

M.^a Amparo Olivares & Eusebio Llácer (eds.). *Nuevas Perspectivas en Lingüística Cognitiva / New Perspectives in Cognitive Linguistics*. Revista *Quaderns de Filologia – Estudis Lingüístics*, Volum XIV. València: Facultat de Filologia, Traducció i Comunicació, Universitat de València, 2009, 272 pp. ISSN: 1135-4178.

The book in review has no particular leading theme. It is a thematic volume published in the journal *Quaderns de Filologia* of the University of Valencia (Spain) as part of its annual series *Estudis Lingüístics*, devoted to Cognitive Linguistics which is presented by the editors as “la gran escuela de finales del s. XX y principios del presente siglo XXI” (p. 9) (the great school of the end of the 20th century and beginning of the present 21st century). This volume gives continuity to a certain tradition of monograph topics in dealing with the frameworks of linguistic research and answers the “necesidad de ofrecer una serie de estudios sobre Lingüística Cognitiva que presenten una variedad de enfoques desde una perspectiva plurilingüe” (p. 9) (need to offer an overall view of studies on Cognitive Linguistics presenting a variety of approaches from a plurilinguistic perspective).

Apart from the foreword by the editors which gives the reader a general outline of the volume and the abstracts presented in two languages at the end of the volume, the book contains twelve articles alphabetically ordered by name of author, seven of them being written by Spanish scholars. The collected studies deal with diverse topics regarding English (the most represented language, with 7 papers), Spanish, Catalan and French (1 paper each), with two papers having a general context. The analyzed topics represent some of the key concepts and main fields of research in Cognitive Linguistics and so, the volume reflects the vastness and vitality of Cognitive Linguistics as well as its typical diversity of broadly compatible approaches.

The popular theme of conceptual metaphor and metonymy is explored through six articles, namely by Barcelona; Cuenca; Kövecses; Ruiz de Mendoza; Semino; and Valenzuela. They discuss some aspects of the conceptual metaphor theory, primary metaphor theory and blending theory, and explore experiential, cultural, and situational motivations and the inferential, rhetorical and ideological effects of metaphor. Other papers deal with grammatical topics, such as proper noun constructions (Barcelona), denominal causative-local verbs (Cifuentes Honrubia & Lavale Ortiz), sentence negation (Mosegaard Hansen), and negated modality in the perspective of the very

influential force dynamics model (Radden) created by Len Talmy. Some of these studies use the concepts of Ron Langacker's well-elaborated and very influential Cognitive Grammar and Len Talmy's grammatical construal model and the Construction Grammar models. Applied Cognitive Linguistics is represented in the papers of Cuenca; Mosegaard Hansen; and Semino, which explore studies of critical discourse analysis, and in the paper of Estévez Fuertes, Llácer Llorca & Olivares Pardo about teaching/learning writing in the perspective of Charles Fillmore's Frame Semantics. The volume also includes studies about the origin and evolution of language (Ballester), acquisition and development of lexicon (Estévez Fuertes et al.) and Cognitive Linguistics epistemology (Fuchs).

In a stimulating and creative paper "Hablar a primera vista" (speak at first sight), Xaverio Ballester highlights the fundamental role of sight in the cognitive and linguistic processes of humans throughout their biological life as a species, bringing forward evidence of various nature, from biological and evolutionary data to interlinguistic, cultural and etymological data. While human speech is essentially auditive, our perception of the world is essentially visual, which implies, according to Ballester, an "information transfer" from one organ to the other, the transfer from sight to hearing being naturally much bigger, as the world is much more visible than audible. The author argues that the relevance of sight is well patent in the origin of language and creation of languages, namely in "primitive" languages and in "embryonic" languages (children's language, pidgin and Creole languages), but is also perceptible in the languages of hypertechnological societies. Then, he examines three aspects of the primary importance of sight in languages, namely the relevance of shape, size and space, mainly in the languages of hypotechnological communities. *Shape* is used as a noun classifier, whether at phonetic level like among Bushmen where sounds are associated to tight, large and flexible things, or at morphological and lexical levels like in Chinese and Indonesian, which possess classifiers for the external shape of objects. The diminutive and augmentative are referred to as the most basic grammatical resources to indicate the size of objects. Also, space marking "constitutes the most urgent and important of man's visual communication needs" (p. 21), the planetary category of demonstratives being one of the greatest pieces of evidence and "probably the most important manifestation of the relevance of sight in human speech" (p. 22). Ballester concludes his study with the analysis of diverse etymological data, like the indo-European root of 'sun', from which derived 'eye' and metonymically 'life', the metonymic association

between 'eye' and 'light', ideologically motivated since ancient times, the eye like a powerful source of lexical creation and the trajectory of 'to see' towards 'to know'.

