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MASTER OF ARTS THESIS

“A Cognitive-Linguistic Analysis of Advanced Azerbaijani Learners’ Written
Output”

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ABSTRACT

The field of linguistics witnessed a profound transformation over the years, moving away from traditional methods, that isolated grammar and vocabulary for teaching, towards a modern approach that prioritises communication, meaning, and usage. In recent years, Cognitive Linguistics has emerged as a prominent addition to the linguistic landscape. Its impact on our everyday lives is pervasive, but we don't realise it. We initially perceive the world through visual and verbal cues from others, and our minds subsequently construct concepts, influencing our behaviour accordingly.

In this research, we aimed to analyse the differences between the written classroom and competition essays of advanced Azerbaijani learners and explore the role of cognitive linguistics in teaching English as a foreign (EFL) or second language (ESL) in Azerbaijan. This thesis conducts a comprehensive linguistic analysis of the written output produced by advanced Azerbaijani learners, employing an approach that integrates cognitive schemas, pragmatics, mental models, metaphors, and language use. A pack of quantitative and qualitative methods is used to investigate cognitive schemas, pragmatic considerations, mental models, metaphorical expressions, and language usage in the essays. In the in-class essays, the following results were observed: n= 33, cognitive schemas= 24, metaphors=20, pragmatics= 32, mental models= 31. The numbers are the scores for each category. The findings denote how advanced learners of Azerbaijani construct cognitive schemas and use them in their written expressions. This research talks about the role of pragmatics and mental models in shaping the language production process. This work contributes to the wider understanding of language acquisition, cognitive processes, and language pedagogy. It offers valuable guidance for educators and curriculum developers. We believe that our research has an important role in advancing theoretical development and making practical insights for the field of cognitive-linguistic analysis.

Key words: Cognitive Linguistics or cognitive linguistics, ESL, EFL, Cognitive schemas, pragmatics, mental models, metaphors.

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Figure 1. Conceptual framework of the cognitive-linguistic analysis

Figure 2. Variables for the essay competition analysis

Figure 3. Variables for the in-class essay writing analysis

LIST OF ABBREVIATIONS

ALM = Audio-Lingual Method

CL = Cognitive Linguistics or cognitive linguistics

CC = Communicative Competence

CCLT = Cognitive Code-Learning Theory

CCM = Cognitive-Code Method

CM = Cognitive Method

CMT = Conceptual Metaphor Theory

CR = Contrastive Rhetoric

EFL = English as a Foreign Language

ESP = Teaching English for Specific Purposes

ICC = Intercultural Communicative Competence

ICLA = International Cognitive Linguistics Association

L1 = First or native language, mother tongue

L2 = Second or foreign language

LSA = Language Subsystem Approach

NM = Natural Method

TEFL = Teaching English as a foreign language

TESL = Teaching English as a second language

WIDA = Three states were involved in the grant: Wisconsin (**WI**), Delaware (**D**), and Arkansas (**A**), therefore the abbreviation WIDA emerged as the name.

INTRODUCTION

Background

Cognitive Linguistics mainly began in the 1970s; the 1970s are the beginning years of the emergence of Cognitive Linguistics. In 1987, two seminal books in cognitive linguistics were published: George Lakoff's *Women, Fire, and Dangerous Things*. This is a fascinating title. George Lakoff is a prominent linguist, and his book is often regarded as the birth of systematic thinking in cognitive linguistics. And the second book which plays an important role in the history of cognitive linguistics is the first volume of Ronald W. Langacker's *Foundations of Cognitive Grammar*. They are called the "Bibles" of cognitive linguistics. Anyone working in Cognitive Linguistics should start with these two books. The first international Cognitive Linguistics conference was held in Duisburg, Germany, in the spring of 1989, and the establishment of the International Cognitive Linguistics Association (ICLA) in 1990, along with the journal *Cognitive Linguistics*, "marked the birth of Cognitive Linguistics as a broadly grounded, self-conscious intellectual movement." (Langacker 1991b, p. ix) These are some key events in the history of Cognitive Linguistics.

As we know, scientific linguistics was started by Ferdinand de Saussure. The major attempt was to divide and dissociate language from any other phenomena. Saussurian definition of language is that language is an autonomous system. And by emphasising this autonomy of the system of language from the rest of the phenomena, they tried to establish a distance concentrates only on language or the system of language. What distinguishes Saussurian way of defining language from the rest of the approaches is Saussure does not want to put language in the context of any other phenomena. In real life, language is something contextualised. Language has a context. What is context? Context has a large number of layers, but we think the most important context is the human mind. Out of the human mind, there is a wider social, cultural, and historical world that surrounds the human mind and human cognition. So, what distinguishes Saussurian thinking from the rest of linguists is that Ferdinand de Saussure does not take care of any context in linguistic approach. According to Ferdinand de Saussure, language is a system, which can be studied by itself in itself. It has no need for being contextualised. At least, from linguists' point of view. There is no need for contextualising it. That is why, he says language is a system. And by this he means everything about language. There is no need to connect linguistic properties to contextualise factors like mind, society, culture, history. But we know that, following Chomsky other movements, and other developments have radically shifted towards contextualising language. It means by understanding language, we mean context. That context could be a cognitive context, a

psychological context, a social context, a cultural context, an ideological context and wider layers of context. So, when we talk about cognitive linguistics, we can distinguish it from Saussurian linguistics by being contextualised. But what type of context? It is a cognitive context by which cognitive linguistics differs from sociolinguistics, anthropological linguistics, other types of combinations. Cognitive linguistics is contextualised. It means by understanding language, we mean context. So, we can see it being similar to psycholinguistics, sociolinguistics, cultural linguistics, and so on. Because all of these put language within a wider context. They are different in terms of defining the nature of the context. This context can be inside the mind or outside the mind - in the real world. Sociolinguistics searches the context in social world, anthropological linguistics searches the context in culture. Psycholinguistics, Cognitive Linguistics look at the context inside the human mind. So, Cognitive Linguistics is the scientific study of thought, mind and its expression in language. We need to distinguish it from psycholinguistics here. In psycholinguistics, we are mainly addressing comprehension and production. This is the major area in psycholinguistics study. Psycholinguistics mainly considers the cognitive context from production and comprehension point of view. But Cognitive Linguistics looks at human language from the perspective of thinking and thought. That is why Cognitive Linguistics is the scientific study of human thought and its expression in language. Thought is something abstract. We don't have any access to the speaker's thoughts until he or she speaks. It is the language that permits one to have some access to what goes on in the speaker's mind. Without language it is impossible. In light of a long period of acquaintance with people, we will have some ideas about the way how they think. It will become possible through language, speech and writing.

When analysing the role of cognitive linguistics to English language teaching, it is crucial to know that several studies have been conducted by researchers in quest of the most efficient technique to teach foreign languages. This investigation began with Francois Grouin's "The Art of Teaching and Learning Foreign Languages," which is credited with launching this branch of study in the 1880s. (Masouleh, 2012) Cognitive linguistics provides a theoretical foundation for language teaching and learning. Significant cognitive components are involved in learning a second or foreign language. Among these aspects are memory (the different types and strategies it employs), consciousness, attention, interpretation of what is read or heard, forgetting, and the context or environment in which learning occurs. Memory can be used to determine a person's level of language proficiency. A person's linguistic proficiency can be improved by better understanding the operations of memory, attention, consciousness, and forgetting. (Leaver et al., 2005)

In addition to the previously described cognitive elements that influence language learning, some additional metacognitive aspects refer to the learning techniques that the learner must be aware of while learning. These are learning planning, self-monitoring, self-evaluation, and prioritisation. The relevance of meaning, context, and mental processes in language acquisition and usage is emphasised by cognitive linguistics. Language teaching materials, language courses, and language proficiency can all be developed using cognitive linguistics. A great number of language teachers will become interested in the concept, and some of the findings will be used in the design of the material, in their method of instruction, and even in defining the fundamental essence of language.

Cognitive-linguistic analysis is a method of investigating the relationship between language and mental processes that integrates knowledge from linguistics, psychology, and neuroscience. This technique is far more applicable to our subject. Its goal is to understand how our brain functions influence how we use and perceive language. Cognitive linguistics research is viewed as a gateway into the human mind, with the goal of better understanding cognition in general. In the disciplines of science and terminology, the phrase "cognitive linguistics" has sparked debate. Cognitive linguistics' importance is assessed practically rather than theoretically. The capitalised Lakoffian-Langackerian brand and generative syntax are two examples of this, as they investigate behavioural tendencies and the biological underpinnings of the theory of mind-linguistic methods.

Statement of the Problem and Purpose of the Study

There have recently been some arguments about the cognitive-linguistic development of Azerbaijani students in general, however, this study would look into the advanced Azerbaijani students' lack of grammar, and cognitive-linguistic development. Most undergraduate university students that were considered to be at an advanced level are still struggling to make a concrete or correct sentence due to the use of incorrect grammar. There are several examples on campuses that indicate that the majority of the students don't want to communicate in the English language because they are afraid of making mistakes due to the lack of grammar and vocabulary. There are different perspectives to view this problem; we probably believe that it could be the students' foundation classes or the students' background in the English language because these two play a significant role in students' cognitive-linguistic development.

The purpose of this study is to identify the problem affecting the Azerbaijani advanced students' linguistic-cognitive development, to indicate their level of linguistic capability of the

English language through a regression analysis. Through an experimental data collection process analysing the students essay written task for the annual university essay competition and after written essay task based on the same topic. To accomplish this purpose, we are going to set the following objectives of this study:

- To carry out a particular cognitive-linguistic analysis of advanced Azerbaijani learners' written essays and evaluate the qualitative and quantitative characteristics in these essays;
- To discuss the two major approaches used in Cognitive Linguistics;
- To determine the implications of cognitive linguistics for language teaching;
- To determine the role of cognitive linguistics in teaching English as a foreign language or second language in Azerbaijan;
- To assess the different methods used in teaching English as a foreign language;
- To discuss the importance of the cognitive approach to the writing process;
- To compare the Azerbaijani advanced learners' written essays of competition and classroom activities.

Research Questions

In order to achieve the aim of the study and objectives outlined above, we have formulated these research questions:

- What are the characteristics of linguistic analysis in the Azerbaijani learner's written essays?
- What is the role of cognitive linguistics in teaching English as a foreign language or second language in Azerbaijan?
- What are the different methods used in teaching English as a foreign language in Azerbaijan to advanced learners?
- What are the differences between the written classroom and competition essays of advanced Azerbaijani learners?

Significance of and Justification for the Study

The findings of this research will provide valuable insights and deepen the current understanding about cognitive-linguistic analysis. The present research is going to contribute to raising the awareness of people about cognitive-linguistic analysis. We will also gain a better understanding of the role of cognitive linguistics in teaching English as a foreign language and

second language in Azerbaijan. This study takes the methods used in teaching English as a foreign language into account.

In conclusion, our study is expected to be of great value from the perspective of both furthering theory development and generating ideas for practical solutions in cognitive-linguistic analysis.

Definition of Key Terms

It is vital to provide the definitions of some key notions recurring in the text of this research paper, i.e. "Intercultural Communicative Competence (ICC)," "Communicative Competence (CC)," "Conceptual metaphors," "Pragmatics," and so on.

Dell Hymes coined the phrase "Communicative Competence." (Hymes, 1962/1968, 1971) Communicative Competence (CC) will give the priority to the knowledge of a native speaker. Native speakerism will be the first priority in language teaching. It means to get rid of any other language except the target one. But Intercultural Communicative Competence (ICC) refers to the capacity to understand cultures and successfully communicate with individuals from other cultures. ICC is not getting rid of L1. For example, we are an Azerbaijani learning English – two different cultures, two different learning patterns, two different languages. By employing ICC we are trying to create a kind of third space between Azerbaijani and English where two could have a dialog. So, CL first of all can have a serious implication on the philosophy of language teaching. If we believe in CL, our goal will be to develop ICC. Because the realities of communication in this world are based on the flexibility, tolerance, and dialog between different cultures. No culture, language, or thinking pattern can claim superiority in this context.

The understanding of one concept in terms of another, or cognitive metaphor in CL, is a definition of conceptual metaphor. For instance, "We spent time at home today." demonstrates how quantity is perceived in terms of directionality. The study of metaphors in this manner dates back to the 1980s and 1990s, with George Lakoff and Mark Johnson pioneering the field in their 1980 book *Metaphors We Live By*. Lakoff and Johnson (1980b)

Limitations and Delimitations of the Study

Limitations of the study: The weaknesses of the present research can be the following ones which have mostly been out of control.

- The concept of Azerbaijani universities in this research has been narrowed down due to some limitations only to one university;

- The types of essays and topics of the essays were not the same in the control group and experimental group. We were expected to have a workshop at university. After giving some instructions to the same students, who took part at the annual university essay competition about how to write an essay, we had to give students a second chance to write an essay. Being a master's thesis, we didn't have time to arrange a workshop;
- Very little research has been done on the research topic.

Nonetheless, it is our belief that this does not affect the results of the analysis.

Delimitations of the study: There are also the elements outside of the boundaries we have set:

- Instead of organising a seminar with the same students in the experimental group, we decided to attend their essay writing lessons.

CHAPTER 1: LITERATURE REVIEW

Chapter 1 presents a summary of the literature review designed to give information about Cognitive Linguistics and cognitive-linguistic analysis including the nature and scope of the field, the two major approaches used in CL, the role of CL in teaching English as a foreign or second language, a cognitive-linguistic approach to the analysis of language units, and in the end the nature of writing, exploring writing in second language contexts and the challenges of foreign language writing. At the end of the chapter, a summary and statement of the research gap has been provided.

1.1. Theory of Language in Cognitive Linguistics

The theory of language is discussed in the philosophy of language and theoretical linguistics. Language theory seeks to understand how individuals and groups of people acquire and use language. This includes investigating the neurological and cognitive systems underlying language processing and production, as well as the social and cultural factors influencing linguistic behaviour. Some of the linguistics conferences and publications promote a variety of perspectives. The others are focused on a single theory of language.

Linguistic theories, like those in other human and social sciences, might be classified as humanistic or sociobiological. The same words—"rationalism," "functionalism," "formalism," and "constructionism"—are used in different contexts and have different connotations.

Individuals, according to humanistic perspectives, play an agentive role in how language is socially formed. The primary viewpoint on language is that of a societal phenomenon. This practice emphasises culture, nurture, creativity, and variety.

According to Wundt, as cited in (Itkonen, 2011), the human mind is built around syllogistic reasoning principles that promote social advancement and education. To describe the mind and syntax, he advocated for the use of a binary-branching model. The Bloomfieldian school of linguistics was subsequently reformed as a sociobiological approach by Noam Chomsky.

Towards the end of the twentieth century, generative grammar began to lose the popularity, and an emerging era of cultural anthropological approaches to language problems emerged, triggering the current debate on the relation between language and culture.

According to George Lakoff's cognitive linguistics conceptual metaphor theory (CMT), people inherited the ability to reason logically based on visual thinking from lower animals, which explains why languages frequently use visual metaphors. (Lakoff, 1990)

Construction grammar has an important place in Cognitive Linguistics. Fillmore, Kay, and O'Conner invented construction grammar. (Fillmore et al.1988) This theory denotes that

constructions, rather than rules and words, are more effective ways of communicating grammar. Constructions include phrases like "fresh as a daisy." It can be said about a person who is attractive, and lively in a fresh way. The words' meanings cannot be deduced only from their constituent elements. These idioms' meanings are preserved in the collective minds of users, demonstrating the users' linguistic abilities. Goldberg (Goldberg, 2005) later developed the idea based on the theory's fundamental thesis (Fillmore et al., 1988) as well as Lakoff's work. (Lakoff 1977; Lakoff & Thompson 1975; Lakoff & Johnson 1980b) She used polysemy and metaphor (cognitive concepts) to broaden the theory to encompass regular constructs in addition to the idiomatic irregular ones included in the previous thesis. (Evans et al., 2007) Goldberg modified the concept of construction as part of a continuum between lexicon and grammar. (Goldberg, 2005)

Genre analysis is another cognitive linguistics approach that is commonly used in teaching English for specific purposes (ESP). Swales stated in his book *Genre Analysis* (1990) that a text's communicative goal ultimately determines whether it belongs to a specific genre or not. Then he argued that genres might have a variety of aims, each of them may be unique to each participant.

Genres, according to the experts in this discipline, are a component of the social processes that produce knowledge about reality and the outside world. Genres are more socially constructive than simply socially established. Because genres have an impact on the construction of social contexts and how people are socialised. (Swales, 1990)

Genres are adaptable and changeable, but they are not "freely" accessible. The most important thing is how we assign a piece of writing to a "genre category." Cook thinks that we can consider both the author (or speaker) of the content and the intended audience. We should consider the purpose of the text, its context, its physical shape, and, in the case of written materials, its title. Other factors that can help determine a text's genre include its content, formality level, style, and whether it is spoken or written language. Some characteristics, such as the goal (or purposes) of the writing, may be difficult to discern. As a result, one genre's example may be more comparable to another genre's example.

Linguists such as Hasan (Hasan, 1992) claimed that genres can be distinguished by similarities and differences in textual discourse structures. While discourse structure is a distinguishing feature of some genres, not every occurrence of a particular genre will have the same discourse structure (or maybe the same communication objective). An academic essay, like a summing up in a court of law, can be an "explanation," "description," "evaluation," or

"argument" type writing, or a combination of these. Advertisements can also be used to persuade, scare, shock, concern, or stimulate people.

