

Before delving deeply and providing more insights about cognitive linguistics, it is safer to refer to the umbrella of linguistics from which cognitive linguistics is derived. As already stated before, cognitive linguistics was productive of its advocates who have been active and whose main quest was the enhancement of language pedagogy by establishing theories as well as principles to better create an atmosphere conducive to learning. The prominent linguist, essentialist, innatist, mentalist and cognitivist, Naom Chomsky is, without any shadow of doubt, the doyen in the field who has long revolutionised the field with his much-talked-about theories and claims in contemporary language pedagogy; his revolution dubbed as Chomskyan Revolution. The term macro-linguistics is yet another technical term given by Lyons to refer to the broader scope of linguistics and which studies language and everything pertaining to it in relation to other variables such as sociolinguistics, psycholinguistics, neurolinguistics and cognitive linguistics. Under the auspices of his doctrines and philosophies, cognitive linguistics has gained a solid foundation about how to contribute to the world of teaching by stressing the internal factors as well as cognitive ones. Furthermore, cognitive linguistics sets out to investigate the internal factors taking place while teaching or learning a language and sees learner as the synosure of the whole process. In this regard, it refers to the language as a medium for organising, processing and conveying. It could give an account about how effective teaching can be provided that learners are adequately placed in the centre of the process by understanding the role of the mind as the hub of all functions. The latter studies language in relation to cognition. The term itself rings a bell to us in the field of linguistics as well as language pedagogy.