In a study devoted to the relationship between metonymy and grammar and more specifically to the "irregular" uses of proper nouns, Antonio Barcelona analyses the metonymic motivation of the "partitive restrictive modification" of proper nouns in English, like in *The young Joyce was already a great writer* (referring to the writer as a young man) (p.39). After a brief overview of some of the main issues about metonymy (definition, grammatical productivity and the notion of "active zone metonymy", as put forward by Ron Langacker), Barcelona argues that the referred construction is motivated by two factors: (1) a purely conceptual, prelinguistic metonymy "mapping the whole cognitive frame associated with the unique referent of the name onto one of its active zones consisting in a relation involving that referent" (p. 51), and (2) the analogy of this construction to the non-partitive restrictive modification of proper nouns. The author concludes that one of the most significant implications of his research is the claim that the grammatical behavior of names is constantly governed by our rich knowledge network of their referents.

José Luis Cifuentes Honrubia & Ruth María Lavale Ortiz look at the issue of denominal verbs that express causative and local meanings. They analyze the diverse conflation processes of denominal local verbs, taking Len Talmy's conceptual schema of location as a basis, and identify various types of denominal causative verbs that are located in a continuum between agentive verbs and non-agentive verbs. The central part of the study deals with the subgroup of denominal causative-local verbs, where causative meaning proves to be as important as local meaning, like in *anillar el pelo* 'make a ring in the hair' (different from *anillar la perdiz* 'to put a ring on the grouse', which only illustrates the local schema). Cifuentes & Lavale show that in these verbs the localized Figure does not show prior to location, as it happens with typical local schemas, but emerges as a result of the causative action. So, they come to conclusion that denominal causative-local verbs express location and causation inherently and not accidentally.

Applying the Conceptual Metaphor Theory to the discourse analysis of the mass media and following very closely the application that the main author of this theory (George Lakoff) made to American politics, Maria Josep Cuenca analyzes the linguistic conflict metaphors in a corpus of news dealing with the use of Catalan and Spanish in socioeconomic interactions that were published in Catalonia in 2006 and 2007. The

main conceptual metaphor observed in the news is A LINGUISTIC CONFLICT IS A WAR CONFLICT. Cuenca shows how this war metaphor and the frames activated by each of the social groups have the ideological function to impose two radically different perspectives of the same linguistic situation lived in Catalonia, that will be hard to conciliate. On one side, there is the Spanish-speaking perspective according to which Spanish represents the democratic values and freedom and is the oppressed language, whereas Catalan and especially the Government of Catalonia is the oppressive force. On the other side, there is the Catalan-speaking perspective of asymmetric bilingualism that forces the customer to be bilingual and deny his language.

The model of frame semantics is also used by Nicolás Estévez Fuertes, Eusebio Llácer Llorca & Amparo Olivares Pardo in their study on evaluation of lexical development in health sciences students' written texts after a teaching/learning writing course. Looking at empirical data analysis gathered from the different compositions by the same participants in both groups, they show that the frame HEALTH has proved to be a useful linguistic tool to evaluate the way health sciences participants in the study improve their specific lexical command in different compositions. The results obtained allow them to conclude that the socio-cognitive approach to writing applied in the experimental group has enhanced a significant increase of specific lexical resources as compared with the control group, and therefore, constitutes a good means to increase their possibilities of generating information and improve communication.

Following that, there are four other papers written by non-Spanish linguists. In her article entitled "Does cognitive linguistics exist?", which echoes the recent article by G. Lazard entitled "Cognitive linguistics does not exist", Catherine Fuchs discusses the theoretical status and legitimacy of the notion of 'cognitive linguistics'. After recalling the historical background, in the USA, of the two main cognitive trends of linguistics, namely Chomsky's generative grammar and cognitive grammars, and after highlighting the cognitive theories of two French linguists that are out of the official field of cognitive linguistics, namely Gustave Guillaume's psychomechanical theory of language and Antoine Culioli's theory of enunciative operations, Fuchs tackles the question of the relationship between the linguistic phenomenon and the cognitive phenomenon. She points out as the conditions and risks of 'cognitive' linguistics the search for language universals or "invariants" (beyond variations between languages) and the specific place devoted to linguistics within the field of cognitive science. Fuchs concludes that the first step towards 'cognitive' linguistic theories is to share a common

epistemological paradigm with other disciplines – “à l’heure actuelle (et sans doute encore plus longtemps), l’ouverture de la linguistique en direction de la cognition ne peut être que d’ordre essentiellement épistémologique” (now (and probably still for a long time), the opening up of linguistics towards cognition can only be of epistemological order essentially) (p. 130).