The communicative goal is an important (but challenging) criterion for determining whether a piece belongs to a specific genre. A text can be presented in an unconventional (for that genre) manner while yet serving the same communicative function as other instances of the same genre. The text might be considered a "best example" of the genre, while for others, it may be deemed a "problematic" example of the genre. At the discourse level, there may be precise ways they are ordered, certain conditions in which they occur, and specific actions they "aim to do."

A precise match in terms of qualities or features is not required when assigning a text to a genre category. It is more concerned with the concept of being "sufficient to have a relationship with other examples of the genre in the specific genre category."

1.2. Conceptual Framework of Cognitive-Linguistic Analysis for Advanced Azerbaijani English Language Learners' Written Output

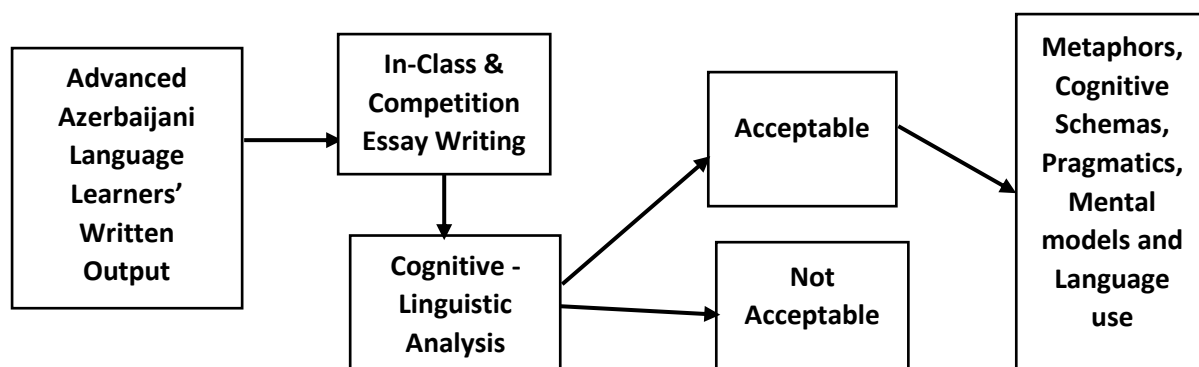


Figure 1. Conceptual framework of the cognitive-linguistic analysis

This research attempted to analyse advanced Azerbaijani learners' written output from a cognitive linguistics perspective. These advanced learners were university students learning English. We referred to the students' written essays. There were two types of essays used for this research: in-class written essays and competition essays. This combination of essay types allowed for a comprehensive analysis of advanced learners' writing skills, providing a richer perspective on their abilities and linguistic performance. The research combined a cognitive-linguistic analysis with a comprehensive assessment of various linguistic aspects in the advanced Azerbaijani learners' written output.

The research encompassed a cognitive-linguistic analysis, along with an assessment of various linguistic elements present in the written work of advanced Azerbaijani learners. The

cognitive-linguistic analysis involved the examination of metaphor usage, cognitive schemas, mental models, pragmatics, and language use. Language use entailed considerations like contextual background, phonological and morphological variations, syntactic variation and complexity, pragmatic and sociolinguistic elements in learner discourse, vocabulary usage, depth of description and analysis, and conformity to established conventions.

1.3. Cognitive Linguistics: Nature and Scope of the Field

Extensive research on a range of areas has been conducted under the general heading of Cognitive Linguistics. Cognitive Linguistics began in the 1970s and has grown in popularity since the 1980s. The majority of research has concentrated on semantics however, syntax and morphology have also received attention. Furthermore, cognitive linguistic research has been conducted in other domains of linguistics such as language acquisition, phonology, and historical linguistics.

Within the discipline of cognitive linguistics, there are two approaches: Cognitive Linguistics (all capital letters) and cognitive linguistics (all lowercase letters). This movement began in the early 1980s, when George Lakoff's metaphor theory was combined with Ronald Langacker's Cognitive Grammar, along with the addition of many writers' Construction Grammar models. This synthesis incorporates two distinct viewpoints on linguistic and cultural evolution: conceptual metaphor and construction.

Cognitive Linguistics sets itself apart from generative grammar by suggesting that language functions in the brain based on overarching cognitive principles. The theories of Lakoff and Langacker find application in a wide range of fields. Beyond linguistics and translation theory, Cognitive Linguistics influences literary studies, education, sociology, musicology, computer technology, and even religion.

According to Geeraerts and Cuyckens (2007), Cognitive Linguistics is a flexible framework devoid of any singular "central gurus" or rigid formalism. As mentioned by Janda (2006, p. 5), it serves as a multidisciplinary endeavour (Grygiel & Kieltyka, 2019) with the primary aim of highlighting the concept that linguistic abilities are deeply rooted in human cognition. From this viewpoint, grammar is influenced by usage, and meaning assumes a central role. (Dabrowska & Divjak, 2015) The fundamental link between language and cognition, which defines the core of Cognitive Linguistics, perceives cognition as the way humans can structure and engage with a wide array of objects and events in the world, including the diverse dimensions through which we shape ourselves. (Grygiel & Kieltyka, 2019) This results in the

utilisation of language as a tool, relying on the categorisation and processing of intersecting linguistic units within the realm of human experience. (Geeraerts & Cuyckens, 2007)

Nerlich and Clarke (2001) argue that Cognitive Linguistics boasts a lengthy history, even though its formal recognition is a recent development. The strong connections between this field of linguistics and Gestalt psychology (Evans & Green, 2006) were apparent from the early stages, underscoring the idea that the whole is more important than the sum of its individual parts (Winters & Nathan, 2020). Furthermore, Cognitive Linguistics exhibits historical links to nineteenth-century literature before the advent of structuralism, as evident in the work of philologist Michel Bréal (1832–1915) concerning meaning as a psychological and mental process. (Grygiel & Kieltyka, 2019) It shares some similarities with functional linguistics, which also developed around the same time. (Nuyts, 2007) Beyond that, Cognitive Linguistics is influenced by contemporary cognitive psychology through the work of psychologist Eleanor Rosch's prototype theory developed in the mid-1970s. (Winters & Nathan, 2020). According to Dabrowska and Divjak (2015), Cognitive Linguistics started to formally change into a "coherent" and "self-conscious" approach. It happened with the publication of Lakoff's "Women, Fire, and Dangerous Things" and Langacker's "Foundation of Cognitive Linguistics", the "bibles" of cognitive linguistics in 1987. (Taylor & Wen, 2021, p. 1)

The domain of Cognitive Linguistics serves two primary objectives: One is to investigate the application of cognitive processes such as memory, categorisation, metaphor, metonymy, attention, and imagery in language usage, and the other is to develop psychologically sound language models that encompass a broad range of linguistic phenomena, including idiomatic expressions and figurative language.

Cognitive Linguistics is not related to just one language theory. It is an approach, a school, a movement, a paradigm that has chosen a shared set of core commitments and guiding principles, resulting in a wide range of complementary, overlapping (and occasionally competing) theories. Furthermore, it has adopted a large number of implications or accomplishments from cognitive science and cognitive neuroscience, specifically from philosophy, cognitive psychology, gestalt psychology, anthropology, brain science, and cultural studies, as well as adding many new perspectives to the study of language and mind, thereby improving the scientificity of linguistic studies.

1.4. Major Approaches to Cognitive Linguistics (CL): Macro - and Micro Level

In the words of Robins (1985), "Linguistics is concerned with human language as a universal and recognisable part of the human behaviour and human faculties, perhaps one of

the most essential parts of the human life as we know it and as one of the far-reaching of human capabilities, in relation to the whole span of mankind's achievements." If we want to understand the nature of language systems, including their continued existence and change, we have to see them as both something incorporated in the individual and something acted out and observed in the larger social setting. The genuine language processes take place primarily at the micro - level, yet their outcomes are integrated and established at the macro - level. In various linguistic traditions, micro - and macro -level aspects of language are commonly investigated in isolation. However, in reality, these two concepts are interlinked and intimately connected.

Linguistics can be divided into two major categories, depending on our point of view: The first is micro-linguistics, and the second is macro-linguistics. Micro-linguistics is largely concerned with the study of language, including phonetics and phonology, grammatical structures (morphology), syntax, and context-dependent meanings (semantics and pragmatics). Macro-linguistics, on the other hand, takes a comprehensive approach to investigating how language evolves across contexts and throughout time, exploring linguistic phenomena from a broader perspective.

Macro-linguistics is further subdivided into multidisciplinary and intra-disciplinary branches of linguistics. Cognitive Linguistics is a branch of macro-linguistics that is interdisciplinary. The definition of Cognitive Linguistics is "the scientific study of the nature of thought and its expression in language." (Lakoff 2004, p. 123) But if we want to evaluate the place of Cognitive Linguistics inside the mainstream Linguistics, we should say that it is a new paradigm in linguistics and generally today like linguistics itself it is also classified into two types of movements, one of them is called macro – cognitive linguistics, the other one is called micro - cognitive linguistics. There is a logic lies behind this conception. The difference between them is if we consider human cognition as something independent from the rest of the world, the wider social, cultural, historical world or not. We have a cognition - a system of thinking. We think and then we speak. This thinking is realised in our language. This is how human beings are distinguished from one another. The way we think, this makes us different people, not just our faces, our physical appearances. What creates a major distinction between human beings is the way they think. It is a difference of mentality, thinking. But where does this cognition come from? Can it exist independently from our social and cultural experience or not? We think the way we do because of our life experience. It is collectively called social experience. Can cognition exist without social experience? According to Lev Vygotsky (Vygotsky, 2012), our minds do not exist independently from our social experience, thinking. Development starts in the social plane and ends in the cognitive plane. He called it higher-

mental capabilities - cognitive capacities. Cognition is the outcome of the social experience. Micro - Cognitive Linguistics limits the context of language to human mind only, as if mind exists independently from social experience. We won't say these linguists who take micro - cognitive linguistic approach deny the relationship, but methodologically when they study language, they limit the context to human cognition, while Macro - Cognitive linguistics always links cognition to the external world- society, culture, history. Always connecting this. So, Micro - Cognitive Linguistics looks at the relationship between language and thought inside the mind, without taking care of social experience. Independently of social experience. Macro - Cognitive Linguistics studies the relationship between language and thought, but not necessarily by limiting it inside the human mind, but linking human mind to social experience.

There is another approach that cognitive linguistics can be classified into two branches: "macro-cognitive linguistics" (with a lowercase "c") and "Micro-Cognitive Linguistics" (with an uppercase "C"). Macro-cognitive linguistics encompasses all linguistic theories that consider human language as a cognitive phenomenon. This category includes, for instance, Chomsky's Generative Grammar and Jackendoff's Conceptual Semantics. In contrast to Cognitive Linguistic theories that emphasise semantics and usage (or pragmatics), placing meaning at the core of linguistic research, the Chomskyan tradition holds a perspective on language that strongly prioritises syntax while downplaying the roles of semantics and pragmatics. Linguistic knowledge is separate from other cognitive faculties, leading to claims of the independence of syntax and the modularity of language, is an important aspect of the Chomskyan tradition. But Cognitive Linguistics does not assert the independence of language. Instead, it takes linguistic cognition as an integral element interwoven with all other facets of human cognition.

Despite its shared emphasis on using extra-linguistic aspects to understand language usage, cognitive and functional linguistics differ in some ways. Functional linguistics studies linguistic structure in the context of communication, whereas Cognitive Linguistics studies how language helps us understand our physical surroundings and our embodiment in the world. Cognitive Linguistics focuses on the links between intellectual concepts reflected in language structures, whereas functional linguistics frequently relies on data from natural speech.

It is important to note a distinction in terminology that is commonly highlighted in relevant literature between "Cognitive Linguistics" (with a capitalised C) and "cognitive linguistics" (with a lowercase c) (Geeraerts & Cuyckens, 2007). The former is a specific strategy within the larger subject of Cognitive Linguistics, whereas the latter is an umbrella phrase that encompasses all approaches. According to this viewpoint, Cognitive Linguistics encompasses all linguistic research involving natural languages and mental representations of language, such

as generative grammar or AI-based linguistic research. Taylor and Wen (Taylor & Wen, 2021) agree, referring to the capitalised phrase as a micro - approach and the uncapitalised one as a macro - approach.

There are many orientations even within the micro - approach of Cognitive Linguistics. For example, Winters and Nathan (Winters & Nathan, 2020) propose that Cognitive Linguistics exists in both North America and Europe. The former is strongly related to Rosch's categorisation and prototype theories (Rosch 1975; Rosch et al., 1976), which had a substantial influence on the earlier stated Lakoff pioneering work. The latter, on the other hand, is related to what Geeraerts (Geeraerts, 1997) refers to as pre-structuralist notions, such as polysemy and onomasiological and semasiological research. Rather than being considered diametrically opposed, these two versions should be viewed as complementing the previously indicated flexible, continuity-based theoretical framework that underpins Cognitive Linguistics.

1.5. The Role of Cognitive Linguistics in English and Analysis of Teaching Methods for English as a Foreign or Second Language

In the era of radical changes in teaching, revision of content and teaching methods, it is time to review the history of foreign language or second language teaching methods and the main trends of their development. Now, no one doubts that the language teaching method is a science. The first definition of the methodology was in 1930 by E.M. Ryt and wrote that the methodology of foreign language teaching is a practical application of comparative linguistics. The emergence of approaches to methodology such as applied linguistics was related to the fact that the method of the 30s was not enough to determine the uniqueness of a foreign language as a subject, and that there was no developed system of research methods. The direction to define methodology as a science began in the late 40s. The method is recognised by science, which has its own laws and methods. The most perfect definition of the method says: "Teaching methods are studying teaching and learning materials in a foreign language while studying the science, purpose and content, pattern, means, methods and training systems." (Ağayev, 2006, p.52) Teaching methods of foreign languages should be further developed, because stagnation is fatal for any science. The comparison of modern teaching methods is important, because new techniques based on them are emerging. Comparative characteristics are also important for choosing a job as a teacher. With such a range, it is very difficult to make a choice without knowing the features and specificity of the methods.

Teaching English as a foreign language (TEFL) is a science and, like all sciences, it has a number of basic principles on which it is based. However, unlike better-known sciences such

as biology, chemistry and physics, TEFL cannot be defined to the extent of being either objective or equation, either based on its approach. Therefore, TEFL, like psychology and sociology, must rely on subjectivity to formulate its principles. These principles, in turn, determine the relationship between a teacher and a student, or between a student and other students. To teach English effectively, an EFL or ESL teacher must subscribe to one (or more) of the existing approaches to teaching English as a foreign or second language and incorporate language learning strategies and methods into each of his or her lessons. Although there is nothing obvious about this, it should not be forgotten that students are very different not only in terms of age, but also in terms of mentality, so they can respond differently to any kind of approach to language teaching. Because of different learning styles, an effective teacher must be willing to adapt his teaching to the needs and preferences of each class. (Kumaravadivelu, 2006, p. 10-11)

Teaching a language is purposeful. In other words, it is necessary to provide the student with basic knowledge and create an opportunity for him to find his way in modern life. In particular, at the end of this stage, teenagers and young people should be able to: I. Written communication in two foreign languages in everyday life; II. Independently raising the level of knowledge in one or another direction (listening, speaking, reading, writing, culture); III. Integration in different cultural or sociocultural contexts. In order to ensure this, strategies that reveal the characteristics of the potential of teenagers and young people should be applied in the educational methodology. Teenagers and young people will need a foreign language both as a means of enriching their knowledge and as a means of sharing experience, regardless of what professional fields they choose. The direction of "intercultural dialogue" serves to form verbal skills and approaches. Young people are given the opportunity to express their own attitudes, to express their own cultural experiences and reactions to the environment. This will allow young people to be more tolerant towards themselves.

The field of language teaching has witnessed many changes from the past to the present. Researchers have made studies to find the most suitable foreign language teaching method. This kind of search started with Francois Gouin's "The Art of Teaching and Learning Foreign Languages" in the 1880s. (Masouleh, 2012, p.65) Gouin supported the use of methods in his work.

Many definitions of the concept of method have been made in the literature. According to Oller (Şener, 2021, p.25), methods include programs, curricula, procedures, demonstrations, presentations, research findings, tests, interaction situations, course materials, texts, films,

videos, computers, and more. What the author was referring to is a structural standard place of learning English as a second language such as at a university.

It is the goal of Cognitive Linguistics teaching to promote learning by concentrating on meaning rather than rote-based learning. (Şener, 2021, p.26) Some situations that fall outside of generalisations are encountered while teaching a foreign language, and in such instances, cognitive linguistics based on experiential relations enables learners to understand these issues. (Şener, 2021, p.26) In other words, rather than a rote-based teaching system, learners are given activities that allow them to make form-meaning matches. As a result, memorisation will eventually lose its significance in foreign language teaching.

Cognitive linguistics as a linguistic approach views language as a type of cognitive action and studies the formation, meaning, and rules of language with cognition as its starting point. Cognitive linguistics is a method "based on our experience of the world and how we perceive and conceptualise it." (Najimova & Kartbaeva, 2020) Language teachers can use cognitive linguistics tools to gain an understanding of the semantic potential of words while conveying the meaning of lexical chunks in more depth and with regard to collocations with greater explanatory power. It is claimed that applied CL can help teachers improve their language awareness and broaden their lexical awareness. (ibid.)

