciplines. It is necessary for us to expand the research scope of cognitive linguistics, establish interdisciplinary and extra-disciplinary research fields, and expand our understanding and insight into human nature. In the past 10 years, cognitive linguistics and second language acquisition have shown a deep integration trend. From the perspective of application, it is of great practical value and significance to use cognitive linguistics knowledge to explore the expression methods and strategies of metaphor in second language learning.

2. LITERATURE REVIEW

Cognitive linguistics originated in the late 1970s and early 1980s, and its three basic research hypotheses are put forward for generative linguistics: (1) language is not an autonomous cognitive ability; (2) Grammar is conceptualization; (3) Language knowledge comes from language use (Croft & Cruse 2004). These three fundamental assumptions are antithetical to generative linguistics, so we can say that cognitive linguistics is the result of a backlash against generative

linguistics (Evans 2019). Lakoff and Johnson point out that meaning does not come from the one-to-one correspondence between language and objects in the objective world, but is limited by human cognitive abilities. In other words, meaning does not exist in the world before humans, but is the cognitive experience of individuals that gives the world meaning (Daddesio 1995). Lakoff and Johnson believe that cognition is not propositional, but a schematized structure derived from human physical experience, which is a recurring rule summarized by individuals in their activities and constitutes the cognitive basis of the human internal world (Johnson 1987).

In the early 20th century, Richard's analogy theory of metaphorical meaning belongs to the category of philosophical discussion (Busch 2003). Later, a series of new conceptual metaphorical meaning theories proposed by Lakoff et al. are also based on their understanding of the cognitive process of linguistic meaning expression and philosophical thoughts derived from cognitive linguistics, that is, meaning expression is related to the cognition of things in the brain of language users. It is a cognitive process in which two or more concepts interweave with thought processes (Lakoff & George1987). Since the publication of Lakoff and Johnson's Conceptual Metaphor in Our Lives in the 1980s, the cognitive linguistics research on conceptual metaphor has entered a new stage. On the level of conceptual metaphorical meaning theory, Lakoff et al. 's meaning mapping theory in the early 1980s (Lakoff & Johnson1980); In the late 1980s and early 1990s, Fauconnier, Tunner and Langacker proposed the theory of blending meaning and mentalspace (Ortony & Andrew1993). According to the theory of meaning space blending, in the process of conceptual metaphorical meaning formation, the two meaning space concepts, source domain and target domain, are formed after being conditioned or influenced by the generic meaning space located above the two conceptual Spaces. Generic meaning space is generally regarded as "a person's general knowledge of the world", that is, a person's general knowledge concept. Later, some social and anthropological linguists proposed social scripts from a sociological perspective (Robert 2001) and so on. These studies also include relevant theoretical studies on conceptual metaphor that focus on conceptual meaning, such as the studies on "integrative meaning" and "emergent meaning" carried out at home and abroad in recent years (Shen Jianxuan 2006). As for the applied research of conceptual metaphor, recent studies on conceptual metaphor and the contrast between different languages and cultures have been carried out from the perspective of cognitive linguistics (Shu Dingfang 2002). And applied research on language acquisition based on conceptual metaphor theory (Deignan & Alice 1995). Metaphor is not only a linguistic phenomenon, but also an abstract manifestation of human thinking and cognition. There are both commonalities and essential differences between conceptual metaphorical meaning theory and traditional meaning theory in research ideas and methods. The theoretical study of conceptual metaphorical meaning is an interdisciplinary theoretical study on the basis of multi-disciplines, and it is a development of the traditional theory of meaning.

Conceptual metaphorical meaning theory is widely used in language teaching and plays an important role in solving the language comprehension barrier caused by cultural differences between different language users. Since the development of the cognitive linguistic meaning theory of conceptual metaphor, many linguists have explored the application value of conceptual metaphor meaning theory from the perspective of teaching. In addition to a large number of theoretical discussions on language acquisition, some scholars have directly applied the theory of conceptual metaphorical meaning to foreign language teaching. For example, in her book Metaphor for English Learning, published in 1994, Alice Deignan connects conceptual metaphors with language forms from the perspective of language teaching, and summarizes the categories of

conceptual metaphors and the connections between them and English expression forms (Deignan 1995) . This method of explaining the difference between language form and meaning from the perspective of cognitive linguistics has broadened the vision of language learners and improved their interest and efficiency in language learning. The theory of conceptual metaphorical meaning not only involves the learning of lexical conceptual meaning, but also reflects the comprehension at the syntactic and textual levels. In recent years, linguists have explored the structure of Chinese language, such as the study of "integrated meaning" and "emerging meaning" in Chinese syntax (Shen Jianxuan 2006), which are concrete examples of the application of conceptual metaphorical meaning theory to practical language teaching, reflecting the application value of conceptual metaphorical meaning theory research from different levels of language research.