Zoltán Kövecses seeks to explore the relationships between metaphor, cognition and culture and argues that “a large part of our making sense of the world is based on metaphorical ways of speaking and thinking” (p. 147) and that our “metaphorical meaning making” is the function of both body force and context. The author suggests that the metaphorical meanings give coherence to discourses and considers that some of the metaphors we use for this purpose are universal and some of them are culture-specific. Some of the examples he gives of (near-)universal metaphors include HAPPINESS IS UP, TIME IS SPACE and the Event Structure metaphor. Commonality in human experience is presented as the main reason for universal metaphors. As for culture-specific metaphors, Kövecses identifies two large groups of causes: differential experience, involving differences in social-cultural context, in history and human concern, and differential cognitive preferences.

As she looks at variability in the expression of sentence negation in a 14th-century French text, M.-B. Mosegaard Hansen shows that alternation between the plain preverbal *ne* and the reinforced forms *pas*, *mie* and *point* is structured by discourse-functional constraints relating to the cognitive status of the negated proposition or its underlying positive variant. Hansen gathers evidence according to which reinforced negators in the older stages of French were constrained to appear in discourse-old propositions.

Negated modality in English is the subject explored by Günter Radden in a force-dynamic perspective, which has been vastly used in Cognitive Linguistics but almost always in relation to affirmative modality. Contradicting the dominant logical perspective of negated modality, Radden demonstrates that the use of modals under negation is motivated: like affirmative modality, negated modality is based on force-dynamic constellations. The author points out that the force-dynamic notion that is central to negated modality is that of blockage. Deontic and epistemic modals are divided into ‘subjective’ (speaker-internal) modals, like *must* and *may*, and ‘external’ (speaker-external) modals, like *have to*, *need to* and *can*. In their negated uses, the negation may affect the proposition or the modality. Radden seeks to explain why the

subjective modals are used to negate the proposition while external modals are used to negate the modality. Negated modals that directly affect the proposition describe prohibitions (*mustn't*), permissions not to act (*may not*), and possibilities that something is not the case (*may not*). Radden explains that these modal situations necessarily involve “the goal-directed power of humans, who are able to direct a person to a negative goal or allow their reasoning to come to a negative conclusion” (p. 191). In turn, negated modals that directly affect the modality describe exemptions from an obligation or necessity (*don't have to, need not*), refusals of permission (*may not, can't*), and impossibilities (*can't*). Radden observes that their negative modality “typically leads to a negative proposition, without excluding a positive outcome in exemptions that involve humans” (p. 191). As he develops his analysis, Radden shows that negated modality is governed by communicative principles of natural language, in particular the overarching principle of relevance and the principles of clarity, economy, meaningfulness and polysemy.

Finally, there are three papers on metaphor. Francisco Ruiz de Mendoza tries to combine some of the central assumptions of the Relevance Theory concerning metaphor and metonymy with related assumptions in Cognitive Linguistics in such a way that the combination of the two theories allows to obtain an integrated cognitive and pragmatic understanding of the communicative potential of metaphor and metonymy. For that, the author makes a critical review of the relevance-theoretic pragmatic analysis of metaphor and metonymy, of the Lakoffian approach to metaphor and metonymy as idealized cognitive models and of Fauconnier and Turner's Blending Theory. Ruiz de Mendoza shows that even though the Principle of Relevance underlies all forms of verbal communication and is able to motivate metaphor and metonymy, it is not sufficient to determine the precise nature of cognitive operations taking place during language production and comprehension as well as the constraining factors that regulate the way in which metaphor and metonymy are used. These constraining factors, as Ruiz de Mendoza points out, are explained by compatible principles with relevant criteria, such as the Extended Invariance and the Correlation principles. The last and most innovative part of the study of Ruiz de Mendoza offers an alternative explanation to the emergent structure hypothesis of the Blending Theory. This explanation, already formulated in previous studies by the same author, like “combined input hypothesis” (p. 209), puts forward the existence of diverse cognitive operations (as correlation, domain expansion/reduction, strengthening and mitigation, completion, contrafactivity) and

defines its role in producing inferences that are combined in a principled way into new conceptual constructs. Ruiz de Mendoza shows, with two case studies, the following advantages of “combined space” or “conceptual projection space”, in contrast with a blended space: (i) it is the result of ongoing cognitive activity, not the creator of such an activity; (ii) allows the conceptual projection to be regular as all the correlations occur before that the conceptual structure is projected into the combined space; and (iii) offers the final interpretation of a statement at the inferential level of explicatures and implicatures.