A cognitive method for teaching grammar to ESL learners, for example, appears to be a viable solution for certain problems. In contrast to school students, graduates learning ESL frequently require grammar explanations. University course books have traditionally offered sets of grammar rules accompanied by examples and exercises to foster knowledge acquisition, which does not always result in correct understanding and, thus, use of, say, the appropriate tense form. Researchers in applied linguistics and language teaching have examined cognition as the characteristic underlying learner's communicative competence when it comes to teaching grammar at the university level. A view of language given in CL linked to the embodied nature of meaning, and offers opportunities for a certain kind of classroom activity. (Najimova & Kartbaeva, 2020)

In today's fast-paced world, society's knowledge and view of the world are changing; additionally, an educational system necessitates fresh approaches to educate young people in effective ways. As we all know, there are numerous methods for providing language instruction to ESL students, but in my opinion, using cognitive linguistics while explaining vocabulary can work and be an effective method. "Without grammar, only a little can be conveyed; without vocabulary, absolutely nothing can be conveyed," linguist David Wilkins says. (Najimova & Kartbaeva, 2020)

There are some TEFL and TESL methods that claim to teach the target language in their own way. Let us examine these methods, as well as their benefits and drawbacks:

Natural Method (NM) - The method, which advocates that a foreign language should be taught similarly to the mother tongue, was born as a reaction to the Grammar-Translation method. Unlike the GTM, which teaches written language using classical works, this method aims to teach the living and spoken forms in the current period. "The NM can be defined as communicating with foreign language students by using only the foreign language, which is the mother tongue of the teacher, from the beginning, and making this interaction with each other as a text, but with a simple series of sentences that can be understood without any grammatical explanation." The mother tongue is not used, even when explaining something to the students. The student is asked to directly repeat and imitate what he heard, even if he does not know or cannot fully understand the meaning of the word. The student should be active while learning and should speak as much as possible without paying attention to mistakes, just as he does when he is learning his mother tongue. If the student is shy in speaking, have him memorise daily passages from books. The teacher corrects the student's mistakes with immediate feedback, thus preventing the mistake from being placed in the student's mind. Pronunciation features of a foreign language are tried to be provided by reading aloud exercises.

Audio-Lingual Method (ALM) - This method was developed in the 1930s, especially with the help of Michigan University, when the American army had to learn the languages of the countries in which it established military bases and could not get sufficient results in practice with known methods. The results were very successful, and later on, the Ear-Language Habit method became widespread in secondary schools in the 1950s. This method has developed under the influence of behaviourist (Skinner) views in terms of learning psychology and structuralist views (Bloomfield, Nelson Brooks & Lado) in terms of linguistics. He argues that the natural learning of language starts with listening first and then speaking, reading and writing skills are acquired. For this reason, the method gives more importance to listening-understanding and speaking than other skills.

Features of Use of Auditory-Linguistic Method Structures and new words in the target language are taught through dialogues. Starting the lesson, lesson texts, patterns always start with a dialogue. These dialogues are sometimes teachers and sometimes devices. First, sentences that can show the structure of the language are taught. Then they are practiced. Thus, when speaking a foreign language, it is tried to reach the speed in the mother tongue. If necessary, explanations can be made in the student's mother tongue. Grammar rules are taught through exercises and simple, artificial sentences are constructed to teach. There is no

explanation about the rules. Only instructions on how to do the exercises are given. Each language has its differences and difficulties arising from its own structure. These are determined and exercises and practices that facilitate their difficulties are included. A sequence is followed to develop listening, speaking, reading and writing skills, which are the natural learning order of the mother tongue. However, listening and speaking are the skills that this method focuses on. Vocabulary teaching is limited to words used in everyday language and each word is taught in a context. While teaching the dialogues, some explanations are made with the mother tongue. However, when making these explanations, only the translation is given in a way that explains the meaning of the dialogue, without going into too many details. As an educational environment, language laboratories are preferred rather than classrooms. The current language spoken by the society is taught in a way that reflects its culture. Text and dialogue selections are made accordingly.

The most important part of the discussed methods is the usage of Cognitive-Code Method related to our study. CCM was developed by cognitive psychologist John Bissell Carroll and applied linguist Kenneth Chastain in the 1960s, with the influence of the views of cognitive learning theorists Ausubel and the famous linguist Chomsky. It is generally a reaction to behavioural language teaching. He argues that language is not a product of habit, but a creative process. What distinguishes the cognitive learning method from other methods is the storage of new information in a foreign language and the acquisition of new meanings and ties with old information. In order for meaningful learning to occur, a new learning must integrate with what has been learned before. The principles of the CM can be summarised as follows: • Language is the whole of productive and communicative systems. • Emphasis should be placed on meaningful learning instead of rote-based mechanical learning. • Grammar rules should be taught inductively and deductively. • Grammatical rules are psychologically real and must be taught. • Four basic language skills should be given equal importance so that the individual can learn and use the language creatively. Features of Use of CM - Language teaching program is prepared in a meaningful way around the grammar rules of the target language. In addition to group work, individual activities are included. Induction and deduction are used in teaching grammar rules, and the rules are taught with comparisons and explanations in the mother tongue. Instead of mechanical learning by rote, teaching is carried out through active memory-forming techniques and imitation. All four basic skills are given equal importance, and pronunciation is taught alongside them. In order to prevent the mistakes made by the student from gaining memory, the mistakes are immediately corrected in a way that does not break the motivation of the student. Lesson starts are made with 'teaching the rule of the day' through

deduction. As a teaching tool, textbooks, other tools are used as much as possible. Games are also included in exercises and reinforcement practices. Student-centered teaching is done; the teacher is in the guiding position.

The methods used in language teaching claim to teach the target language in the best way. However, the continuous development of alternatives to these methods shows that there is no single and perfect method. In order for the methods to be successful, besides the usage characteristics, the personal characteristics of the target group, the language spoken in the teaching environment, the economic and social situation etc. It is necessary to adapt and develop the usage characteristics of the method, taking into account some factors such as foreign language teaching techniques have been developed to teach western languages. Considering the origin of languages, specific teaching methods should be developed for languages other than Indo-European language family. Since each language has its own syntactic, morphological and phonetic features, all languages to be taught as a foreign or second language should have their own teaching methods. It is not possible to teach the language, which is in constant development and change with humanity, in a single and static method. For this reason, the method to be used in teaching should adapt to these changes and should be in continuous development.

The method used in TEFL or TESL is determined by factors such as students' proficiency levels, goals, and the teaching context. To meet the various needs of English language learners, effective language teaching frequently involves a combination of methods. We indicate learning English as a foreign or second language when we say students' language proficiency levels.

1.6. Cognitive-Linguistic Approach to the Analysis of Language Units

The most important instrument and mechanism displaying how we relate to the outside world or one another is language. Without language, we are unable to express ourselves or share our views. Language plays a significant role in the development of human thought according to Vygotsky. But without language, we don't say no development takes place. Because, there are other mediators, tools, or semiotic systems like colour, music, graphics, architecture, and others. But language is the most important semiotic system in the Vygotskian approach. We express our thoughts with the help of language.

Cognition is another important part of Cognitive Linguistics, and it's fundamental to the human mind. It's all about mental processes, which are what allow us to understand our existence. Without cognitive abilities, like deep thinking and using language, scientific progress

wouldn't be possible. In simple terms, cognition involves thinking, learning, remembering, and language use.

Using a cognitive approach in learning and teaching means we mainly aim to grasp information and concepts. However, it's important to note that cognitive approach goes beyond mere comprehension; it involves a deeper level of understanding or cognition. When we break down and reassemble knowledge with logical connections through a cognitive approach, it often enhances our grasp of the subject matter and common sense. While the term "cognitive approach" is commonly used in various fields, it's particularly significant in psychology, psycholinguistics, and neurolinguistics. Thus, the phrase "cognitive-linguistic approach" is well-known in the field of linguistics. Numerous scholars contributed significantly to the development of this linguistics approach. Ronald Langacker, as mentioned in the introduction, was an early proponent of this method.

According to Langacker (2002), the cognitive-linguistic method relates to how we deeply think, describing how we feel and behave accordingly, as referenced in (Davlatovna, 2021). The cognitive-linguistic approach, according to his thesis, includes all sorts of knowledge, as well as memory, thinking, understanding, motivation, and perception. He also highlights memory as a critical component of the cognitive-linguistic approach. According to Kate McGilly (1996), students often don't reach their full learning potential because they rely on memorisation without understanding. To better prepare students for higher education and the competitive job market, they should be taught cognitive skills. These skills encompass areas like social, problem-solving, organisational, and study skills and should be integrated into all subjects.

The subject of Cognitive Linguistics has substantially broadened the methodologies available for examining language and language units independently. In his cognitive linguistic investigation of the vocabulary and its semantic architecture, Robert (2008) notes that "sense is interpreted in extremely varied ways according to common devices." Separate units, on the other hand, might have several meanings and represent more than simply a referent. As a result, a single word might have multiple meanings. The colour yellow is a well-known example of this claim.

1. The Sun is of yellow colour- the word "yellow" has been used in its original direct meaning – as a colour.

2. He becomes such a yellow when he watches horror films- "yellow" here serves as an idiom with a colour component. It has been applied in the metaphorical meaning or in other words.

In contrast to Robert's belief that a concept's meaning is a component of hierarchical design, Langacker (1991) claims that meaning is encyclopedic and hierarchical. A cognitive linguistic technique can be used to perform other types of language unit analysis. For example, linguistic components can be analysed in terms of their parts of speech or the contributions they make. For example, the word "mean" can have multiple diverse meanings.

1. Mean as a noun expresses a mathematical expectation, the average of something;
2. Mean as a verb denotes to convey, to signify, to refer to;
3. Mean as an adjective is used in the sense of unkind, unfair, shabby, vile, hard etc.

These examples reinforce the idea that a cognitive-linguistic approach to language unit analysis focuses on the semantic meaning and demonstrates its role in language. It also underscores the importance of analysing language units thoroughly.

Finkbeiner and Nicol (2003) say that, language units must be studied in semantic clusters. And Seal (1991) adds that when words are studied in semantic sets, analysing one word can aid the understanding of another, and it helps distinguish words with similar meanings.

In linguistics, it's more appropriate to use the cognitive-linguistic approach. This approach has sparked numerous discussions about the connection between language and the mind. Some theoretical articles delve into this topic, while others draw from real-life language usage in various cultures to explore whether language shapes the mind. Langacker (2006) has notably framed this idea successfully. The remaining research directions focus on the conceptual structure found in specific language objects, particularly prepositions.

Psychologists and psycholinguists continue to diligently and cooperatively investigate how language is employed for describing mental representations using a cognitive approach to analysing language. The following stage is to investigate not only concepts and representations but additionally cognitive processes including the ones utilised in problem-solving. It reveals how language and the mind interact by taking new perspectives on old themes.

In this regard, the question of the link connecting language and thought might be more explicitly described as follows:

1. How much of our language reflects our thoughts?
2. How do units of language map in human brains, and how are they selected?
3. How can we make sense of polysemic language units? What are our interpretations of things in discourse (spoken or written)? (Davlatovna, 2021)

The cognitive approach seeks concise responses to significant concerns that are critical for understanding and effectively using language units. Cognitive linguists do not have a comprehensive answer to these questions. In order to analyse and comprehend language components, the cognitive-linguistic approach requires deep thinking and common sense.

As Mast (2013) points out, it's an appealing concept to employ analytical results to gain insights that go beyond linguistics and benefit various fields of cognitive science research. The symbolic thesis and the usage-based thesis form the foundation of the cognitive-linguistic approach. According to the aforementioned model, an individual's awareness of language and the mental structure of units of language are formed by their involvement via reality application situations.

According to Evans and Green (2006), there are two types of cognitive models employed in the field of Cognitive Linguistics for examining language units: inventory-based approaches along with the so-called "Language Subsystem Approach" (LSA). Cognitive grammar and constructional techniques are inventory-based approaches to accounting for an entire inventory of symbolic units. Furthermore, in these two types of models, we mentioned a variety of cognitive linguistic methods for grammaticalisation that are advised in various ways by cognitive linguistic theory. There are some other components of the cognitive approach to linguistic unit analysis. Their findings show that the cognitive model expresses the speaker's knowledge of the language as a structured inventory of conventional symbolic components. This structured concept distinguishes between open-class and closed-class symbolic parts, and these are additionally depicted as a division across lexical and grammatical subsystems.

Kövecses (2001) adds an important perspective by offering an in-depth discussion of the study's use of language items, especially the use of figurative language components. He considers the notion of "motivated meaning" to be the central pattern that guides Cognitive Linguistics. This method has been shown to be successful for investigating and teaching linguistic units.

Cognition is a complex process that involves many mental operations. Recognising symbolic units like idiomatic terms is a difficult task that requires cognitive perception. This is due to the idiom's multifaceted scene. Idiom's cognitive representation necessitates an understanding of its outer and deep layers, a process known as the idiom's divided conceptualisation. For example, white snow is an idiom, and it may be read literally as well as figuratively.

1. White snow - snow is white. This is the literal meaning of snow;
2. White snow – an innocent person. White may figuratively denote an innocent person.

As we can see from the examples above, comprehension may be difficult to achieve if one is unfamiliar with the cognitive perception of symbolic language. Idioms do not always make literal sense. We have to become acquainted with the significance as well as usage of every idiom. Similarly, the idiom "to have bigger fish to fry" has several interpretations: "To have bigger fish to fry" indicates that you have more important tasks to complete. It is used with no article due to fish being plural in this context. "Sorry, cannot go with you, have got greater fish to fry." It can also have a literal meaning. Understanding the literal or figurative meaning of a word can be difficult at moments. Context may assist with solving the issue.

Vyvyan Evans and Melanie Green, well-known figures in Cognitive Linguistics, provide an unambiguous guide to the concept of "cognition". They define "cognition" as the mental processes that are responsible for acquiring and managing knowledge, which includes aspects such as thought, judgment, reasoning, solving problems, memory, understanding languages, and production. These complex processes are being studied in a variety of fields, including philosophy, psychology, cognitive science, the field of neuroscience, and computational science, and different aspects of them have been taken into account in each.

Cognitive linguists understand cognition as a set of psychological mechanisms that aid in the derivation of idiomatic meanings. They are opposed to simply recalling idioms, claiming that those linguistic units are complicated and require a different approach. Idioms are acquired and become familiar through practice rather than being explicitly taught in the traditional sense. Students should be able to use cognitively recognised idioms in a context. Cognitive Linguistics thoroughly studied and analysed this case, and as a result of this, a new cognitive linguistics approach was implemented in the field of linguistics.

Idiomaticity has become a goal and an important part of Cognitive Linguistics in recent years. Cognitive Linguistics is a relatively new field of study, and it is closely related to Cognitive Science. It has emerged in the late 1970s. Ronald Langacker, Charles Fillmore, George Lakoff, and Leonard Talmy are regarded as the main inventors of Cognitive Linguistics. These linguists wanted to explore a research direction that opposed the widely accepted belief that linguistic patterns could be exclusively explained by specific structural features unique to a particular language. So, doing this they took a different approach that challenged the idea that language structures are self-contained and not influenced by broader cognitive or universal factors.

Unlike many other scientists, Evans and Green argued that language has a deep intellectual link to broader human abilities such as categorisation, interactional function, pragmatic competence, schematisation, and more. They believed that there was a strong link

between language and basic human cognitive functions. They claimed that language and the human mind are inextricably linked as a result of these beliefs. (Evans & Green, 2006) Langlotz (2006) indicates investigating the cognitive mechanisms beneath the interpretation of actions and phrases is one of the most significant fields of study in terms of mental processes in the broader realm of Cognitive Linguistics. It also means that comprehending the way our minds organise and make connections between language and actions is a vital component of cognitive study in linguistics.

Cognitive linguistics takes the position that our comprehension of language and thought is inextricably connected with our experiences in life. When it comes to cognition, we form opinions about the world through our experiences, and language allows us to express these opinions. Language, in essence, serves as the verbal manifestation of our mental processes. This viewpoint contends that when we think about something, we have an immediate connection with the actual, objective world, and our words then indicate our thoughts and refer to the world we've just intended. This viewpoint denotes that cognitive understanding and intuitive insight often intersect, as both require a deep level of comprehension to make sense of the world and express our thoughts effectively.

Cognitive linguistics holds that our thoughts are shaped by our lived experiences, contradicting traditional notions of cognition that emphasise acquiring knowledge about the external world. French philosopher Maurice Merleau-Ponty put this concept into practice in his 1945 book "Phenomenology of Perception." Merleau-Ponty contended that, as humans with bodies, we perceive the world through our embodied experiences rather than our abstract thoughts, thereby establishing a direct connection with our surroundings. Unlike Descartes, Merleau-Ponty argued that we are not separate minds and bodies, but rather beings whose understanding of the world is enhanced by our bodily engagement with it. (Stolz, 2015)

So, we do not gather information about the world directly through our minds as human beings. Our bodies provide us with information about the world. Our embodied experiences form our comprehension and create interpretive cognitive structures that impact how we interpret the world around us. So, we are all in agreement that there exists a strong bond between our bodies and minds.

"We do not think about the world from some position beyond the body or outside of it, but something we "inhabit" because our being is necessarily present in it and involved with it," says Stolz. (2015) It means, we don't view the world from a separate, external standpoint, but we do it through our physical presence and engagement. Our understanding of the world is shaped through our bodies. Therefore, the world we think and talk about is not the objective,

physical world; it is a conceptual world formed by our lived experiences in the real world. Our interpretation of the world is influenced by our physical and sensory experiences, making it impossible to achieve a wholly objective view. As a result, language instead of the actual, objective world speaks about a conceptual world created as an outcome of our bodily experiences.

These techniques have frequently been found to be applicable to a wide range of linguistic patterns, which include the utilisation and understanding of idiomatic phrases. Idioms and metaphors are cognitively interesting, which justifies continued research into them, especially given their relation to the procedures involved and how these are viewed.