3. THE INFLUENCE OF CONCEPTUAL METAPHOR

Rhetoricians are concerned about the rhetorical function of metaphor, philosophers are concerned about the influence of metaphor on thinking, and the study of metaphor from the perspective of linguistics is inevitably linked with the combination of words and the change of meaning of words. The importance of vocabulary in foreign language learning is beyond doubt. Under the influence of traditional linguistic structuralism, most students adopt the method of rote memorization, which spends a lot of time and energy, but often achieves little. From the perspective of cognitive linguistics, metaphor exists widely in everyday language and is closely related to human cognition.

3.1. The Influence of Conceptual Metaphor on Vocabulary

Take English learning as an example. In English vocabulary, there are very few mononyms. In addition to proper terms, nouns, verbs, adjectives and adverbs are used frequently and have many meanings. In some sense, most words are polysemous. Polysemous words first of all have a core meaning or basic meaning, which is mainly derived from the experience of human beings and familiar things around them, and other meanings are derived from this core meaning (Liang Xiaobo, 2002). People need to remember and understand too many words, in order to reduce the burden of people's brain and improve the efficiency of expression and communication, people usually use metaphors to expand the original meaning of words. In this way, metaphor is connected with polysemy, and the internal relationship between various meanings can be explained by the mapping principle of metaphorical cognition. Take the word "figure" for example, its basic meaning is "a number representing a particular amount, especially one given in official information", It means "number", but in addition, it also means "apicture, diagram, etc. in a book, that is referred to by anumber", "a particular shape formed by lines or surfaces", etc. These extended meanings are not arbitrary and have similar characteristics to their basic meanings. People understand the things around them through the image schema deeply rooted in their minds, which is consistent with the mapping mechanism of metaphor. Metaphor is the process of mapping logic from one domain to another. When a word is used in another domain by mapping, and this usage has become a common practice, then a new meaning of the word is created. In every culture, there are countless metaphorically developed words. The polysemous phenomenon of language can be explained from two levels: On the surface, there is no direct relationship between multiple meanings, but in fact, these meanings are usually connected by some relation. From a deep level, this is the innovation of people in language operation. Therefore, using metaphor to learn polysemous words can promote language learning.

3.2. The Influence of Conceptual Metaphor on Reading

Second language reading is a comprehensive understanding of words, sentences and texts, and the impact of conceptual metaphor on reading is comprehensive. An important feature of metaphor is the conflict between the figurative meaning and the ontological meaning or the actual context, which is particularly common in literary works. The author makes full use of imagination to reveal his inner world, and expresses the ineffable and ineffable thoughts and feelings through metaphor. The metaphors in the works are often unconventional and create profound connections between different things, with distinctive characteristics, which can show the potential and charm of metaphors to second language learners, expand their imagination space, and bring enlightenment to second language learners. Many profound themes in literary works, such as life, true love And dreams, are expressed through metaphor, such as "And miles to go before I sleep"; "Shall I compare thee to a summer's day", by teaching these metaphorical expressions, can guide students to break their inherent cognition of the target language, re-examine humanity and beauty from the perspective of foreign language, and gradually establish a new cognitive system. Taking David Hawkes' translation of a Dream of Red Mansions as an example, the translator translated the metaphorical Dream of Red Mansions into the Dream of Golden Days. The mismatch of color translation is the manifestation of cultural differences. In China, red has the meaning of happiness and peace, while in the West, it is regarded as a warning of disaster, so the translator chose "golden" with the meaning of precious for equivalent replacement. The huge difference between Chinese and English makes it difficult for second language learners. When students create metaphors, they unconsciously transfer the concepts of their mother tongue to the target language, resulting in stiff output and even incorrect expressions. In foreign language teaching, guiding students to understand the culture of the target language and teaching it as a cognitive mechanism can help students see the essence through the phenomenon and grasp the new concepts generated by different cultures, especially the abstract and difficult concepts such as religious beliefs, value systems and philosophical thoughts.

3.3. The Influence of Conceptual Metaphor on Writing

With the intensification of globalization and the intensification of China's efforts to spread culture abroad, the teaching focus of second language acquisition in China has gradually shifted to the cultivation of students' communicative competence, so as to enable students to export their own culture while communicating with other countries. On the other hand, writing in second language is a process to output the content of one's own thoughts on the basis of mastering certain knowledge of second language. It needs to sort out and integrate the learned knowledge on the basis of mastering vocabulary and having a certain amount of input. In the acquisition of various second language skills, writing is a high-level, complex and dynamic learning form in the process of second language learning, which requires second language learners to comprehensively invoke various knowledge of the second language system, and produce written works that embody ideas and viewpoints and demonstrate the level of second language, with characteristics and characteristics different from other second language skills. Composition is a process of concept application and connection. In the process of second language composition, conception, layout, words and sentences, reference and work generation all reflect the operating mechanism of concept synthesis or integration.

