

**Applying Cognitive Linguistics to pedagogical grammar: The English prepositions *behind* and *beyond*: An Experimental Study in Iraq (University of Baghdad)**

**Abstract**

This research paper depends on the cognitive linguistics approach and its sights to the pedagogical grammar. Cognitive linguistics is an approach that "depends on our experience of the world and the way we see and conceptualize it" (Ungerer and Schmid, 2001, p. F36). Inspecting the English prepositions gives a decent opportunity to apply the cognitive linguistics approach. This paper goes for Examining to what broaden the cognitive linguistics approach can help second language Iraqis' learner by inspecting points of lexical examples showed by the two locative English prepositions *behind* and *beyond*. The researcher presents in this research paper the cognitive approach to the semantics of English prepositions, that was developed in both Evans and Tyler (2004a, b, In prep.) and Tyler and Evans (2001a, 2003) .These two prepositions give an unmistakable case of the formalization of an importance from spatial to digest in efficient ways. To whole up, the cognitive linguistic approach gives more conceivable approaches to get exact appreciation of English prepositions. Examination of pre-and post-test comes about show huge pick up scores ( $p > .0003$ ), demonstrating that 70 intermediate learners who got direction in light of a CL point of view experienced generous change in their comprehension of the semantics of the two prepositions.

**.Keywords:** applied cognitive linguistic, Iraqi undergraduates, cognitive semantics, English prepositions