Idiomatic understanding evolved to suggest that they can be broken down into individual components, and this cognitive approach gives insights into the nature of idioms. It means that the elements of an idiom are able to be linked to the fundamental ideas or domains that underpin the idiomatic expressions, inevitably influencing the intended meaning. Scholars such as Cacciari and Tabossi (1993), Gibbs (1994), and Glucksberg (2001) support this viewpoint.

New idiom processing models emerged, such as the Direct look-up model (Glucksberg, 1993), which defines idioms as statements with arbitrarily assigned meanings. Thus, it can be said that "idioms can be comprehended merely by regaining the meaning of an idiom as a whole."

The direct look-up model is comprised of three distinct perspectives: the idioms list hypothesis (Bobrow & Bell, 1973), the lexicalisation hypothesis (Swinney & Cutler, 1979), and the direct access hypothesis (Gibbs, 1984). According to Cognitivist theory, this meaning can be retrieved through a variety of cognitive processes and mechanisms, such as embodied experience, mental mappings, and the image schematic structures that support idiomatic figurative language. To understand an idiom, a metaphor, we should use our previous experience and knowledge, but we ought to additionally employ our sense of intuition to get the meaning from the combination of words.

Idioms are flexible. If idioms lack lexical substitutions, syntactic operations, and semantic productivity, they can be noticeably modified. It is determined by the extent of compositionality of idioms: If an idiom is more compositional, it becomes more sensitive to syntactic changes. It is likely to argue that if their lexical elements are changed, the idiomatic meaning disappears and the sentence is incorrect. Word substitution or grammatical changes are not permitted.

Understanding the essence of idioms is a major challenge, mainly because traditional non-compositional idioms don't have clear relationships between their constituent words and the intended meaning. The cognitive approach is vital for exploring how language structures activate mental processes and enhance effective communication. It was explained by (Evans & Green) that "the language study stems from the assumption that language reflects patterns of thought; it means, to study patterns of conceptualisation." (2006) This point of view is important for a thorough examination of the thought patterns associated with language use. Because dealing with idioms with a colour component is difficult, the survey's importance for determining structural and important patterns has become even more apparent.

Another problematic issue is the ongoing discussion of idiomaticity as time passes, where some incorrect connections in terms like metaphor and simile may be seen. Idiomatic expressions, unsurprisingly, are regularly referred to as "dead metaphors." When compared to metaphors, these metaphors were once widely used, but they got conventionalised in usage.

Lakoff and Johnson (1980) define conceptual metaphors as "metaphorical concepts that are cognitively made by mapping a concrete source domain into a more abstract target domain" and developed to facilitate access to an abstract entity. When there is a connection between the target and source domains, it may be utilised for drawing metaphorical inferences about a constituent. Lakoff (1993)

Cognitive routines, according to Langlotz, are activities that have grown more deeply ingrained and automated, earning them the status of units. As an outcome, entrenchment has to be regarded as a continuous process. (Langlotz, 2006) In contrast to the common belief, entrenchment implies that an idiomatic expression is continually motivated over time, which Langlotz was unaware of: "Idioms are defined as institutionalised symbolic units, the conventionally reproduced association of the literal constituents with the figurative idiomatic meaning can be directly acquired by any speaker who learns a given idiomatic expression." (Langlotz, 2006) Cognitive linguists' approach idiomaticity in diverse ways, acknowledging multiple interpretations of idiomatic terms. They view these terms as polysemous, meaning that they have interconnected meanings reflecting a person's inner reality, rather than being homonymous, where meanings are separate but related. This approach recognises the complexity of idiomatic language and its connection to human experience.

Cognitive perception of idiomaticity provides effective methods for comprehending and remembering idioms with a colour component. Because these meanings are not arbitrary, educators are not required to rely solely on memorisation. Learning the underlying metaphors makes it easier for students to understand and remember these idiomatic expressions. Langacker

(2000) provides valuable insights into the process of structuring mental experiences in understanding idioms through the use of transitory (not entrenched) and recurrent cognitive events. (entrenched cognitive routines)

According to Langacker, as our mind functions as a dynamical network, knowledge exists in certain connection patterns in this network. Entrenchment then emerges as a result of the frequent, intense stimulation of the network of neurons, which strengthens those connections. At this stage, entrenchment results in automatisisation, which implies that the network is directly activated regardless of the frequency and stimulus strength. As a result of mental mapping or object visualisation, entrenchment is the firm establishment of an idiom's meaning or comprehension.

Langlotz (2006) and Langacker (2000) illustrated the process of entrenchment through the example of the mouse metaphor. They showcased how this metaphorical concept, relating the mouse as a rodent and the mouse as a computer device, underwent an innovative semantic expansion. Despite the apparent dissimilarity between these two ideas, the entrenchment process highlights how they can be interconnected and gain meaning through analogy and repeated usage.

The lexical unit (referring to the computer device) becomes automatic once it's widely accepted and conventionalised. As a result, the newly lexicalised unit experiences reduced neural network activity, making the metaphorical transfer less obvious and challenging to detect. This means that the relationship between the literal meaning (the vehicle) and the metaphorical meaning (the topic) becomes homonymous rather than clear, and this is where the process of extending meaning occurs. The shared ground between different parts of the idiomatic expressions, often referred to as the generic space, can persist over time or diminish as the relationship becomes commonly accepted within a specific community. Cognitive linguists like Kövecses (2000) and Lakoff (1986) have gathered idioms and organised them based on their shared concepts. For instance, idiomatic expressions like "to see red," "white heat," and "white fury" all share a common concept: anger. These idioms are seen as conceptually motivated by our general knowledge of the world, leading to a systematic structure that characterises a coherent idiomatic system (Lakoff & Johnson, 1999).

Chen and Lai (2013) provided an instance of fire-related idioms used to convey the emotion of anger by employing FIRE as the source domain and ANGER as the target domain, with the connection ANGER IS FIRE. This means that idioms can be thought of as motivated rather than arbitrary. Furthermore, the relationship between the concepts is known as a conceptual metaphor (Lakoff 1986), and it demonstrates the relationship between fire and

anger. Capital letters are typically used to represent conceptual metaphors. (Deignan; Gabrys & Solska, 1997)

Understanding the conceptual metaphors that underlie idioms, as suggested by Chen and Lai (2013), is key for English language learners to grasp their meanings. This approach relies on prior knowledge, awareness of concepts, and a comprehensive understanding, all of which contribute to the interpretation of idiomatic expressions.

Contrary to what is commonly believed, Gibbs (2007) contends that conceptual metaphors are formed by linguists using their intuition rather than being predefined. Cognitive linguists use their intuitions in order to find associations between language and the mind, image schema, and conceptual metaphors. According to Evans (2007, p. 106), image schema is regarded as an abstract conceptual representation of the embodied experience of daily interaction and observation of the external world. We would like to give more information about metaphors that they are unique. Metaphors have their origins in our socio-cultural assumptions. They are unique because our cultural and social experience is unique as a community. So, when we produce a metaphor this metaphor is a reflection of our unique socio-cultural experiences not necessarily experienced by speakers of other languages or not necessarily experienced by members of other cultures. So, when it comes to the task of translating metaphors words do not carry the exact experience of the world we have. We sometimes experienced such a conflict when we are translated metaphors, we felt that the outcome in the target language is not meaningful.

As the French scholar Lecerle (1990) denoted, metaphors are histories frozen in words. A word freezes history in its framework. And then when we translate it the way history has been frozen in this word does not necessarily reflect the social, historical experience of the readers of another language to which we are translating. The two experiences do not correspond. Just the words correspond if we find an equivalent. When we say the same word in another language, it does not carry with itself the same cultural, social, historical experience. People from different countries probably don't think in the same way. So, it can make translation of metaphors a challenging task. This is where cognitive linguistics comes to help. Cognitive linguistics tells us that language is a means of perceiving the realities. The Sapir-Whorf hypothesis also discusses the same thing. The way we see the world is made possible by the lexicogrammar of our language. We see the world in a unique way because our languages are unique. Our perception is unique. Our experiences are unique. So, metaphors should be translated not by their literal equivalents in the foreign language. Metaphors should be

translated by equivalents of experience not equivalents of language. We have language and experience.

While stating that intuition is a necessary source for hypothesis formulation, Gibbs (2007) inquires cognitive linguists' intuition-based approach because it gives too much emphasis introspection about issues of linguistic structure and behaviour and suggests we should carefully check when developing conceptual metaphors, experiments, and so on.

The initial phase in teaching an idiom or metaphor is to discuss and define the term. While teaching the idiom, the instructor should first ensure that the students possess an accurate mental picture of the term. We supply a few insights into the cognitive linguistic method of language unit analysis, which requires our full attention as well as common sense and previous understanding.

A cognitive linguistic approach entails a careful examination of language units, either individually or collectively. This method examines a linguistic item by concentrating on its flexible points. As a result, the cognitive method has become a more general concept. We reasoned that employing the cognitive linguistic approach in our study made more linguistic sense.

1.7. The Nature of Writing

Writing is a process or action used to express thoughts or opinions. Rivers (1981, p. 294) defined writing as the sequential expression of new ideas or the transmission of information into a new language. Brown (2001, p. 336) asserts that writing is a form of thought. He claims that before publication, writing can be supplied with an infinite number of modifications. Writing is a two-step process, according to Elbow (1973), who is quoted by Brown. (2001, p. 336) Finding the meaning comes first, and then the meaning is translated into language, comes second. What we think is represented in writing. It is suitable that applied linguistics has focused on the improvement of writing abilities over the past at least 50 years. The development of writing skills, whether for students learning English as a first language (L1), as a second language (L2), or students of any other language, must unquestionably fall within the realm of applied linguistics if one is to take seriously the relatively simple definition of applied linguistics as they attempt to solve real-world language-based problems.

Effective writing is more than just our spoken words on paper. We must pay close attention to put our ideas in writing convincingly and understandably. We can write for various purposes, to different types of audiences, and occasions both in school and after graduation, so we should become proficient in a range of writing techniques. Our goal might be to persuade,

instruct (by describing how we handled an assignment successfully), or inform (by pointing out faults in a newspaper article to the editor of the newspaper). Our audience might be fellow students or friends and the occasion is an informal activity. Academic writing is written in a college or university for professors, teachers, and audiences who are interested in academic subjects. The four fundamental components of effective academic writing are coherence, support, solid sentence structure, and unity. A paragraph must be unified, meaning that it must deal with one single idea (the main idea) and that each sentence must be related to this idea. It must be coherent—that is, it must state the main idea clearly—and the sentences that develop the main idea must be arranged according to some logical order that will allow the reader to follow our thoughts through the paragraph without stumbling or backtracking. Finally, a paragraph must be complete. It should develop the main idea fully enough so that the reader will understand what is said. Unity means in good academic writing all the elements work together to achieve a single purpose. Coherence means good academic writing is well organised. There is a logical and clear plan the writer follows that can be easily understood by the reader. Good academic writing offers convincing evidence to support ideas. For this reason, specific details, facts, and examples will be used to support the writer's main point. Good academic writing must follow the standard rules of grammar and punctuation. The writer should demonstrate control over the language and a wide range of vocabulary. The writer will need to decide how to structure a paragraph or essay, as well as what to say and how to say it. The paragraph's development is done through a series of sentences. The essay's development is done in a sequence of paragraphs. When writing an essay, we must keep the concepts of unity, coherence, order, and completeness in mind. Each paragraph should be related to the thesis in some way. Each paragraph's thesis and main idea should be stated clearly. The paragraphs should be organised logically. Furthermore, our readers must understand the idea we are expressing.

The term "topic" refers to a paragraph's major theme. Typically, a topic sentence is used to introduce this subject. It is typically a general idea, and it can be positioned wherever in the paragraph. It would be better to put a major point towards the start of the paragraph for student writers. More professional writers know that it is more productive to put the topic sentence near the conclusion of the paragraph. (Conlin, 1995)

If we read the following student and professional writings, we will notice that experienced writers do not always convey the core point of their paragraphs and essays openly. They may want to indicate or infer the idea instead. It is important to note that the writer must provide enough hints for the diligent reader to determine the key theme. If we try indicating the

main idea as writers, we can be pretty sure that the reader will have enough information to figure out what we meant.

The thesis (rather than the topic) is the main idea in a longer piece of writing, such as an essay. The thesis statement is usually one or more sentences that state the thesis. The thesis statement, like the topic sentence of a paragraph, is frequently put near the opening of an essay. And this thesis statement will be described with the topic sentences of each paragraph.

So, each paragraph will have a topic sentence in addition to the thesis statement. However, the thesis statement emphasises the importance of the essay. The thesis must be clear and manageable. When developing a thesis statement, we will most likely start at a broad level—for example, we may determine that our thesis will be on vegetable gardening. The next phase will be to concentrate on emphasis on pests in vegetable gardens, for example. However, we cannot cover all garden pests in a few pages of writing, nor can we develop a strong thesis statement on such a large topic. As a result, we will have to keep narrowing our focus until we find something we can handle. Perhaps, in the end, our thesis statement will be something like "Some garden pests are as cute as they are destructive." We will then have a manageable controlling idea—cute destructive garden pests like chipmunks, rabbits, and squirrels—that we can develop clearly and thoroughly.

Experienced authors may position the thesis statement later in the essay or towards the end. For our personal writing, we must keep in mind that a good essay has a clear thesis statement, just as a well-written paragraph has a topic sentence. Our objective while reading is to discover the writer's thesis. When writing, our goal is to make our own thesis as plain to our reader as possible. And, at first, our greatest method is to declare our thesis at or near the beginning of our essay.

The second significant similarity between paragraphs and essays is that their key ideas must be explained or developed by the writer. Narration, description, examples, classification and division, comparison and contrast, process, cause and effect, definition, argumentation, and persuasion are some of the most common development methods employed by authors.

The methods employed to developing the core idea are known as modes of development. Despite their differences, all modes of development have a common purpose in written works. That goal is to give the reader the specific facts they need to back up or explain the main idea. As previously stated, the primary idea is a general statement; the development gives specifics to support or explain the main idea.

The writer typically begins with a topic sentence, develops the primary idea through a sequence of linked sentences that completely describe the idea, and closes with a sentence that restates or summarises the main idea.

The use of transitions in writing can aid to preserve unity and logical flow. Examples include, for example, first, second, lastly, however, and next. A sentence can be used to establish a transition between paragraphs. We should consider how these developments impacted the farming community, for example. In this situation, the writer moves from a descriptive paragraph to a paragraph giving examples and the guiding sentence will assist the reader in making the transition.

Although the modes of development are frequently blended in this and other ways, in most compositions, a single mode of development will be dominant. For example, if we are writing a descriptive essay, it does not mean that we cannot utilise instances to demonstrate our description, but it does mean that the aim of the essay and the most of the paragraphs will be descriptive. Alternatively, we may create a cause-and-effect essay in which we describe a set of events that comprise a cause and another event that is the effect. In general, we will learn to be familiar with the modalities of development if we first study them individually, which is how this material is organised. Each chapter that follows focuses on a single mode of development and gathers together paragraphs and essays in which that mode is dominant.

The key notion is not that writing entails a set of procedures to master, as might be asserted for learning to swim; rather, the crucial thought is that writing is not a natural capacity that develops naturally with age. (Lieberman, 1990) Writing entails training, teaching, practice, experience, and purpose, especially for the more complicated composing skills valued in the school. Additionally, if we want to become a good writer, we must keep reading books. To say that writing is a technology suggests just that the way people learn to write is fundamentally different from how they learn to talk, and there is no guarantee that anyone will read or write without assistance.

1.7.1. Exploring Writing in Second Language Contexts and the Challenges of Foreign Language Writing

Writing in second language contexts research in non-English speaking countries has drawn little scientific attention. This can be because of a lack of focus on the topic rather than a lack of educational issues that require attention.

When compared to research on writing in a first language (L1), research on writing in a second language (L2) has not always taken the same path. Applied linguistics is mostly

interested in addressing the writing demands and challenges of L2 students in academic fields. In order to understand how discourse and text are structured and constructed in the context of L2 writing, applied linguists have drawn on the work of sociolinguists, ethnomethodologists, cognitive psychologists, and linguists. They have also looked into the social circumstances where learners learned how to write.

The study on writing in English L2 has been profoundly affected by LI research, some critics have questioned the complete modification of LI research to the L2 context. It is critical to distinguish between methods of research and study findings interpretations. We can say that research methods that are effective in LI situations will also be effective in L2 contexts. The distinction between LI and L2 writing research has become increasingly blurred in recent years. LI and L2 writing research, for example, include studies that use experimental treatments, text analyses, protocol analyses, ethnographic observations, and other methods.

Writing in a foreign language (L2) entails expressing one's opinions and ideas in a language other than one's native tongue. It necessitates knowledge of the foreign language's grammar and vocabulary, as well as the ability to convey meaning effectively. There is a good metaphor for writing: a storm underneath the surface. This is a perfect metaphor to use for writing. We are not able to see what is going on inside a speaker's mind. As we mentioned before, thoughts are abstract notions. Writers have a lot of things going on when they write, and especially those who are writing in a language that is not their own. It should be challenging. They are paying attention to their own language forms such as grammar and spelling, to the mistakes they make in writing, and to the flow of ideas. Writers should manage all kinds of pressure inside. While thinking of writers, we should not forget, there is often a storm underneath the surface. Writing in a foreign language can be difficult, but it is a valuable skill because it allows people to interact with one another in a wide range of cultural and linguistic contexts. It involves the employing of writing techniques such as essay structuring, email composition, and the creation of several different written documents, based on the context and purpose.

