AN ANALYSIS OF COGNITIVE LINGUISTICS TENETS IN AN ENGLISH FOR SPECIFIC PURPOSES TEXTBOOK

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A B S T R A C T

In English language teaching, cognitive linguistics has played an important role in classroom activities. This can be the depicted in the use of the textbooks. In this study, the textbook used is English for international Relations book, a part of English for Specific Purposes series published by Universitas Muhammadiyah Malang. Two of the features that chime cognitive linguistics principles are metaphors and categorization leading to prototype. Meanwhile, one of the clashes that is apparent in the textbook is the use of English which is unnatural, one of the factors is the textbook is used in a non-English speaking country. In the end, there are some suggestions on how to deal with the tenets of cognitive linguistics for the features that still clash with the principles of cognitive linguistics. First, it can be done by introducing some words that may have different meanings if they are added with different prepositions. The second example might be adjusting the use of the pictures and illustrations with the text and context. Also, the learners are suggested to know the patterns of the target language as they are different from their mother tongue.

Introduction

Cognitive linguistics elicits a notion that language can be motivated rather than being merely an arbitrary entity (Boers & Verspoor, 2013, p. 3). Therefore, it may also propose some ways to help teaching and learning activities through cognitive engagement. With construal, categorization, encyclopaedic knowledge, metaphor, metonymy, embodiment, motivation, and construction grammar as its tools (Littlemore, 2009. p. 3), cognitive linguistics also identifies the important differences between language. Being one of its elements, categorization is one way how people see a phenomena. For instance, a system to categorize objects using a certain part of speech which doesn't exist in a certain area may exist in other areas and vice versa (Littlemore, 2009, p. 5). Cognitive linguistics also pays attention to figurative language which reflects cognitive abilities in the form of metaphor (analogy) and metonymy (association) proposed to stimulate language learning as well (Boers & Verspoor, 2013, pp. 2-5). Above all, the notions suggest that language can be elicited through the interaction of social, cultural, and physical environment (Boers & Verspoor, pp. 1-3). The postulate of cognitive linguistics as a breakthrough in language learning applies to some aspects including textbooks to make the learning more understandable.

Being one of the most crucial elements in language learning, the use of textbooks gains various responses. Textbooks are assumed to impede creativity as tasks and activities are already set in them (Harmer, 2015, p. 71). Also, Koprowski (2005, p. 322, as cited in Harmer, 2015, p. 71) notes that lexical chunks in textbooks are seemingly lack of pedagogical value. In contrast, it is stated that textbooks reflect syllabus with grammar, vocabulary, and other skills that can aid teachers in preparing their materials or tests. Some features of textbooks may chime with the tenets proposed by cognitive linguistics, while the rest may clash and be dissimilar. These cognitive linguistics tenets are also

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related to the vocabulary the students are required to master in their studies. The cognition of students' vocabulary is very important for their studies, as stated by Susanto (2021), that studies about students' acquisition of English vocabulary.

Research Method

Descriptive research design was used in this study. Ary (2008) stated that descriptive research is "research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables". This is in line with this study that analyzes the features of textbook that are related to the tenets of cognitive linguistics that the analysis should be conducted in details. The object of this study is ESP (English for Specific Purposes) book with the title English for International Relations, which is designed for International Relations students. The data were collected through observation and documentation. The researcher first searched the units of the book that both suit and clash with the tenets or principles of cognitive linguistics. The researcher then grouped the classifications based on some tenets of cognitive linguistics that both suit and clash.

Features of the Textbook that Chime with the Tenets of Cognitive Linguistics

The textbook analyzed is ESP (English for Specific Purposes) *English for International Relations* published by UMM Press (2015). It comprises 28 units discussing the current topics of International Relations. This textbook is addressed to the first and second semester university students. The topics presented range from the easiest topics to the most difficult ones. One unit in the book is divided into three sections; let's read, let's write, and let's speak. In every section, there are some tasks ranging from guided to free tasks. Some features presented in the textbook are the objectives of the units, pre-reading sections, reading texts, vocabulary lists (glossary), and exercises. This textbook is thematically arranged. It means that the textbook is written based on certain topics (e.g. Globalization) instead of being written in accordance with its grammatical features.

Categorization leading to prototype can be identified in the pre-reading section of unit 6. In this part, learners are asked to group globalized and local products. The learners' perception that certain products share some criteria, for instance, their scope of marketing, origin, and international recognition, can be the consideration to group them. Another categorization comes up from a task in a reading section requiring the learners to group the content of the text based on certain groups. For example, in unit 26, the task discusses about a famous figure's biography. In the task, the learners are asked to group which data belong to the achievements and which belong to the failures of the figure.

Metaphors are also identifiable in this textbook. Unit 26 tells about Hillary Clinton's biography. In a paragraph telling about her achievements, a sentence states, *her approval ratings soared*. This sentence belongs to the metaphor, as *soar* is *up* and perceived to be something positive. Another example is given in a unit 11 task, matching phrasal verbs and their meanings. In an example given, the word *set up* matches with *establish*. The understanding may be emerged by noticing that *up* is *stand,* so *up* can mean *make something stand* or *establish.* The learners can also use embodiment, referring to parts of human body as an analogy. Meanwhile, metonymy can be found in unit 19, in a 'let's speak' task. In this task, the learners are asked to compare and find similarities between two texts to be presented in front of the class. From the text, it is identified a metonymy in *The White House told campaign groups and thinktanks....*, in which *The White House* can probably refer to the USA President and his staff.

