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Friedrich Ungerer, Hans-Jörg Schmid, *An Introduction to Cognitive Linguistics*, New York: Addison Wesley Longman Limited, 1996, pp. 306.

Cognitive grammar is one the leading theories of language nowadays. Its growing popularity and influence on modern thinking about language makes it necessary for students of linguistic matters to get acquainted at least with its basic assumptions. The aim of *Introduction to Cognitive Linguistics* is to provide the readers with the preliminary knowledge of this theory of language, which will enable them to pursue their interest in more advanced readings.

The book consists of an introduction, six chapters and a conclusion. Each chapter is accompanied by a number of exercises and suggestions for further reading. In the introduction the authors define cognitive linguistics in opposition to the logical view and explain the three main approaches to language represented by cognitive linguistics as defined by them. The explanation is followed by a discussion of how the three approaches are incorporated into the consecutive chapters. The introduction prepares the readers very well for either reading the book as a whole or for choosing what they find most interesting among the topics presented in the introduction.

Chapter one presents the cognitive view of categories and categorization based on Eleanor Rosch's studies. Cognitive categories are contrasted with a classical definition of a lexical category from the perspective of their boundaries, internal structure, and attributes. The notions of vagueness and fuzziness are defined, as well as prototype, gestalt and family resemblance. Finally the dependence of categories on cultural models and their relationship to cognitive models are discussed.

Chapter two discusses levels of categorization, comparing scientific taxonomies with so-called folk taxonomies and focusing on the latter. A thorough presentation leads the reader from basic level categories and their properties through superordinate categories to subordinate ones, explaining cultural and psychological aspects of folk classification of object categories. The discussion is then extended to action and event categories, and finally, image schemas are introduced and defined. At each stage plenty of examples are provided and the application of the analysis to compound lexical items in English is very revealing.

Chapter three contrasts the classical concept of a metaphor as a figure of speech with the cognitive understanding of metaphor and metonymy as cognitive tools for our conceptualization of abstract categories. The authors illustrate this new approach with an analysis of emotion categories and metaphors as well as categories of "idea" and "argument" in order to show how metaphors and metonymies interact in their conceptualization. Finally, they introduce the concept of a scenario. There is perhaps too little discussion of spatial metaphors at this stage, which are more prevalent and more basic than the examples of metaphors presented in the chapter. The connection between metaphors and image schemas is mentioned very briefly, whereas it seems that it could be better illustrated if spatial metaphors were discussed more thoroughly. On the other hand, the discussion of metaphors in science and politics, although rather brief of necessity, can inspire the readers to research the topic on their own.

In the fourth chapter, the authors introduce the key concepts of Gestalt psychology: figure and ground and demonstrate in this and the

following chapter how much they have influenced linguistic research. The linguistic aspect is first illustrated with an analysis of English prepositions and a demonstration of how locative relations are conceptualized in terms of central image schemas and their elaborations or extensions (including metaphorical ones). In the next sections the authors show the relevance of the figure/ground distinction for linguistic analyses on different levels as developed in Langacker's theory. They discuss the distinction on the level of perceptual stimuli (cognitive unit vs. cognitive domain), selection of word class (nominal or relational profile vs. cognitive unit), participants in interactions (participants vs. setting), selection of subject and object (syntactic figure vs. syntactic ground), speech event (onstage vs. offstage position). Langacker's grammar is the most comprehensive cognitive analysis of language developed so far and even though the authors tried to illustrate its main tenets, they could not do it full justice. Of necessity, then, their presentation is sketchy and incomplete. It may be treated as a very brief introduction to further reading and as an encouragement to do so.

Chapter five presents the attention approach illustrated here by Fillmore's frame semantics and Talmy's event-frames and the windowing of attention. The concept of a script is introduced in relation to frame. The authors compare the two approaches to Langacker's. Finally, they present the application of the event-frames to an analysis of verbs of motion in different languages and show how the classification of languages into verb-framed and satellite-framed is reflected in translation.

Chapter six is a survey of several long-standing questions that have found an interesting answer within cognitive linguistics and have opened new lines of research. Among them we find principles of iconicity, the questions of grammaticalization, and the explanation of lexical change. The authors demonstrate that the cognitive approach has provided a new perspective on these issues, one that promises more interesting answers than those offered before. They also show how cognitive linguistics may contribute to pedagogical grammar and language teaching.

As we have tried to demonstrate, all the basic topics raised by cognitive linguistics are introduced and discussed in the book. Therefore, the book gives a very good idea of what cognitive linguistics is, where its main interest lies, and how it differs from other approaches. The latter question is perhaps not extensively elaborated on by the authors, and the readers who are not familiar with other theories may need to reach for other sources; nevertheless, a contrastive presentation was not the authors' main goal. However, the book is an excellent choice as a course book for a linguistics course at universities. My own experience as a teacher of linguistics has been very good. My students immensely enjoyed the book, and our discussions of the tasks set by the exercises accompanying each chapter were most lively and quite inspiring for both parties. I therefore recommend the book to students of linguistics and to their teachers with the conviction that they will both benefit from the reading.