1.8. Summary and Statement of the Research Gap

This chapter provides an overview of previous research that explored the unique aspects of Cognitive Linguistics and cognitive-linguistic analysis. The research scope in this field is exceptionally broad. The theoretical and practical foundations of applying cognitive linguistics in teaching, learning, and writing can help readers gain insights into cognitive-linguistic analysis. These studies aimed to establish the relevance of Cognitive Linguistics in general

education. Consequently, this concise chapter has illuminated various aspects of Cognitive Linguistics, introduced different themes within cognitive linguistics, and encouraged readers to delve into research in this specific area.

Despite numerous research endeavours in the field of Cognitive Linguistics conducted in various languages and regions worldwide, regrettably, the same cannot be said for Azerbaijan. While we have come across some related works, such as cognitive-linguistic analyses of English imperatives and the concept of temperature in English and Arabic, there is a noticeable absence of cognitive linguistic analysis concerning advanced students' written output. This represents a research gap in the current study.

CHAPTER 2: METHODOLOGY

In a bid to resolve the research questions provided at the end of the introductory part, we conducted empirical, conclusion-oriented, exploratory research using a predominantly quantitative methodological approach mixed with a qualitative one. Our quantitative statistical analysis of the data has been descriptive and inferential by nature. In our study, we have benefited from using the probability simple random sampling method.

The following sections of this chapter will provide a comprehensive explanation of the population, participants, instruments used in this study, procedure of data gathering, and procedure of data analysis used to answer the research questions outlined in the introduction. This section also emphasises the limitations, and purpose of the study to make a clear description of the results.

2.1. Population and Participants

This study included advanced Azerbaijani learners of English. They were bachelor students have been studying at Azerbaijani universities. The concept of Azerbaijani universities has been narrowed down only to one university due to the limitations.

The average age of participants is 17. 63 females and only 3 males have taken part in this study. There is a big difference in terms of gender in the research. The language of the classes being English, there were some foreign students observed while collecting data. The linguistic level of participants was approximately at the intermediate level. Individuals taking part in the study were divided into control group, the data from this group have been taken from the university's annual essay competition and to the second called experimental group. The data for the second group have been collected by taking part at the experimental groups' lessons. There were 64 undergraduate students taken academic writing and essay writing lessons participated in the research. The number of the students were more than 64. Using random sampling method, we have taken 64 students' personal documents, we refer to the essays here for conducting both qualitative and quantitative analyses. Our observations of experimental groups also undergo qualitative analysis.

2.2. Instruments

The title "Analysing the Written Essays of Advanced Azerbaijani Learners from a Cognitive-Linguistic Perspective" necessitates a thorough examination of the essays, applying concepts from Cognitive Linguistics. There are various elements to consider while performing a cognitive-linguistic examination of an article. Among these elements are:

1. Cognitive schemas are conceptual frameworks used to categorise information. We looked for words or phrases used by writers to trigger specific cognitive schemas.

“Who I am” and “My past experiences” are examples of personal identities

Time, also known as “my lifetime”, “most memorable moments”

“felt joy” and “positive emotions” are examples of happiness

Important occurrences: “important days,” “milestones”

“Lovely moments,” “family days,” and “loved ones” refer to friends and family

“birthday parties” and “holiday celebrations” are examples of special events

Life events include “graduation” and “marriage.”

2. Metaphors are verbal formulations that compare two dissimilar objects, such as “The virus takes the world in its hands.” It figuratively represents the idea that the virus has a significant and widespread impact on the world, much like how someone might hold or control something in their hands. This metaphor is used to convey the virus’s global influence and dominance. We looked for metaphors in the essay and discussed how they affected the writer's message.

3. Pragmatics is the study of how language is utilised in context, including the interaction between speaker, listener, and situation. We searched for the speaker's goals, social interaction in the essay, and implicit signals transmitted through the usage of specific words or phrases. Our primary focus in pragmatics was on identifying speech acts¹ (illocutionary acts), as well as examining hedges and boosters². Additionally, we considered factors such as the situational context, the listener, and the writer.

4. Mental models are mental representations of how real-world things work. They assist people in comprehending, interpreting, and making sense of their surroundings. We carefully analysed the writer's perspective, such as how they identify societal problems and explain the reasons for poverty, within the context of mental models. There are mental models for decision-making, problem-solving, social relationships, and many other elements of life.

5. Language use: Examine the writer's use of language, such as verb tenses, sentence patterns, and vocabulary. Examine how the writer's language choices represent his or her mental state, feelings, and experiences. To present a more detailed and descriptive analysis of language

¹ Speech acts are the actions that people produce when communicating through language. Illocutionary acts are one of the three types of speech acts and it is the utterance's goal or purpose. It represents the communication aim of the speaker.

² Hedges and boosters are linguistic devices used in language. Hedges serve to indicate uncertainty and caution. For ex: “perhaps,” “maybe,” “I think,” and so on. On the contrary, boosters serve to indicate or strengthen a statement, making it more confident. For ex: “definitely,” “absolutely,” “without a doubt,” and so on.

use, we employed a scoring guideline based on WIDA performance levels for English language proficiency.

Table 1. Scoring rubric for the linguistic analysis

	Target (5pts)	Acceptable (3pts)	Unacceptable (1pt)
Contextual background	Targeted performance is evidenced by an analysis that demonstrates candidate's awareness of impact of a full range of contextual factors on language development, e.g., age, language background, educational background, quality of input, and exposure.	Acceptable performance is evidenced by an analysis that demonstrates candidate's awareness of the impact of at least three contextual factors on language development.	Unacceptable performance is evidenced by an analysis that lacks sufficient detail of contextual information related to language development.
Phonological variation and language control	Targeted performance is evidenced by candidate's ability to fully understand, describe, and compare English phonology and the phonological system of the language learner's L1 and to assess learner's control of English phonology.	Acceptable performance is evidenced by an analysis that demonstrates candidate's ability to understand, describe, and compare some features of English phonology and the phonological system of the language learner's L1 and to adequately assess learner's control of English phonology.	Unacceptable performance is evidenced by an analysis that lacks detail or is partly inaccurate. It is unclear whether or not the candidate understands the features of English phonology or the system of the language learner's L1 and can assess phonological control.

Morphological variation and language control	Targeted performance is evidenced by candidate's ability to fully understand, describe, and compare English morphology and the morphological system of the learner's L1 and to assess learner's control of English morphology.	Acceptable performance is evidenced by an analysis that demonstrates candidate's ability to understand, compare and describe some features of English morphology and the morphological system of the learner's L1 and to adequately assess learner's control of English morphology	Unacceptable performance is evidenced by an analysis that lacks detail or is partly inaccurate. It is unclear whether or not the candidate understands the morphological features of English and is able to describe systematic errors made by language learners in a given sample.
Syntactic variation, language control, and linguistic complexity	Targeted performance is evidenced by an analysis that demonstrates the candidate's ability to fully understand, describe, and compare English syntax and the syntactic system of the learner's L1 and to assess learner's control of English syntax and learner's use of structures appropriate to specific genres.	Acceptable performance is evidenced by an analysis that demonstrates the candidate's ability to understand, describe, and compare some aspects of English syntax and the system of the learner's L1 and to adequately assess learner's control of English syntax and learner's use of structures appropriate to specific genres.	Unacceptable performance is evidenced by an analysis that lacks sufficient detail or is partly inaccurate. It is unclear whether or not the candidate understands English syntax or is able to describe syntactical errors made by English language learners.
Pragmatic and sociolinguistic	Targeted performance is evidenced by an	Acceptable performance is evidenced by an	Unacceptable performance is

features of learner speech	analysis that demonstrates the candidate's ability to analyse several pragmatics or sociolinguistic features of language learner's speech and relate these to communicative competence.	analysis in which the candidate identifies and analyses at least two pragmatic or sociolinguistic features of speech and discusses their relationship to communicative competence and language proficiency.	evidenced by an analysis that lacks sufficient detail concerning pragmatic and sociolinguistic features, is partly inaccurate, and fails to discuss relationship of features to communicative competence.
Vocabulary	Targeted performance is evidenced by a candidate's ability to fully describe a learner's vocabulary, both conversational and academic.	Acceptable performance is evidenced by an analysis in which the candidate analyses only one aspect of a learner's vocabulary, conversational or academic.	Unacceptable performance is evidenced by an analysis that lacks sufficient detail. It is unclear whether candidate considered vocabulary or is aware of different types.
Depth of description and analysis	Targeted performance is evidenced by candidate's thorough description and analysis of learner language and a detailed, complete transcription. Candidate uses many examples from the transcript to support	Acceptable performance is evidenced by an analysis of learner language that is sufficiently detailed but which could be more thorough. Transcript is complete, though there may be some inaccuracies. Appropriate	Unacceptable performance is evidenced by an analysis of learner language that lacks detail and that is too often inaccurate. Appropriate terminology is seldom use to describe learner language and the candidate provides

	conclusions about language proficiency based on the WIDA English Language Proficiency Standards	terminology is sometimes used to describe learner language. Candidate provides some examples from the transcript to support conclusions about the language learner's proficiency based on the WIDA ELP standards.	few examples from the transcript to support conclusions about the learner's proficiency and fails to base conclusions on WIDA ELP standards.
Adherence to Conventions	Targeted performance is evidenced by the presentation of a paper that closely follows academic conventions concerning format, citation of sources, style, and mechanics.	Acceptable performance is evidenced by the presentation of a paper that sometimes deviates from academic conventions but whose deviations are relatively minor.	Unacceptable performance is evidenced by the presentation of a paper that generally does not adhere to academic conventions concerning format, citation of sources, style, and mechanics.

The rubric starts by considering the contextual background, considering the impact of different factors, such as age, language background and educational backgrounds, quality of input, and exposure, on language development. The linguistic analysis demonstrates the candidate's awareness of the contextual influences that shape the learners' language proficiency. This item shows how these contextual factors contribute to the learners' overall language development.

The rubric further evaluates the learners' phonological variation and language control. By integrating cognitive linguistic approaches, the item explores how cognitive processes influence phonological acquisition and control in second language learners. The analysis

considers both the similarities and differences between the learners' L1 and English phonology, providing insights into their phonological development from a cognitive perspective.

The analysis also includes an examination of the learners' vocabulary, taking both conversational and academic aspects. By drawing on cognitive-linguistic theories, the item provides insights into how the learners acquire, use, and expand their vocabulary, considering the cognitive processes underlying vocabulary development.

The cognitive-linguistic analysis is supported by a comprehensive transcription and employs appropriate terminology to describe learner language. Examples from the transcript are provided to support conclusions about the learners' language proficiency based on the standards, ensuring the validity and reliability of the analysis.

Finally, it emphasises adherence to academic conventions regarding format, citation of sources, style, and mechanics. The essay closely follows these conventions, although minor deviations may occur. The presentation of the linguistic analysis maintains academic integrity, ensuring the credibility and professionalism of the research.

The rubric was applied to explore the relationship between cognitive processes and language development by integrating principles from Cognitive Linguistics. The analysis considers contextual factors, phonological variation, morphological variation, syntactic variation and complexity, pragmatic and sociolinguistic features, vocabulary, depth of vocabulary and analysis, and finally adherence to conventions.

2.3. Procedure of Data Gathering

In our research, we collected data from the control group using secondary sources. We obtained written essays from 64 bachelor students majoring mainly translation and other fields at the university where this research was conducted. Specifically, 31 of these students participated in the university's annual essay competition held on December 9, 2022, at the same university. The remaining essay samples were collected from the other 33 students by attending their essay writing lessons. The majority of these 33 students participated in the essay competition held at the university. Our data collection methods encompassed observations, interviews with teachers, and the acquisition of students' personal documents.

The primary objective of this research project was to analyse various types of essays and evaluate whether they align with the criteria of cognitive-linguistic analysis discussed earlier in this chapter. We included cognitive schemas, pragmatics, mental models, metaphors, and language use for this analysis. For the detailed analysis of language use, we used a scoring rubric, as we presented earlier in this chapter.

2.4. Procedure of Data Analysis

The data analysis process involved the following steps:

Tables and Graphical Representation

The analysed data were summarised and presented in tables and graphs. The rubric measurement used to categorise the essay output for the qualitative analysis, as we already mentioned the rubric in this chapter.

IBM SPSS Analysis

Data collected from the analysis of essays were entered into IBM SPSS for quantitative analysis. The quantitative data analysis adopted a descriptive analysis using IBM SPSS to describe the spread of the data and also conducted a regression analysis to compare the in-class and competition essay writing.

Scoring Rubric Analysis

We used a scoring rubric based on WIDA standards consisting of 8 elements to evaluate and score the essays, as we included them in the beginning of this chapter. Each essay was assessed using the 8 criteria, and scores were assigned accordingly.

Checklist Analysis

A checklist was used to describe the findings of the qualitative analysis. Table 14 in Appendix B displays the observation of the classes and the data collected from the in-person interview responses. The items used in the checklist were educational background, years of teaching, Academic English Class (Advanced), the topic of the essays (In-class lesson), students' interaction (Engagement), sequence graphic organiser for essay writing (Mind map), and some others.

CHAPTER 3: RESULTS AND DISCUSSION

Being a combined Results and Discussion section, this chapter reports the results of the data analysis outlined in chapter 2 in the Methodology, at the same time it denotes and discusses the most prominent and relevant topic of those detected. The topic after the data analysis evaluates the role of cognitive linguistics in English language teaching related to Azerbaijan.

3.1. A Cognitive-linguistic Analysis of Advanced Azerbaijani Learners' Written Output

We started the chapter with the qualitative data analysis. The findings of the qualitative analysis that was done employing a table for the analysis are presented in this section of the study. We took 5 elements in cognitive-linguistic analysis into consideration: Cognitive Schemas, Metaphors, Pragmatics, Mental Models and Language Use.

Table 2. Students' cognitive-linguistic analysis result of the essay competition

Participants	Cognitive Schemas	Metaphors	Pragmatics	Mental Models
N=31	N=31	N=12	N=31	N=27

We want to give some examples from the analysis of the essay competition. Let's start with cognitive schemas. The day before my most memorable day, my father who wanted to grant my wish and surprise our family, made a reservation for us to fly on one of the balloons in Cappadocia, which Turkey was famous for, the sentence involves cognitive schemas. There are some cognitive schemas in this example: 1. Family Event: A family event is a cognitive schema in which your family gathers for a special occasion. 2. Surprise: A surprise is a cognitive schema associated with unexpected and exciting events. 3. Travel Adventure: Booking a balloon trip in Cappadocia is a cognitive schema associated with travel and adventure, which includes visiting new and fascinating places. 4. Wish Fulfillment: The author's father's desire to satisfy their request is a cognitive schema tied to family relations and personal fulfillment.

The second element in our cognitive-linguistic analysis is the use of metaphors. In the context of "He closed his eyes to the world," the intended meaning of he died is a conceptual metaphor. It euphemistically represents the act of passing away or dying, comparing it to the closing of one's eyes to the external world. In this conceptual metaphor, death is conceptualised in terms of sleep.

Another sentence "I opened a new page in my life" is an example of the "LIFE IS A JOURNEY" conceptual metaphor. In this example, various stages or phases in life are

understood and expressed as a journey or path. Opening a new page represents the beginning of a new phase or chapter in one's life. This metaphor is mostly used to represent the concept of personal development, progress and transformation.

“I had butterflies flying in my stomach. Enjoyment coupled up with adrenalin and happiness. I could never forget those feelings.” This participant was happy because they flew in one of the balloons in Cappadocia. Her father granted her wish. She wanted to explain her happiness with the sentence “I had butterflies flying in my stomach.” In general, she was happy. Because it was her dream to fly in one of the hot-air balloons. So, from the analysis of the situation we can see I got butterflies flying in my stomach may not be considered the exact transformation of her feelings. It is a common expression that metaphorically describes a feeling of nervousness, excitement, or anticipation. It suggests a fluttery sensation in the stomach, often associated with heightened emotions. This expression can be used in various situations where someone is feeling nervous or anxious. It is important to note that no single expression can perfectly encapsulate the complexity of human emotions. We arrived at the decision that the girl was happy due to the flight in one of the hot-air balloons in Cappadocia only by reading the essay.

“Maybe, it would be one of the ordinary days, but I had a call and I took it” in this sentence pragmatics comes into play. “Maybe” is the hedge in this sentence. It shows a degree of uncertainty or hesitation in this example.

In another line, "I felt the energy and was inspired by it," pragmatics is used to assess the meaning of the sentence in context. Pragmatics aids in communicating that the speaker's inspiration is tied to the energy they felt. It involves understanding the implied connection between the two states, as the sentence does not explicitly detail how feeling energy led to the inspiration.

This sentence also includes a mental model. There is a mental model that describes the cause-and-effect link between feeling energetic and being inspired. It implies that the speaker's inspiration was influenced by the presence of energy. This mental model depicts how internal states (emotional or motivational states being inspired) can impact external states (feeling energetic).

In this sentence, “After this accident I never ever in my life went somewhere without asking my parents. It was a good lesson,” the sentence implies a mental model. The sentence outlines a specific incident (the accident) that caused the individual's conduct to change. A cause-and-effect relationship is involved in this mental model:

- 1) Cause: the accident

2) The individual's decision to never go anywhere without first consulting their parents in the future.

This mental model illustrates how a particular experience (the accident) shaped the person's thoughts and actions. It shows how our mental models, or internal representations of circumstances and events, can alter our behaviour and decision-making depending on previous experiences.

“I was relaxed because I believe in my father.” There is an implicit mental model related to trust and belief. The mental model can be described as follows:

- 1) Belief in father: The individual has a deep trust and belief in their father.
- 2) Effect: This belief in their father leads to a sense of relaxation or calmness. This mental model illustrates one’s beliefs and trust in someone. In this case, the father can influence their emotional state and behaviour, the person’s belief in their father serves as a foundation for their relaxation, as they feel secure and confident in their father’s support and guidance.