'Let's speak' section in unit 2 discusses about describing people. One of the tasks asks the learners to identify people's characteristics based on their physical appearances illustrated in pictures. Some students may assume that some people in the pictures are good looking, on the other hand the others may argue that their physical appearances are just average. This issues the construality of language, where the criteria of good looking may be perceived in different ways by the learners. In other words, they have different viewpoints in reflecting them.

In unit 5, there is a task identifying the meaning of synonyms. One of the vocabulary is *policy*. Indeed, the textbook is addressed to university students, but lack of exposures with international surroundings may cause their ignorance of the word. The strategy is the learners can cite the word *police* which is similar to the word *policy*. Then, they might be reminded that the police has a *trick* or *strategy*, so that among the options, the word *strategy* can be the answer. It illustrates that language can be motivated as a part of cognition. In this context, the relation between the learners' bakground knowledge and the text is also important.

Another activity related to the principle that may come up is in a writing section task, in unit 3, discussing about writing daily activities. Some expressions and rules dealing with daily activities (e.g. wake up at 06.00 a.m., go to school at 08.00 a.m. etc.) are given. A more free guided task requires the learners to interview people around them and ask their daily activities. It deals with the principle that the world physical interaction is reflected into language (Littlemore, 2009, p.1).

Every unit in this textbook is completed with 'vocabulary list in context' section providing the learners with the definitions of the words they assume to be difficult to attain. Presenting the topics related to a specific study field, the vocabulary in the texts sometimes refer to the same thing with their synonyms, but their use can be irreplaceable as they have already been set in a certain context. For instance, in unit 11, in the 'let's read' text, in *EU members pledge to convert to the euro...* the word *pledge* may not be substituted with *promise* as the word is not suitable with the context dicussed, that is about the formal and official commitment in international scope.

Another salient feature from this textbook can be in the use of pictures in which some of them might successfully aid learning activities as the pictures can make the explanation in the texts and tasks clearer, even some tasks will not work without the pictures.

Features of the Textbook that Clash with the Tenets of Cognitive Linguistics
One salient clash from the textbook can be identified by the use of a metaphor found in unit 11. The notion emerged by *The Greece debt crisis escalated into potential sovereign debt crises....* sentence, in a unit 11 reading task, elicits the notion that although *escalate* is *up*, it means negative as it is about the increasing debt. It contradicts with the perception emerged that *up* tends to show positivity.

In the unit 6 pre-reading task, in the first question, the learners are asked to categorize globalized brands. Whereas, in the second question, they must pick the worldwide ones and explain the effects. Here, the writer uses the words *globalized* and *worldwide* referring to the same meaning. The learners having lack of knowledge of vocabulary may find it mislead them. Also, from the six pictures given in the task, five of them represent the famously globalized products, and there is only one local product. This is too easy for the learners and does not stimulate their thinking ability further.

Talking about pictures, some of them may be presented irrelevantly and seem to

block the learners' understanding. In unit 27 which discusses about nuclear power, in the pre-reading task, there are some pictures about nuclear power plant activities in some countries. However, the pictures are similar and there are no salient features that differenciate them, for instance, that picture A is a nuclear activity in country X or picture B is a nuclear activity in country Y. Thus, the pictures seem to be useless and do not aid the learning too much.

The last, the textbook is written with simple sentences and the style of writing which sometimes make English sound unnatural as the sense of English is infiltrated by that of the country where the textbook is written. It illustrates that there is an interference from the L1 that influences the textbook writing. The learners' perception will be formed when reading the textbook. This occurence will mislead them in using proper English.

Ways of Adapting the Materials in Accordance with the Cognitive Linguistics Tenets

Efforts are proposed to make the clashes deal with the principles. First, dealing with the cognition of metaphor, the learners can be introduced with some words which have negative meaning, so that although *escalate* means *up,* it does not always mean positive. The use of pictures may also help them attain the real understanding of the metaphor. For instance, a picture illustrates someone in an escalator, and in the end of the escalator there are much money, but the escalator runs too fast which harms the person. It illustrates that having increasing debts is bad. The next case dealing with the different words usage referring to the same thing, the learners may recognize the previous notion that has similar meaning or guess the meaning using the surrounding words or their root words that elicit the use of context clues. Dealing with the pictures, the use of the pictures should be adjusted more with the needs of the learners. If the pictures are just intended to make the task interesting, then it should not hinder the learners' understanding in regard to the messages being conveyed. The last suggested notion relates to the discrepancy of L1 and L2 in the learners' mindset of a certain language. It can be proposed that the learners can be aided by introducing them to the system or pattern of the target language. By recognizing it and absolutely understanding the way how some notions are gathered, the learners will be able to identify whether the language they encounter appeals with the proper English or not.

Conclusion

To sum up, cognitive linguistics holds an important issue in language learning as it proposes a breakthrough of learning language emerged by its tenets, one of them is reflected through textbooks. As one important element in language teaching, textbooks offer various features that chime and clash the tenets of cognitive linguistics. An idea stating that language illustrates human categorization is shown by some grouping activities in the chosen textbook. The analogical and associative thought that underlie the formation of language in the form of metaphor and metonymy are also identifiable. Salience in language may also be illustrated by the construality pointing out the different perspectives of human. Through some notions proposed, it is also reflected how language is influenced by social environment. The last, the occurences of its tenets in the textbook may also suggest that cognitive linguistics tries to deliver the message that language is non-arbitrary, and it can be learnt through some approaches.

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