Compared with the extensive application of conceptual metaphor in other aspects, only a few scholars have organically combined conceptual metaphor with foreign language writing teaching. For example, Chinese scholar Yan Shiqing proposed that although metaphorical competence, linguistic competence and communicative competence are three completely different concepts, they are interrelated and complementary (Yan Shiqing 2001). To a certain extent, this traditional teaching strategy will make students still unable to use language proficiently in the actual writing process. Therefore, in writing teaching, foreign language teachers can try to use conceptual metaphor as a metacognitive strategy to guide students in writing, so as to adjust their writing thinking as an opportunity. Through the long-term training to help learners from the source to change the thinking of English writing, so as to further improve the English writing ability.

4. TEACHING INSPIRATION

Nowadays, foreign language teaching is no longer satisfied with the transfer of language knowledge, but pursues the medium of language to cultivate the flexible application ability of second language learners. Learners have little understanding of metaphor before accepting metaphor teaching, and rely on the thinking mode of their mother tongue for a long time in second language learning, which is difficult to change. It is a long process for learners to improve their metaphorical awareness and ability in second language. More and more studies have proved that learners' L2 metaphor ability can be developed to a great extent through the teaching intervention of long-term metaphor concept input combined with metaphor practice reinforcement. This is of great significance to language teaching in the future. The teaching of metaphor puts forward higher requirements for teachers and educational environment. Taking English teaching as an example, under the background of the new curriculum reform, teachers integrate conceptual metaphor into English teaching, which can help students improve their divergent thinking ability.

In the aspect of English vocabulary teaching, teachers should treat the traditional vocabulary view dialectically, take its essence and discard its dross, and then teach the basic knowledge of conceptual metaphor theory, that is, teach students how to recognize, understand and use metaphor, and train and enhance students' metaphorical awareness and metaphorical ability. Teachers should also encourage students to use the target language for metaphorical thinking, expression and understanding. It can be said that metaphor teaching helps to improve students' creativity and imagination and stimulate their learning enthusiasm and interest. Vocabulary learning is a basic part of English learning. Research on conceptual metaphor cognitive linguistics shows that the application of metaphorical thinking in vocabulary learning can enable learners to understand vocabulary based on life experience and cultural knowledge, master the original meaning and extended meaning of vocabulary, and thus improve the efficiency of vocabulary learning. In the concrete teaching practice, teachers can start with the basic meaning of a preposition, and then deduce the rich and abstract extended meaning of the preposition according to the cognitive model. This links the meanings of different domains together and enables learners to grasp the determinants of the order of acquisition between them.

In the teaching of English reading, teachers often use the traditional grammar translation method when explaining the key words and sentences in the text. Although students can master knowledge points, their thinking ability can not be well developed. Students can not flexibly memorize the polysemy of a word, and the understanding of some sentences only stays on the surface. Therefore, in English reading teaching, teachers should think about adopting new teaching concepts to help students improve their divergent thinking ability, so as to improve their reading level. In the

process of teaching, teachers can combine the cognitive nature of metaphor, start from the cognitive theory of language learning and the cognitive law of learners, and introduce conceptual metaphor into foreign language teaching to improve the foreign language reading ability of foreign language students. In the concrete teaching practice, teachers can introduce conceptual metaphor and penetrate metaphorical thinking to help students understand the article and get rid of mechanical memory.

In terms of English writing teaching, metaphorical language always runs through the process of foreign language acquisition. Chinese students lack the output of metaphorical ability and the creative expression of metaphorical thinking, which is closely related to the forms adopted in the current foreign language test. On the one hand, teachers should encourage students to collect more novel metaphorical expressions encountered in learning and explore the creative process of the author. It is also appreciated, understood and imitated, and applied to writing, so as to exercise students' ability to construct metaphors in combination with context. On the other hand, after students have internalized a good metaphor expression, teachers should encourage students to use it as inspiration and use their imagination to create new metaphors. The process of students creating novel metaphors is also a process of improving their metaphorical ability and cognitive level, and opening up innovative thinking. Students' adventurous spirit in using target language is more conducive to their foreign language learning.

5. CONCLUSION

Conceptual metaphor is not a superficial phenomenon of language, it is a deep cognitive mechanism that organizes our thoughts, forms our judgments, and makes language structured, thus having great language generative power (Lakoff&Johnson1980). From the perspective of conceptual metaphor, metaphor can better reflect people's thinking mode and behavior trend in language expression, and can greatly reveal people's thinking and cognitive operation mode. Thus, by providing a framework for experience, metaphors help us think and process newly acquired abstract concepts. Second language acquisition is not only about language, but also about thinking patterns. Although it is important to acquire second language at various levels such as phonetics, phonology, vocabulary, syntax, semantics and discourse, the deeper second language acquisition lies in the real acquisition of second language thinking mode, especially the cultivation of adult second language acquisition ability. It is necessary to pay attention to the commonality and individuality of second language thinking mode and native language thinking mode, and strengthen the conversion of thinking mode. Cognitive linguistics research on conceptual metaphor tells us that metaphor is everywhere and can actively promote second language learning. Of course, this also brings some enlightenment to English vocabulary teaching. Teachers should consciously promote students' learning from the perspective of cognition, so that students can achieve twice the result with half the effort in second language learning.

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