In this sentence, “They made me the happiest person in the world” there is an implied mental model related to the emotional impact of the actions of they (presumably) someone who did something positive for the speaker.

- 1) Action of “they”: They did something or had a positive impact on the speaker’s life.
- 2) Effect: The speaker experienced an extreme level of happiness, being described as the happiest person in the world. It reflects how external events or actions can influence one’s emotional well-being.

Table 3. Students’ cognitive-linguistic analysis result of the in-class essays

Participants	Cognitive Schemas	Metaphors	Pragmatics	Mental Models
N=33	N=24	N=20	N=32	N=31

The phrase "It does not matter where people find friends, it is important to find the true person for yourself" appears to involve cognitive schemas in one of the in-class essays: The concept of "finding true people for yourself" implies a cognitive schema related to the qualities or criteria people use to evaluate and establish meaningful friendships. It implies that people have preconceived notions or expectations about what defines a valuable and true friendship.

The most engaging component of our research was the pleasant trip of searching for metaphors. Here are some samples of in-class writings that have undergone cognitive-linguistic analysis. Throughout the investigation, we came across conceptual metaphors in both in-class

and competition essays. In "I think we can't go away with the problems," for example, the participant utilised this metaphorical framework to represent the idea that since we can't avoid barriers and challenges on a journey, we can't entirely avoid troubles in life. The conceptual metaphor "LIFE IS A JOURNEY" was utilised here.

Another research participant described life as a journey, and relationships are seen as a part of that journey with potential downsides in another example, "There are some drawbacks about relationships."

Another statement "People's happiness firstly results from their happy families" employs a conceptual metaphor. The conceptual metaphor "HAPPINESS IS A RESULT" is used. Happiness is viewed as the result or outcome of specific conditions or factors, with "happy families" being one of them. It also includes the metaphor "FAMILIES ARE SOURCES OF HAPPINESS," which implies that families are the source of happiness. The sentence also demonstrates a cognitive schema in which happiness is associated with the concept of "happy families."

"Person can have a glow up and glow down. It's depend on them." We extracted the sentence from the essay sample without making any changes to the wording. The concept of a "glow up" and "glow down" often refers to a person's transformation or changes in appearance, attitude, or overall well-being. To express the idea more smoothly, the person could use: "Individuals have the ability to experience a glow up or a glow down, and it depends on their choices and actions." The concepts of "glow up" and "glow down" can be considered spatial metaphors. These terms metaphorically use the idea of illumination or brightness to describe positive changes in appearance, attitude, or well-being ("glow up") and negative changes or a decline in these aspects ("glow down").

"Her ideas or thoughts influenced me" is an expression of the conceptual metaphor "IDEAS ARE FORCES" or "THOUGHTS ARE FORCES." This metaphorical concept argues that ideas and thoughts, like physical forces, have the ability to influence a person's thinking or behaviours. This metaphor conveys the idea that abstract concepts such as ideas and thoughts can have a real-world consequence.

Another example, "Traumas leave a deep cut and become a scar afterwards" contains a conceptual metaphor. It uses the idea of a physical injury (a deep cut) to represent emotional or psychological damage (traumas) and the lasting impact (a scar) that these traumas can have. So, this metaphorical expression helps convey the idea that emotional wounds can leave lasting effects on a person, similar to how a physical cut can leave a scar. In this example, "TRAUMAS ARE EMOTIONAL WOUNDS" conceptual metaphor has been employed. We found several

examples of conceptual metaphors but were unable to analyse them all in this short piece of writing.

The inclusion of pragmatics is one of the components of cognitive-linguistic analysis. "All of these, I mean, surgeries, operations have a great deal of effects on victims' life. The word victim is used in this case, which has a negative connotation. This word denotes that the effects of procedures are often unpleasant or harmful. The word victim could be regarded as a pragmatic choice for conveying a specific viewpoint on plastic surgery. It also touches on a bigger philosophical metaphor: "MEDICAL PROCEDURES AS LIFE-ALTERING EVENTS." In another case, the sentence "Have you ever thought why some people are silent, non-sociable, and keep themselves to themselves while others are the vice versa?" contains a pragmatic indirect speech act. The pragmatic speech act is a rhetorical question. The writer's objective is to bring the reader's attention to the subject matter of the essay, prompting them to consider the disparities in sociability among people. It is an effective strategy for setting the tone for the essay's discussion. Many examples of rhetorical questions were found. We feel that employing rhetorical questions in essays is one of the most successful strategies to incorporate pragmatics into essays in order to engage readers, underline crucial points, and create a conversational tone.

From a cognitive linguistic standpoint, analysing the statement "Parents have seen every face of life" entails a mental model that it reflects: Parents are seen as people with a wide range of life experiences. Based on their experiences, this mental model may influence how people interpret the advice, guidance, and support that parents may provide.

I would like to conduct a cognitive-linguistic analysis of this sentence: "When they do like this kind of things parents they aware them or put rules for them but they don't want to pay attention at this time. We can say grandparents most probably help their grandchildren." There are some grammatical issues in the sentences. "When parents notice their children engaging in such activities, they either make them aware or set rules for them. However, there are times when the children don't want to pay attention. In such situations, grandparents often play a crucial role in helping their grandchildren." This revised version addresses the grammar and flow of the original text. The participant tends to think in Azerbaijani, as evidenced by their use of phrases like "put rules" instead of "set rules" and "aware them" instead of "bring awareness." These linguistic choices suggest a direct translation from the Azerbaijani language patterns.

As we mentioned in the Methodology, the fifth element of our cognitive-linguistic analysis is language use. For a descriptive and detailed analysis, we employed a scoring rubric based on WIDA standards. There were 8 elements: We discussed them in Chapter 2.

Table 4 shows the average scores on each of the essays obtained by the annual essay competition held at the university. Essay samples have attentively been scrutinised and analysed. The participants were from different groups and grades. Because of not having comparable prior knowledge of writing an essay, the most important matter is here an unacceptable performance was observed and it is evidenced by the presentation of paper that generally does not adhere to academic conventions concerning format, the style of a descriptive essay and mechanics of it. On the other hand, the depth of description of the topics was appropriate. Another important matter is students had some difficulties in linguistic complexity and morphological variation.

The table 4 variable analysis for the essay competition as seen below show that n=31 participants compete in the essay writing, the spread of the result outcome indicated across the selected variables for the linguistic analysis shows that contextual background accounted for (n=31, target =5, acceptable=21, unacceptable =5). For phonological variation and language control (n=31, target=16, acceptable=11, unacceptable=4). For morphological variation and language control (n=31, target=3, acceptable=15, unacceptable=13). For syntactic variation, language control and linguistic complexity (n=31, target=4, acceptable=18, unacceptable=9). For pragmatic and sociolinguistic features of learner speech (n=31, target=8, acceptable=20, unacceptable=3). For vocabulary (n=31, target=4, acceptable=24, unacceptable=3). For depth of description and analysis (n=31, target=11, acceptable=16, unacceptable=14). For adherence to conventions (n=31, target=4, acceptable=9, unacceptable=18). As seen in figure 2 Variables for Essay Competition Analysis.

Table 4. Variables for the essay competition analysis

	VARIABLES	N	Target (5pts)	Acceptable (3pts)	Unacceptable (1pt)
1	contextual background	31	5	21	5
2	phonological variation and language control	31	16	11	4
3	morphological variation and language control	31	3	15	13
4	syntactic variation, language control and linguistic complexity	31	4	18	9
5	pragmatic and sociolinguistic features of learner speech	31	8	20	3
6	Vocabulary	31	4	24	3
7	depth of description and analysis	31	11	16	4
8	adherence to conventions	31	4	9	18

The table 5 below, shows the descriptive analysis for the essay competition for Target the mean and standard deviation (M = 6.75, SD = 4.65). For acceptable the mean and standard deviation (M = 16.88, SD = 4.85). For unacceptable the mean and standard deviation (M = 7.38, SD = 5.53).

Table 5. Descriptive analysis for the essay competition

<i>Target (5pts)</i>		<i>Acceptable (3pts)</i>		<i>Unacceptable (1pt)</i>	
Mean	6.75	Mean	16.875	Mean	7.375
Standard	4.65218	Standard	4.85320	Standard	5.527
Deviation	8425	Deviation	2183	Deviation	529
Confidence	3.88932	Confidence	4.05737	Confidence	4.621
Level(95.0%)	6855	Level(95.0%)	8562	Level(95.0%)	129



Figure 2. Variables for the essay competition analysis

Table 6 shows the average scores on each of the essays obtained by attending essay writing lessons of 33 participants. As it is seen from the table, the average scores of the last item - adherence to conventions are better in comparison to the first group. As we observed by analysing personal documents of this group, different types of essays have got from students. They included argumentative, causes and effects, comparison and contrast types of essays.

The table 6 variable analysis for the essay writing lessons as seen below show that n=33 participants compete in the essay writing, the spread of the result outcome indicated across the selected variables for the linguistic analysis shows that contextual background accounted for (n=33, target =11, acceptable =22, unacceptable =0). For phonological variation and language control (n=33, target=24, acceptable=6, unacceptable=3). For morphological variation and

language control (n=33, target=7, acceptable=20, unacceptable=6). For syntactic variation, language control and linguistic complexity (n=33, target=9, acceptable=19, unacceptable=5). For pragmatic and sociolinguistic features of learner speech (n=33, target=20, acceptable=13, unacceptable=0). For vocabulary (n=33, target=8, acceptable=24, unacceptable=1). For depth of description and analysis (n=33, target=20, acceptable=13, unacceptable=0). For adherence to conventions (n=33, target=19, acceptable=11, unacceptable=3). As seen in figure 3 Variables for Essay Writing Lessons' Analysis.

Table 6. Variables for the in-class written essays

VARIABLES	N	Target (5pts)	Acceptable (3pts)	Unacceptable (1pt)
contextual background	33	11	22	0
phonological variation and language control	33	24	6	3
morphological variation and language control	33	7	20	6
syntactic variation, language control and linguistic complexity	33	9	19	5
pragmatic and sociolinguistic features of learner speech	33	20	13	0
Vocabulary	33	8	24	1
depth of description and analysis	33	20	13	0
adherence to conventions	33	19	11	3

The table 7 below, shows the descriptive analysis for the in-class essay writing for Target the mean and standard deviation (M = 14.75, SD = 6.67). For acceptable the mean and standard deviation (M = 16, SD = 6.18). For unacceptable the mean and standard deviation (M = 2.25, SD = 2.38).

Table 7. Variables for the in-class essay writing analysis

<i>Target (5pts)</i>		<i>Acceptable (3pts)</i>		<i>Unacceptable (1pt)</i>	
Mean	14.75	Mean	16	Mean	2.25
Standard Deviation	6.67083	Standard Deviation	6.18754	Standard Deviation	2.37546
Confidence Level(95.0%)	2032	Confidence Level(95.0%)	5094	Confidence Level(95.0%)	9878
	5.57695		5.17291		1.98594
	5143		7152		2517

Regression analysis

We run a regression analysis to compare the differences between the criterial variables for selection of the essays based on contextual background, phonological variation and

language control, morphological variation and language control, syntactic variation, language control and linguistic complexity, pragmatic and sociolinguistic features of learner speech, vocabulary, depth of description and analysis adherence to conventions , using the following criteria for placement of the essays.

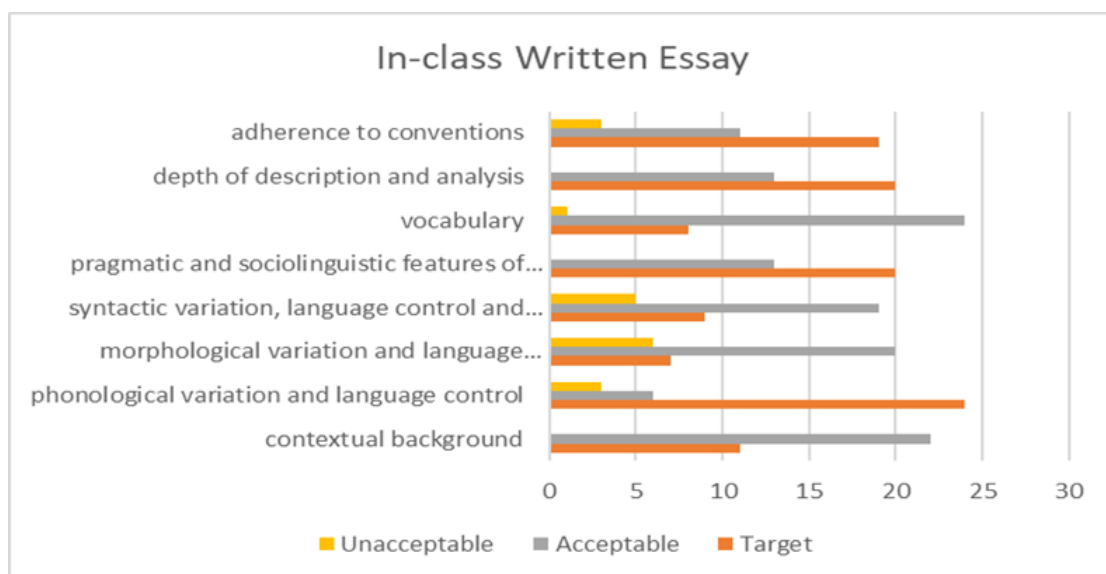


Figure 3. Variables for the in-class essay analysis

Regression Analysis for Target:

The null hypothesis states that there is no difference between the students' essay competition writing and the in-class essay writing for target selected essays. As it is seen in the result of the regression analysis for Target below in table ANOVA result $F(1, 7) = 91.1$, $MSE = 12.05$, $p < 0.02$. We rejected the null hypothesis there is a significant difference at 0.04.

Table 8. Regression statistics for target

<i>Regression Statistics</i>	
Multiple R	0.775647797
R Square	0.601629505
Adjusted R Square	0.535234422
Standard Error	3.171569801
Observations	8

Table 9. Regression analysis for target

ANOVA					
	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	91.1468	91.1468	9.06135	0.023694141
	7	7	7	6	

		60.3531	10.0588
Residual	6	3	6
Total	7	151.5	

Regression Analysis for Acceptable:

The null hypothesis states that there is no difference between the students' essay competition writing and the in-class essay writing for acceptable selected essays. As seen in the result of the regression analysis for acceptable below in table ANOVA result $F(1, 7) = 100.3$, $MSE = 12.84$, $p < 0.02$. We rejected the null hypothesis there is a significant difference at 0.05.

Table 10. Regression statistics for acceptable

SUMMARY OUTPUT

<i>Regression Statistics</i>	
Multiple R	0.780188
R Square	0.608693
Adjusted R Square	0.543475
Standard Error	3.279146
Observations	8

Table 11. Regression analysis for acceptable

ANOVA					
	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	100.3582	100.3582	9.333218	0.022367
Residual	6	64.51679	10.7528		
Total	7	164.875			

Regression Analysis for Unacceptable:

The null hypothesis states that there is no difference between the students' essay competition writing and the in-class essay writing for unacceptable selected essays. As seen in the result of the regression analysis for unacceptable below in table ANOVA result $F(1, 7) = 88.9$, $MSE = 12.84$, $p < 0.08$. We rejected the null hypothesis there is a significant difference at 0.05.

Table 12. Regression statistics for unacceptableSUMMARY
OUTPUT

<i>Regression Statistics</i>	
Multiple R	0.644628935
R Square	0.415546464
Adjusted R Square	0.318137541
Standard Error	4.564354646
Observations	8

Table 13. Regression analysis for unacceptable

ANOVA					
	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	88.875	88.875	4.266	0.084419668
Residual	6	125	20.83333		
Total	7	213.875			

Analysing the written output of advanced Azerbaijani learners in both annual university essay competition essays and in-class essays can provide valuable insights into the linguistic and cognitive development of these learners.

Language Proficiency: The in-class essays displayed higher language proficiency as we observed from tables 8-13. We might conclude that the learners had more time to write in-class essays to draft and revise their work.

Academic and informal writing: Based on the results of the competition and in-class essays we concluded that students produced more well-structured and thought-out arguments in the in-class essays. The students in the experimental group became aware of essay writing rules as a result of taking essay writing lessons. We observed it from the comparison of two tables. In Table 4, adherence to conventions was 4 out of 31. So, only 4 participants in the competition followed the rules of essay writing. But in Table 6, adherence to conventions was 19 out of 33. In the in-class essays, individuals adhered to conventions effectively. Students initiated their essays with a clear topic sentence, provided support for their arguments within the body paragraphs, and came to well-structured conclusions. So, in the in-class written essays, students performed well.

Task Performance: There was a slight difference in task performance between the essay competition and the in-class essays. In the essay competition, participants were restricted

to a single type of essay: the descriptive essay. In the in-class essays, we observed a variety of essays, such as cause and effect, compare and contrast, and argumentative essays. The in-class essays were more academic in style, and we noticed a greater depth of description in them compared to the competition essays. However, it is important to emphasise that in competition essays, the depth of description was good in general. Those essays were descriptive, participants had opportunities to engage and use cognitive schemas. While writing a descriptive essay, individuals can draw on their cognitive schemas to create bright mental images for the reader. One of the most important elements of a cognitive-linguistic analysis is the use of metaphors. They are fundamental to how people understand the world. It shows how people conceptualise complex and abstract concepts. In the competition and in-class essays, participants used conceptual and conventional metaphors. Everyday language is rich with metaphors. When students draw from their everyday language and experiences, they naturally incorporate conceptual metaphors into their writing as a means of making their ideas more understandable for the readers. Mostly the use of everyday language can be a significant factor for the usage of conceptual and even conventional metaphors in students' essays.