Elina Semino looks at a little explored dimension of metaphor motivation, namely specific factors for the use of certain metaphorical expression in specific contexts, that is to say, their situational motivation. By analyzing examples from news reporting, political discourse and advertising, Semino considers a variety of uses of metaphor which appear to be motivated by a non-metaphorical connection between the source domain and the topic, including relationships of opposition, or an aspect of the communicative situation, such as place, time, addresser and addressee. The first are designated as “topic-triggered” metaphors and the last are called “situationally triggered” metaphors. The author shows how topic-triggered and situationally triggered metaphors can be exploited strategically to achieve particular rhetorical goals, such as attracting and involving hearers/readers via humor or persuading them of the validity of particular claims. Semino challenges metaphor scholars to give more systematic attention to non-metaphorical associations of source domains and to other situational motivations of metaphor.

At last, Javier Valenzuela shows what psycholinguistic empirical work can tell us about *primary* metaphors, as they were initially described by Joseph Grady as the result of experiential correlations in the world. The author argues that various empirical studies coming from cognitive psychology, social psychology and neuroscience demonstrated the existence of primary metaphors in our minds such as TIME IS SPACE, HAPPY/GOOD IS UP, CONTROL/POWER IS UP, SIMILARITY IS CLOSENESS, and IMPORTANT/POWERFUL IS BIG. Not less important, Valenzuela shows how empirical studies can suggest refinements in Conceptual Metaphor Theory and Primary Metaphor Theory, as in the case of the different time-lines existing in the TIME IS SPACE metaphor. Empirical studies also point at non-linguistic realizations of metaphor, as in the left-right metaphors for time, and suggest restrictions or additions to proposed metaphors, like in the SIMILARITY IS CLOSENESS metaphor. Valenzuela alerts for the need of

interplay between theoretical proposals and empirical work and also suggests that the empirical work resulting from cognitive science will be able to clarify, in the future, some problems of the conceptual metaphor and primary metaphor theories, like the psycholinguistic status of metaphors, the conflation hypothesis, the choice of different versions of a metaphor, and the interplay between universality and culture-specificity.

Prepared by Spanish researchers and other researchers from universities in France, Germany, Hungary and the UK, this volume constitutes a significant contribution to Cognitive Linguistics. The twelve articles cover an extensive selection of cognitive linguistic key concepts and research topics of interest for anyone dealing with conceptual metaphor and metonymy, Blending Theory, spatial semantics, frame semantics, force dynamics, cultural cognitive models, embodiment, grammatical construal, Cognitive Grammar, and so on. The reader (whether of cognitivist orientation or of any other theoretical orientation) finds here descriptive studies on various topics in English, Spanish, Catalan and French related to the fields of semantics, lexicon, syntax, word-formation and discourse, studies on language evolution and typological and cultural variation studies (Ballester; Kövecses), applied studies on language teaching/learning (Estévez Fuertes et al.), ideology in the press and political discourses (Cuenca; Semino) and also finds studies about the epistemological position and the challenges of 'cognitive' linguistics (Fuchs) and the importance of empirical methodology in Cognitive Linguistics (claimed explicitly in Valenzuela's paper in relation to experimental methods and applied in a few number of corpus-based studies like in the papers by Cuenca; Hansen; and Semino, and experimental studies like in Estévez Fuertes et al.'s paper).

One important merit of the book is the fact that some papers offer new explanations for well-known notions and research topics in Cognitive Linguistics and even introduce new topics in the already vast research agenda of Cognitive Linguistics. There are new explanations and new insights for conceptual metaphor, primary metaphors and conceptual integration/blending, namely the situational motivation of metaphor and its rhetorical and ideological goals (Semino; Cuenca), the specific interplay between universality and culture-specificity in metaphor (Kövecses), the cognitive psychological reality of primary metaphors (Valenzuela), and the combined input and projection space hypothesis and its role in explaining inferences (Ruiz de Mendoza). There are illuminating insights on the visual embodied roots of language and cognition (Ballester) and challenges to integrate original cognitive theories in Cognitive Linguistics, such as

Guillaume's psychomechanical theory of language and Culioli's theory of enunciative operations (Fuchs). The reader can also find little explored topics in Cognitive Linguistics, like negated modality (Radden), proper nouns and grammatical metonymy (Barcelona), and denominal verbs (Cifuentes & Lavale). All this justifies the title of the volume "New Perspectives in Cognitive Linguistics".