



## Book Review

# The Cognitive Linguistics Reader - Vyvyan Evans

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**Abstract:** Cognitive Linguistics is the most swiftly growing school in modern linguistics. Theorists and practitioners in this discipline of linguistics work collaboratively to create a scientific, objectively verifiable approach to the study of language, integrating the theories and applications of general linguistics, philosophy, neurosciences and computer sciences. The cognitive approach to the study of language were originally grounded in philosophical thinking about how the brain functions vis-à-vis language processing and language learning, but more recent work highlights the significance of accumulating evidence from a wide-ranging empirical and methodological data base. The *Cognitive Linguistics Reader* encompasses significant writings by eminent scholars in the fields of cognitive linguistics accumulated over the last four decades, including both the classic seminal works and contemporary reflections and additions of cognitive linguistics to the different fields of linguistics. The essays and articles - selected to characterize a full-fledged range, scope and diversity of the Cognitive Linguistics sciences and applications - are clustered by theme into sections with each section discretely presented. The book opens with a comprehensive summary of Cognitive Linguistics intended for the beginner readership and closes with thorough additional readings to guide the reader through the thriving literature of this field. *The Cognitive Linguistics Reader* is both a perfect overview introducing the full gamut of Cognitive Linguistics and a complete, integrated reference book, bringing together the most significant work in the different fields of linguistics and other related sub-fields such as language acquisition and language pedagogy.

**Keywords:** Cognitive linguistics; cognitive pedagogy;

The Cognitive Linguistics Reader is a classical work in about 998 pages edited by Vyvyan Evans, Benjamin K. Bergen and Jörg Zinken. Cognitive Linguistics is a fast-growing school in modern Linguistics. This book establishes the foundations of cognitive linguistics, cognitive psychology, and the pedagogy of language learning and teaching. This volume aims to create a scientific approach to the study of language, enjoining the fields of general linguistics, philosophy, neurosciences and computer sciences to increase the length and breadth of the study of language and how the brain process language during listening, speaking, reading and writing and thinking about language. Cognitive approaches to language

were initially based on philosophical thinking about the mind, but more recent work emphasizes the importance of convergent evidence from a broad empirical and methodological base. The Cognitive Linguistics Reader brings together the significant and seminal writings published over the last four decades, both the classic foundational pieces and contemporary work. The essays and articles - selected to represent the full range, scope and diversity of the Cognitive Linguistics industry - are thematically congregated and classified into sections with each section separately introduced. The book opens with a broad overview of Cognitive Linguistics contrived to be a comprehensive reference book for the beginner and advanced reader and closes with detailed further reading to guide the reader through the increasing literature.

This Reader constitutes a quintessentially representative array of papers and articles, mostly classics and seminal work in the field of cognitive linguistics, produced and published by leading figures in the enterprise. The articles were selected to represent a range of essays and articles from diversified branches and sub-disciplines of the cognitive and psychological sciences interested in or concerned with the study of language in cognition. The articles were placed in thematic groupings to reflect the core areas of research in cognitive linguistics. Even though each essay, paper or article was chosen due to its significance, the works were selected carefully to represent the kaleidoscopic aspects of a certain area of research at issue.

As cognitive linguistics is a new enterprise of language knowledge grounded in rigorous theory and sound applications that are themselves based on a few shared assumptions rather than forming a closely articulated theory, the editors were careful to select a specific perspective that overviews the field of cognitive linguistics. Therefore, the articles in this Reader were meticulously groped to be highly representative of seminal work in the field and to have been produced by influential intellectuals and eminent figures in cognitive linguistics. The areas selected include any sub-discipline of cognitive linguistics that has been hotly researched and is swiftly proliferating. The works were refurbished to include seven particular sections including: I Overview; II Empirical methods in cognitive linguistics; III Prototypes, polysemy and word-meaning; IV Metaphor, metonymy and blending; V Cognitive approaches to grammar; VI Conceptual structure in language; and VII Language acquisition, diversity and change. The contents of this Reader are set as follows:

## **Introduction**

### **Acknowledgements**

### **List of contributors**

### **Original sources of papers**

#### **I Overview**

1. Evans, Vyvyan, Benjamin K. Bergen and Jörg Zinken. The Cognitive Linguistics Enterprise: An Overview.

#### **II Empirical methods in cognitive linguistics**

##### Sectional Introduction

2. Gibbs, Raymond W. Why Cognitive Linguists Should Care More About Empirical Methods.
3. Cuyckens, Hubert, Sandra Dominiek and Sally Rice. Towards an Empirical Lexical Semantics.
4. Stefanowitsch, Anatol and Stefan Th. Gries. Collostructions: Investigating the Interaction of Words and Constructions.
5. Coulson, Seana and Cyma Van Petten. Conceptual Integration and Metaphor: An Event-related Potential Study.

#### **III Prototypes, polysemy and word-meaning**

6. Lakoff, George. Cognitive Models and Prototype Theory.
7. Geeraerts, Dirk. Where does Prototypicality Come From?
8. Tyler, Andrea and Vyvyan Evans. Reconsidering Prepositional Polysemy Networks: The Case of over.
9. Fillmore, Charles. Frame Semantics.

#### **IV Metaphor, metonymy and blending**

10. Lakoff, George. The Contemporary Theory of Metaphor.
11. Grady, Joseph. A Typology of Motivation for Conceptual Metaphor: Correlation vs. Resemblance.
12. Radden, Günter and Zoltán Kövecses. Towards a Theory of Metonymy.
13. Fauconnier, Gilles and Mark Turner. Conceptual Integration Networks.

14. Grady, Joseph, Todd Oakley and Seana Coulson. Blending and Metaphor.

**V Cognitive approaches to grammar**

15. Langacker, Ronald W. An Introduction to Cognitive Grammar.
16. Talmy, Leonard. The Relation of Grammar to Cognition.
17. Fillmore, Charles, Paul Kay and Mary Catherine O'Connor. Regularity and Idiomaticity: The Case of let alone.
18. Goldberg, Adele. Constructions: A New Theoretical Approach to Language.
19. Bergen, Benjamin K. and Nancy Chang. Embodied Construction Grammar in Simulation-based Language Understanding.
20. Croft, William. Logical and Typological Arguments for Radical Construction Grammar.

**VI Conceptual structure in language**

21. Talmy, Leonard. Force Dynamics in Language and Cognition.
22. Evans, Vyvyan. How we Conceptualise Time: Language, Meaning and Temporal Cognition.
23. Talmy, Leonard. How Language Structures Space.

**VII Language acquisition, diversity and change**

24. Tomasello, Michael. A Usage-based Approach to Child Language Acquisition.
25. Melissa Bowerman and Soonja Choi. Space Under Construction: Language-specific Spatial Categorization in First Language Acquisition.
26. Boroditsky, Lera. Does Language Shape Thought? English and Mandarin Speakers' Conceptions of Time.
27. Slobin, Dan. Language and Thought Online: Cognitive Consequences of Linguistic Relativity.
28. Croft, William. Linguistic Selection: An Utterance-based Evolutionary Theory of Language.