Motivation and engagement: In both the competition and in-class essays students demonstrated high levels of motivation and engagement. We collected a substantial number of essays from students for the in-class essays, and we obtained additional essays from the department's archive for the competition essays.

Cognitive skills: Students often face time constraints that require them to manage their time effectively. Time management is one of the important elements of cognitive skills.

In the in-class essays, students were able to conduct comprehensive research and produce well-informed essays.

3.2. The Role of Cognitive Linguistics in English as a Foreign or Second Language Teaching (in Azerbaijan)

The study of language has evolved significantly through a period from a classical approach in which grammar and vocabulary were taught separately to a more modern approach that stresses communication, meaning, and usage. Cognitive linguistics is a kind of approach that emphasises the significance of mental processes in language acquisition and usage. Because cognitive linguistics is primarily concerned with the link between language and thought. The purpose of this research is to investigate the significance of cognitive linguistics in teaching English as a foreign or second language in Azerbaijan.

Azerbaijan is a multilingual and multicultural country, where the teaching and learning of English as a foreign or second language have become increasingly important. English is widely used in business, academia, and international relations, and therefore, there is a growing demand for the English language in education. However, the traditional methods of teaching English, which focus on grammar and vocabulary, have been criticised for not being effective in promoting communicative competence and real-world language use.

The role of cognitive linguistics in teaching English is that it offers a theoretical framework that might be used in both language teaching and language learning. It highlights the importance of meaning, context, and mental processes in language acquisition and usage. Cognitive linguistics can be used to develop instructional materials, design language courses, and assess language proficiency.

One of the key concepts in Cognitive Linguistics is the notion of prototypes, which are mental representations of categories or concepts. For example, the prototype of the category "fruit" may be an apple or a banana. Understanding prototypes can help learners acquire new vocabulary and learn how to use words in context.

Another concept in Cognitive Linguistics is the importance of metaphor and metonymy in language usage. Metaphors and metonymy are used to create meaning and convey complex ideas in a concise way. Understanding these linguistic devices can help learners comprehend and produce language more effectively.

Cognitive Linguistics also emphasises the importance of context in language usage. Language is not learned in isolation, but in context, and therefore, understanding the context in which language is used is crucial for effective communication. This means that language teaching should focus on real-world language use and situations, rather than isolated grammar and vocabulary.

Implications for English Language Teaching in Azerbaijan: The principles of cognitive linguistics can be applied in English language teaching in Azerbaijan to promote intercultural communicative competence and real-world language use. Teachers can design language courses that focus on prototypes, metaphor, and metonymy, and provide opportunities for learners to practice language in context. Language teaching materials can also be developed that incorporate these principles and provide learners with authentic language input and output. Cognitive linguistics provides a theoretical basis for language teaching and learning. The principles of cognitive linguistics can be used to promote Intercultural Communicative Competence (ICC) and real-world language use in English language teaching in Azerbaijan.

By incorporating these principles into language teaching, learners can develop the skills and knowledge they need to use English effectively in the real world.

One of the key insights of cognitive linguistics is the idea that language is not simply a set of arbitrary symbols with fixed meanings, but rather a dynamic system that is closely tied to our perceptual, cognitive, and social experiences. This means that the meanings of words and phrases are not fixed or absolute, but rather emerge from our interactions with the world around us.

In the context of language teaching, this insight has important implications. It suggests that students should be taught not only the surface-level structures of the English language (such as grammar rules and vocabulary lists) but also the underlying conceptual structures that give rise to these surface-level expressions. For example, instead of simply memorising a list of idiomatic expressions, students could be taught the conceptual metaphors that underlie these expressions, such as the metaphor of love as a journey (as in the sentence "We've hit a rough patch in our relationship").

Another key insight of cognitive linguistics is the idea of construal, which refers to how we mentally represent and interpret our experiences. This means that two people can have very different understandings of the same situation, depending on how they construe it. In language teaching, this insight suggests that students should be taught to recognise and produce a range of different construals, rather than being limited to a single "correct" interpretation of a given expression.

In practical terms, incorporating cognitive linguistics into English language teaching could involve a range of activities and exercises. For example, teachers could provide students with a set of related words or phrases and ask them to identify the underlying conceptual metaphors that link them together. Students could also be asked to analyse a particular situation or expression. These activities could be supplemented with readings and discussions of relevant cognitive linguistic research, as well as opportunities for students to apply these insights to their own language learning and use.

Incorporating cognitive linguistics into EFL/ESL teaching can help students develop a deeper understanding of the language and how it is used in different contexts. For example, cognitive linguistics emphasises the importance of conceptual metaphor in language, which can be particularly helpful in teaching idiomatic expressions and figurative language.

Additionally, cognitive linguistics can be used to help students improve their writing skills by teaching them to pay attention to the way language is structured and how different linguistic features contribute to meaning. For example, students can learn to analyse the

syntactic structure of a sentence to better understand its meaning and to construct their own sentences more effectively.

In Azerbaijan, where English is mainly a foreign language, incorporating cognitive linguistics into EFL teaching can be particularly valuable in helping students bridge the gap between their native language and English. Azerbaijani, like many other languages, has its own unique set of linguistic features and conceptual metaphors that can influence how speakers of that language understand and use English. By teaching students about the underlying principles of language and how they apply to English, EFL teachers can help students develop a more intuitive and natural understanding of the language.

In addition, incorporating cognitive linguistics into EFL teaching can help to address some of the challenges that Azerbaijani students face when learning English. For example, many Azerbaijani students struggle with pronunciation and intonation, which can be particularly challenging given the differences in phonetic systems between Azerbaijani and English. By teaching students about the relationship between sound and meaning in English, EFL teachers can help students develop better pronunciation and intonation skills.

Overall, cognitive linguistics offers a powerful set of tools for teaching English as a foreign or second language in Azerbaijan. By helping students develop a deeper understanding of the underlying principles of language and how they apply to English, EFL teachers can help students become more confident and effective communicators in English.

To continue, cognitive linguistics can also assist in teaching English vocabulary by emphasising the importance of conceptual categories and prototype effects. For example, instead of simply memorising a list of synonyms, students can learn vocabulary by understanding the core concepts and how they relate to each other.

Additionally, cognitive linguistics can be used to teach English grammar by highlighting the importance of constructions and usage patterns. Rather than focusing on abstract rules and structures, students can learn how to use language in context and in accordance with the speaker's intentions.

In the Azerbaijani context, the use of cognitive linguistics in English language teaching can provide a more effective and engaging approach that is better suited to the needs and preferences of Azerbaijani learners. By emphasising meaning and usage, rather than rote memorisation of rules and vocabulary, students can develop a deeper understanding and appreciation of the English language.

In conclusion, cognitive linguistics offers a valuable framework for teaching English as a foreign or second language in Azerbaijan. By focusing on meaning, usage, and context, rather

than abstract rules and structures, students can develop a more natural and intuitive grasp of the language. This can lead to more effective communication skills, greater confidence, and a deeper appreciation for the English language and culture.

Among the postulates of cognitive linguistics that deserve special attention in relation to teaching foreign languages in general and English in particular, J. Littlemore highlights the following: - There is no autonomous and clearly specialised system of language acquisition and processing; - being focused primarily on its practical use, the language turns out to be a product of physical interaction with the world; - a certain set of cognitive processes determines the operation of all aspects of the language. At the same time, these processes are also connected with other, types of knowledge; - words are only limited and imperfect means of expressing meanings; – both lexical and grammatical aspects of the language are essentially meaningful, while grammatical meanings are more abstract than lexical ones. (Brown, 2014, p. 1) Here it is necessary to give some explanations regarding a number of the above points. Thus, speaking about a certain system of language acquisition and processing, one should not consider it isolated from the entire spectrum of cognitive processes, on the one hand, and from direct practical activity in the use of language, on the other. Among such cognitive processes, it is possible to single out such as comparison, categorisation, identification of patterns, and conceptual confusion. From the point of view of J. Littlemore, these processes not only affect all aspects of the language, but also go beyond it and are implemented in various aspects of cognition. According to the researcher, the concept of embodied cognition becomes important here, based on the postulates of cognitive science about the relationship between thinking, the functioning of the human body and the environment. According to this theory, the rational activity of a person does not exist independently of the biological characteristics of his body, operating in the world around us. On the contrary, the features of the interaction of the body with the environment to a certain extent determine our perception of reality and its conceptualisation. (Brumfit & Johnson, 2014, p.10; 4) Moreover, from the point of view of a number of researchers, here it is possible to speak about the biological nature of cognition (Demircan, 2013), which is determined not only by the surrounding reality, but by the specificity of the nature of interaction with other people, as well as the expansion of human cognition into the environment when interacting with the latter with using the body (Harmer, 2007). Turning to the practical value of cognitive linguistics for teaching a foreign language, it should be noted a wide range of studies that have yielded positive results in teaching various aspects of the language. So, speaking about English grammar, such aspects, first, were the features of the use of English prepositions. A number of works based on the postulates of

cognitive linguistics, which testify to the connection between the direct physical experience of a person and abstract experience (the theory of embodied cognition), made it possible to explain the peculiarities of the use of English prepositions, such as on, in, at and some others, not only in relation to situations involving physical presence or interaction (e.g., the car is on the road, the fish is on the dish, Nick was at the piano), but also to situations involving abstract, figurative situations (e.g., they were on their own, he is in deep trouble, the teacher was at her to complete the assignment). (Hengirmen, 2006, p. 52; 8) This also includes the use of the considered English prepositions to indicate time intervals in the English language, in the case of which rational understanding of the order of using prepositions presents known difficulties for students, for example: in September, on Monday, at 9 o'clock. Separate difficulties here arise for Russian-speaking students, who are accustomed to the fact that in such cases in Russian the preposition *v* is used: in September, on Monday, at 9 o'clock.

Here one can trace not only the pattern according to which for periods of time approximately equal to a day, the preposition on is relevant, while for longer ones - in, and for shorter ones - at, but also a number of patterns of metaphorical spatial perception of time. In the case of long time intervals, the situation is conceptualised in accordance with the three-dimensional "container" scheme (in September, cf. the object is in the container), for time intervals approximately equal to a day, the relevant two-dimensional "surface" scheme (on Monday, cf. object is on the surface), and for shorter intervals, a one-dimensional "point" scheme (at 9 o'clock, At the tip of the sword). It should be noted here that such explanations, as well as the use of cognitive linguistics in teaching a foreign language in general, should not be expected to have universal predictive power. Rather, it is more legitimate to speak of an exploitative potential that reveals the motivation for the use of certain English prepositions. At the same time, in a different linguo-culture, the schemes and patterns of prepositions used are highly likely to differ, which is due to the emerging features of world perception that are fixed in the language, although the perception of time in terms of space is to some extent characteristic of many linguo-cultures. Speaking about the practical application in teaching the English language of the identified patterns of using prepositions and their rational explanation in terms of cognitive linguistics, it should be noted that here it is possible to widely use various scientifically based visualisation methods for teaching the peculiarities of using the language units under consideration. Since the human brain itself often tries to perceive abstract entities in terms of more specific, accessible to the senses and fixed in the direct experience of interaction with the surrounding reality, such visualisation can be more familiar to the context of a foreign language lesson (various schemes, diagrams, drawings, etc.), (Ağayev, 2006, p. 78)

and more innovative (use of virtual or augmented reality technologies, body language, gestures, dance). (Brumfit & Johnson, 2019, p. 15) In the latter case, it is important to remember that we are not talking about banal entertainment here, but about the purposeful and scientifically based use and combination of new types of experience to solve educational problems. Research in the field of cognitive psychology has shown that, in appropriate educational contexts, the combination of motor and intellectual activity, especially within the framework of a new experience for the brain, contributes to better assimilation, memorisation, and subsequent activation of the studied material. (Harmer, 2007)

English modal verbs, participles, categories of voice, tense, aspect, inclinations and features of time matching. (Ağayev, 2006, p.17–20) The unifying feature here is the attention to aspects of the language that may not be quite logical or rationally explained within the framework of reliance on traditional approaches to the language, which results in the well-known situation with a set of rules that must be “just remembered” and the following behind it is a solid list of exceptions to these rules. On the contrary, within the framework of reliance on cognitive linguistics, the above studies made successful attempts to explain the features of the functioning of certain linguistic phenomena. This is due to the very peculiarity of cognitive linguistics, for which, according to the fair remark of T.G. Skrebtsova, there is a characteristic “explanatory attitude,” when not only the question “How?” is asked, but also the question “Why?”. (Bünyatova & Abdulla, 2000, p. 468) Thus, the very essence of the linguistic theory used here determines the features of the process of teaching a foreign language. Students rationally comprehend this or that grammatical phenomenon, understand its determination by the corresponding conceptual mechanisms and mental structures, which in the future becomes a solid foundation for the formation of basic skills of scientific research and self-education. In turn, speaking about teaching foreign vocabulary, one should first of all note the importance of such concepts of cognitive linguistics as conceptualisation and categorisation. If conceptualisation is, in fact, the process of forming concepts or operational meaningful units of the mental lexicon, then categorisation turns out to be a process of structuring knowledge within a certain category. At the same time, using the results of experimental studies in the field of cognitive psychology, cognitive linguistics has recognised the prototypical principle of organising categories as the scientifically most promising model for describing this process. Based on the theoretical substantiation of the prototypical organisation of categories, on the one hand, and the postulates of cognitive linguistics, on the other hand, a number of researchers have proposed some possible ways of teaching foreign language vocabulary in general and poly semantic words in particular. So, F. Boers notes that one of these ways involves considering

the vocabulary being studied in such a way as to present it in the most memorable form for students. Here, various ways of its implementation in drawings and diagrams become relevant, as well as other visualisation options, including the “identification of the prototypical meaning of a word and the subsequent step-by-step explication of the meanings associated with it in order to reconstruct the corresponding semantic network, including most of the uses of this word” (our translation – S.M.). (Bünyatova & Abdulla, 2000, p. 22-23) Another common way of teaching foreign language vocabulary, in particular, idiomatic expressions, is to identify and demonstrate the connection of such language units with the corresponding conceptual metaphors. (Bünyatova & Abdulla, 2000, p. 21) Here it is necessary to dwell in more detail on this term proposed by J. Lakoff and M. Johnson. Researchers drew attention to the fact that metaphor is not only a phenomenon inherent in such systems as language, music, sculpture, painting, etc., but also in our thinking. (Kumaravadivelu, 2006, p.19) Moreover, the very fact that our cognitive activity is to a certain extent determined by the features of the functioning of the human body, its perception of the surrounding reality and operating in it, turns out to be no less important in the process of conceptualising certain aspects of reality and their subsequent verbalisation in language. Thus, the main mechanism for the formation of a conceptual metaphor here is the conceptualisation of one cognitive area in terms of another.

At the same time, the most frequent pattern, in this case, is the conceptualisation of the more abstract in terms of the more concrete, accessible to our senses. One of the most frequent phenomena subject to this interpretation is time. This abstract essence, inaccessible to direct perception by our senses, is at the same time fundamental in the self-perception of a person in the modern world and society. In addition to the above interpretation of time in terms of space, one of the most common conceptual metaphors that allow us to interpret the phenomenon of time is the metaphor “TIME IS MONEY.” (Ağayev, 2006, p. 28) Indeed, if time, as an abstract phenomenon, is inaccessible to direct perception, then money, especially when it comes to banknotes or coins, is quite accessible to our senses. Thus, the important parameters here are: a) tangibility, the possibility of physical interaction; b) frequency of such interaction; c) value. In the latter case, as noted by J. Lakoff and M. Johnson, the conceptual metaphor under consideration turns out to be close to the metaphors “TIME IS A LIMITED RESOURCE” and “TIME IS A VALUABLE RESOURCE” and is in sub-categorical relations with them (Harmer, p. 30). In the case of the conceptual metaphor “TIME IS MONEY”, it should be noted that even though in English and several other languages, there are almost identically sounding idiomatic expressions (time is money, cf. time is money), a feature of the conceptual metaphor "TIME IS MONEY" is the possibility of its implementation using a wide range of linguistic means. At the

same time, it is important not to forget that since the cognitive activity of a person is determined not only by the features of his neurobiology, and language system but also by the corresponding culture, the patterns of conceptual metaphors do not always coincide in different communities of people operating in different concept spheres and linguistic cultures. (Brown, 2014, p. 66) So, if in the English linguistic culture the conceptual metaphor “TIME IS MONEY” finds its expression in such examples as: to waste time, to lose time, to save time, to invest time, to have time to spare, to budget time, borrowed time, use time profitably and many others (Ağayev, 2006, p. 28-29), in some other linguistic cultures and corresponding conceptual spheres, for example, those that do not have a monetary system or do not attach such importance to it, such a conceptual metaphor, as well as the linguistic means of expression due to it, may not exist. All of the above once again emphasises the importance of considering linguistic phenomena in an authentic context and its conditioning by conceptual structures and the corresponding culture. S. Niemeyer (Krashen, 2019, p.14-15) fully agrees with what has been said. At the same time, as the author notes, due to the frequency of use in conditions of real communication, conceptual metaphors should not be ignored, but, on the contrary, it is important to pay attention to them in foreign language classes. Their similar use within the framework of a foreign language lesson built on a linguo-cognitive foundation, according to the scientist, serves to achieve two goals at once: – increasing students' awareness of the principles of structuring the corresponding elements of language and thinking; – raising students' awareness of intercultural differences. (Brumfit & Johnson, 2019, p. 10-15) S. Niemeyer offers examples of a number of tasks aimed at identifying conceptual metaphors and their manipulative potential in such discourses as advertising and political propaganda.

In addition, tasks are possible aimed at contrasting linguistic examples from two languages with the identification of meanings due to cultural characteristics, and the subsequent definition by students of the corresponding conceptual metaphor. (Brumfit & Johnson, 2019, p. 105) Close to conceptual metaphor and at the same time polar to it is a conceptual metonymy, traditionally understood as the substitution of one essence for another on the basis of contiguity. One of the most striking examples here is the “part-to-whole” relation. Metonymy in a broad sense is an important phenomenon that is related to both language and human cognitive activity, while linguistic metonymy turns out to be a manifestation of metonymic relations at the mental level. Thus, a limited number of conceptual metonymies of a high degree of abstraction determines a wide range of metonymic expressions in the language. (Brown, 2014, p. 109) Based on the fundamental work of J. Lakoff and M. Johnson, it is possible to single out the most significant conceptual metonyms associated with English linguistic culture, among others,

including the following: by Shakespeare); – PART INSTEAD OF THE WHOLE (nice set of wheels for the car); – ACTION INSTEAD OF A COMPLEX EVENT (put the kettle on for the process of making tea); – CATEGORY MEMBER INSTEAD OF CATEGORY (aspirin for any headache pill); – DEFINING PROPERTY INSTEAD OF CATEGORY (we need some muscle here for strong persons); – CONTAINER INSTEAD OF CONTAINER OF BEAM (I'll have a glass for some juice). (Brown, 2014, p. 9-10) At the same time, according to J. Littlemore, such metonymies have several important functions, among which the following can be distinguished: 1) referential (allowing to optimise statements, avoiding excessively wordy descriptions); 2) euphemistic (allowing you to get away from too bright unpleasant associations or categorical formulations); 3) evaluation; 4) the function of distancing (the use of metonyms that are understandable only to a certain group and incomprehensible to others); 5) the function of pragmatic inference (associated with the use of indirect speech acts to achieve a communicative goal); 6) humorous. (Brown, 2014, p. 11-16) At the same time, despite the fact that conceptual metonymy is an important phenomenon of human mental activity, which makes it possible to interpret reality, effectively operate with meanings and, ultimately, verbalise them in the language, it should be noted that, being to a certain extent determined features of the respective linguo-cultures and concept spheres, the templates of conceptual metonymy may differ here. For example, a comparison of the linguistic manifestations of a number of conceptual metonymies used by native English speakers with examples existing in Chinese showed that there are no mechanisms in Chinese that allow one to verbalise a number of conceptual metonymies that are relevant for English linguo-culture, such as PRODUCER INSTEAD OF PRODUCT (I've got a Ford), AGENT INSTEAD OF ACTION (authoring a book), CATEGORY INSTEAD OF ITS MEMBER (the pill for the contraceptive pill), DEFINING PROPERTIES INSTEAD OF CATEGORY (we need some muscle). (Brown, 2014, p. 19) Here, the dependence of the patterns of conceptual metonymy is obvious not only on the peculiarities of human thinking, but also on the peculiarities of the conceptualisation of reality in a certain linguistic culture. Thus, the phenomena of conceptual metaphor and metonymy, being determined by the corresponding cognitive processes, permeate the entire fabric of the language, which, in turn, determines the desirability of attention to these fundamental mechanisms in foreign language classes. At the same time, it is cognitive linguistics that turns out to be the most appropriate linguistic theory for describing and explaining these phenomena, and, consequently, for the educational process that affects them to some extent. At the same time, it seems that when using cognitive linguistics in the context of a foreign language lesson in a language university, it is necessary to understand the

significance of: - rational understanding of the phenomena of language and the features of their functioning in conditions of real communication; - moving away from memorising a set of ready-made rules and exceptions to them in favor of students' independent search for answers to questions about the functioning of certain aspects of the language. In this case, the role of the teacher is especially important: Instead of giving ready-made rules and examples, he can prepare and structure classes in such a way that favorable conditions are created for independent analytical work of students. (Demircan, 2013, p. 41-42) To do this, it is necessary to properly equip students with the necessary set of relevant terms and help them to realise their essence in practice; – attention to conceptual structures and mechanisms that manifest at different levels of language and often act as unifying phenomena for multilevel linguistic units; – consideration of the language not as a set of different isolated levels, but as an integral system, which is used primarily to convey the corresponding meanings and, thus, due to human cognitive activity. Such a view of the problem allows us to productively consider such complex and multilevel categories as, for example, the category of negation, which finds its expression at different linguistic levels and is united by common conceptual foundations, rather than formal features (Harmer, 2007, p. 38-39); - considering the language in its close relationship with extralinguistic ways of communication, on the one hand, and the culture that determines them, on the other. At the same time, as noted above, the involvement of cognitive linguistics often implies a rational understanding of the nature of one or another aspect of the language and independent basic analytical activity. Thus, the student-centeredness of such an organisation of educational work is obvious here, laying the foundation for subsequent research activities, which allows developing the necessary skills of an independent researcher, as well as helping to increase the potential of self-education among students. In turn, speaking about trends in teaching a foreign language, it should be noted a gradual departure from rigid adherence to the principles of communicative learning, especially its controversial aspects such as downplaying the significance of the formal side of the language and focusing solely on the formation of communicative competence. (Hengirmen & Mehmet, 2006, p. 10) The active use of communicative learning revealed some of its shortcomings, such as insufficient attention or even ignoring the grammar of the language being studied in the classroom and, for example, the removal of greatly reduced grammatical material in appendices to textbooks. (Bünyatova & Abdulla, 2000, p.18) Awareness of the need to pay attention not only to intercultural communicative competence, but also to the formation of students' understanding of language as a system, led to the search for more balanced approaches to teaching a foreign language,

which would also include attention to the formal side of the language, its grammar, as well as corrective feedback. (Prabhu, 2017, p. 11)

CHAPTER 4: CONCLUSIONS AND IMPLICATIONS

4.1. Conclusion

We conducted a cognitive-linguistic analysis of both in-class written and competition essays, utilising cognitive schemas, mental models, pragmatics, language use, and the usage of metaphors. Metaphors and idioms play a pivotal role in cognitive-linguistic analysis, as they are deeply rooted in our socio-cultural experiences. If we think we know a language well, we should be able to use metaphors effectively. The students exhibited a limited proficiency in the usage of metaphors. It is highly advisable for students to prioritise the acquisition of metaphorical language skills.

Turning to pragmatics, it holds significant importance in Cognitive Linguistics. While examining the essays, we noted that students, in both in-class written and competition essays, predominantly used indirect speech acts, as discussed in Chapter 3. However, pragmatics encompasses a wide spectrum of elements. The use of rhetorical questions alone does not fully represent a comprehensive application of pragmatics. Students tend to underutilise certain aspects of pragmatics, such as hedges, boosters, and illocutionary speech acts based on the criteria in our research. This limitation can be because of the students' status as bachelor-level learners who may not have extensive knowledge of pragmatics. Nevertheless, there is an opportunity to educate students about pragmatics, especially when teaching essay writing, to enhance their awareness and application of this linguistic dimension.

Regarding language use, the students performed comparatively well in the in-class written essays. During our observation of three groups of students, we noticed that most of them participated in the essay writing competition, as mentioned earlier. It is worth mentioning that one group of students exclusively conversed in English during their lessons, while others occasionally switched between English and Azerbaijani. This observation suggests a connection between writing proficiency and oral communication skills. It underscores the importance of not only excelling in writing but also being proficient speakers of the target language. In essence, students striving for excellence in the target language should prioritise developing both their writing and speaking abilities.

As we know, problem-solving, creativity, critical thinking are the cognitive processes. These cognitive processes we mentioned play an important role in the 21st century. Because of the advancements in technology, the cognitive processes have become increasingly valuable skills. Cognitive Linguistics is closely related to the 21st-century skills, because it improves critical thinking, communication, and problem-solving abilities. Language analysis through a cognitive prism stimulates an increased awareness of thought processes, assisting individuals

in adapting to the complicated rapidly changing environments typical of the twenty-first century. Furthermore, it promotes effective communication and intercultural communicative competence, both of which are necessary skills in today's interconnected global society.

The importance of cognitive processes in academic and real-world scenarios has been revealed by analysing competition and in-class essays. Encouraging students to improve their cognitive processes, such as critical thinking, analysis, and synthesis, can result in better performance, better understanding, and more effective ideal communication. These abilities are important to use in many aspects of academic and personal life in the twenty-first century. It will help students to boost their confidence in their essay writing. Enhancing them is a shared responsibility between teachers and students. There are some strategies for teachers and also for students. Teachers should create a supportive learning environment first of all. Students should feel safe to express their ideas in a classroom environment. This environment encourages students to ask questions, to open discussions confidently. As teachers, we can offer constructive feedback about the progress of students, we should use real-world examples, ask open-ended questions, encourage students to explore more. By the end of a semester, our students should know that learning a language is not just about memorising a bunch of facts and forgetting them easily after a short period of time. But it is about creating a community, learning about other cultures, sharing both personal and academic thoughts in a totally different language, and finally, thinking critically about the world around them. Students would be better read widely to increase their critical thinking and some other cognitive processes. Another way is to stay curious to enhance the cognitive processes.

In conclusion, cognitive linguistics has a valuable role to play in English language teaching, particularly in the context of teaching English as a foreign or second language in Azerbaijan. By helping students to understand the conceptual structures that underlie English expressions, teachers can help students develop a deeper and more flexible understanding of the language. This in turn can lead to improved communication skills, greater cultural sensitivity, and enhanced professional opportunities for Azerbaijani students and professionals alike.

4.2. Implications and applications of the study

4.2.1. Implications of the research

As we mentioned earlier, this study described only the results of a certain number of university students. Additionally, the concept of Azerbaijani universities had been limited to one university for some reasons. That's why it is so difficult to say that the results can be generalised for all cases. The results of this research are related to Azerbaijani EFL students of

Baku, so the students of different areas of Azerbaijan can have different attitudes about it. The general results have to be comprehended within these restricted samples and as well as this restricted research context. Cognitive schemas, pragmatics, mental models, and metaphors encompass extensive areas of investigation. Being a master's thesis, we focused on specific aspects within these domains. For pragmatics, we centered on illocutionary speech acts, the utilisation of hedges and boosters, and the connection between the situational context, the listener, and the writer.

We considered an essay, whether in-class written or from a competition, well-organised, if it incorporated these selected elements. We can conclude that the other research has to be conducted in this field to get more reliable conclusions about this problematic case.

4.2.2. Applications of the research

From the framework of this research and its linguistic applicability, we can conclude that this research should be of great help and importance to researchers in the field of Cognitive Linguistics in Azerbaijan. Given the significance of his work, the challenges here may seem trivial. This research should lead to a better understanding of cognitive-linguistic analysis.

The results were gathered based on the students' results and teachers' responses, so the practical aspect of this study needs to be researched further. Due to the findings, it can be said that this research can help teachers use cognitive linguistic approaches while planning their lessons as a strong weapon for teaching a foreign language in their classes. This research would be helpful for young teachers, it means that they can examine the results of the analysis for selecting the right methodology for their class or they also can create their own teaching style of methodology. From all perspectives, the findings of this research may affect teaching English as a foreign language or a second language in Azerbaijan in a positive way.

4.3. Suggestions for Further Research

We can say that this research can influence the further research. The role of cognitive linguistics in English as a foreign or second language teaching has been widely acknowledged in recent years. In Azerbaijan, incorporating cognitive linguistic approaches in teaching English can greatly benefit learners by helping them better understand and use the language in real-life situations. Here are some recommendations for further incorporating cognitive linguistic approaches in English language teaching in Azerbaijan:

1. Training and professional development: Teachers need to be trained and provided with professional development opportunities to effectively incorporate cognitive linguistic

approaches in their teaching. This can be done through workshops, seminars, and training programs.

2. Curriculum development: The existing English language curriculum in Azerbaijan can be revised and updated to include cognitive linguistic approaches in teaching. The curriculum can also be designed to reflect the needs and interests of the learners.

3. Teaching materials development: Teachers can create or select teaching materials that incorporate cognitive linguistic approaches, such as using real-life examples and situations, focusing on meaning instead of form, and emphasising conceptual understanding.

4. Classroom activities: Teachers can incorporate cognitive linguistic approaches in their classroom activities, such as brainstorming, role-playing, and problem-solving, to help learners develop their language skills and critical thinking abilities.

5. Assessment and evaluation: Assessment and evaluation methods can be designed to reflect the use of cognitive linguistic approaches in teaching. This can include measuring learners' conceptual understanding and their ability to use language in real-life situations.

Overall, incorporating cognitive linguistic approaches in English language teaching in Azerbaijan can greatly benefit learners and help them develop a deeper understanding and use of the language. Further research can also be conducted to explore the effectiveness of these approaches in the Azerbaijani context and to identify any challenges that may arise in their implementation.

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APPENDICES

Appendix A: Essay Sample 1 from the Annual University Competition

19

 **Khazar**
University

Humanities, Education and Social Sciences
Department of English Language and Literature

PARAGRAPH WRITING CONTEST

Contest participant: _____
Participant's teacher: _____
Date: 09.12.2022
Time: 11:00 am
Total score: _____

Choose ONLY ONE topic and write a 300–400-word paragraph. The exceeded number of the words in the paragraph will result with disqualification of the participant.
You have 50 minutes to complete the task.

a) The most memorable day in my life
 b) The saddest event that I have had

The saddest event that I have had.

Cognitive schemes loved ones

The saddest ~~of~~ moment of my life was when I was told that my grand mother passed away. It also happened on my happiest day. So, it was "Nouruz" holiday which is Azerbaijan's traditional holiday, and it has a such kind of a game where we through hats at the strangers houses doors. Me and my cousins were outside at night and we were playing this game that I mentioned earlier. Suddenly my mother called one of my cousins and told one sentence that I still don't forget. It was saying "Your grandmother is an angel now". All of my cousins started crying but *Metaphor* because I was the youngest I couldn't catch the meani After couple of minutes I understood it and felt

into the depths of despair. I was shocked, sad and angry at the same time. Because, I was thinking that "How could she leave me? She promised me lots of things". Immediately her physical appearance seemed to my eyes. Her sea blue eyes, long white hair, sore lips, soft but old hands.

I couldn't hold my tears back. I and burst out crying.

Then I ran to my house and went directly to my room. I couldn't get on with her death.

As a child brain I was wondering why did God choose my grandmother to kill. Because she was so sweet, caring, smart and she was always helping homeless poor, and people who were in need. My grandmother was perfect.


~~At the end my~~
I still miss my grandmother a lot.

language use.

used model. paragraphs

Essay Sample 2 from the Annual University Competition

12



Khazar University

Humanities, Education and Social Sciences
Department of English Language and Literature

PARAGRAPH WRITING CONTEST

Contest participant: _____
Participant's teacher: _____

Date: 09.12.2022
Time: 11:00 am
Total score: _____

Choose ONLY ONE topic and write a 300–400-word paragraph. The exceeded number of the words in the paragraph will result with disqualification of the participant.

You have 50 minutes to complete the task.

a) The most memorable day in my life
b) The saddest event that I have had

CS →

life is full of memories. They could be bad or good. The most important thing about it is why we remember them. Our mind collects all those moments and forget most of them. From my point of view school graduation was unforgettable moment in my life. It is part of our life when we stop our childish acts and think about future. The day when our last ring was heard we realised that nothing in our life will be same. ~~When~~ I had a lot of bad experiences in my school life. My class didn't like me much and I didn't know the reason. They've bullied me for 5 years. Those times were really hard for me. That is why the graduation was the moment of change. I've stopped communication between my class and begun to take care of myself. I improved my skills, met new people and made my life better. Last 2 years of school were different. Because I've changed my class. They were really kind to me, unlike the previous one. They were like hidden treasure which I hadn't knew about my entire life. I was sad to leave them but I've left my bad memories there too. Graduation day was day of hope for me. Hope for creating better life, realization of dreams.

MS

Everyone was sad and nervous about leaving their childhood behind. But my heart was full of strength. I knew that I would believe in myself. I could do whatever I planned for future. My mind was closed to judgements. My ears ~~wasn't~~ weren't hearing the people who underestimated me. It made me the person, who I am today. If I had a chance to meet past myself, I would be grateful to her for creating new me. She was really strong and deserved what she have today. I will remember that day as a victory of a shy girl who had enough strength to change herself.

Mental model

Mental model

Mental model

Appendix B: Table 14. Checklist for the classroom observation

Items	Data	Yes	No
Female/Male teachers	female		
Educational Background	master		
Years of teaching (Experience)	No information		
Age	No information		
Academic English Class (Advanced)	Students		
The topic was about descriptive essay (In-class lesson)			-
Students' interaction (Engagement)		+	
Sequence graphic organizer for essay writing (Mind map)			-
Are the students giving the opportunity to assess their own progress?			-
Do learners shows interest in communicating with English language during class		G2	G1
Group discussion in English		G2	G1
Group Essay task		+	
Individual Essay task		+	

Note: G1 responds to the participants of the initial essay writing lessons we attended, while G2 represents the subjects from the second group whose lessons we observed.

Group discussion in English: This item refers to the inclusion of group discussions conducted in the English language. It signifies the use of collaborative learning strategies that involve students engaging in conversations and exchanging ideas in English. In one group students were using English effectively and in another group students were shifting from English to Azerbaijani. It is the reason prevented students to speak and write in English more effectively.

In earlier chapters, we previously noted that the essay writing lessons did not focus on descriptive essays. Instead, the in-class sessions primarily centered around argumentative and cause-and-effect types of essays.