

# Cognitive Approaches To Understanding Impersonal Sentences In English

Normuminova Khulkar Zokirovna

Master's student of the University of Economics and Pedagogy  
Karshi city, Republic of Uzbekistan

## Abstract

This article explores impersonal sentence constructions in English through the lens of cognitive linguistics. Traditional syntactic perspectives often treat impersonal sentences as syntactic anomalies or exceptions. However, cognitive approaches provide insight into how such constructions reflect conceptualizations of agency, perspective, and information structure. The paper investigates different types of impersonal constructions, including weather expressions, passive structures, and extraposed subjects, and highlights how cognition and communicative intent influence their usage. The study also considers cross-linguistic insights and implications for second language acquisition.

**Keywords:** impersonal sentence, construction, conceptualizations, agency, passive structures, perspective, information structure.

**Introduction.** Impersonal sentences—those without a clear or specific agent—are a prominent yet often overlooked feature of English syntax. Traditional grammatical frameworks define them structurally, identifying their subject as syntactic but non-referential (e.g., "It is raining"). However, cognitive linguistics shifts the focus from form to meaning and mental representation, offering a more nuanced understanding of how and why such structures emerge. This article aims to explore how cognitive principles such as conceptualization, perspective, and figure-ground alignment apply to English impersonal constructions.

**Methodology.** Cognitive linguistics views language as part of general cognition. It focuses on how language reflects mental representations, including how we conceptualize events, participants, and agency. Two key concepts from this framework are:

- **Figure and Ground:** Based on Gestalt psychology, these concepts refer to what is foregrounded (figure) and what is backgrounded (ground) in linguistic expressions.
- **Profiling and Construal:** Speakers choose how to "profile" certain elements of an event or scene, highlighting or suppressing agents, actions, or results.

In the case of impersonal sentences, the lack of an explicit agent often reflects a construal choice—downplaying the actor to emphasize other elements like the event, state, or generality.

**Results.** Types of Impersonal Sentences in English

*Weather and Environmental Expressions*

Sentences like "*It is raining*" or "*It's getting dark*" use a dummy subject *it*. From a cognitive perspective, these constructions represent the environment as a backgrounded actor—conceptualized as a non-agentive force or process that does not require attribution to a concrete subject.

*Extraposition and Anticipatory Structures*

Sentences such as "*It is important to attend the meeting*" or "*It seems that he is tired*" are examples of extraposition. The anticipatory *it* holds syntactic space, while the actual content is delayed. Cognitively, this aligns with information packaging principles—highlighting evaluative stance or general impressions before introducing specifics.

*Passive Voice and Agent Suppression*

In passive constructions like "*Mistakes were made*", the agent is omitted. This may reflect either the irrelevance of the agent or a desire to avoid assigning blame. Such choices illustrate the cognitive ability to reframe responsibility and salience.

### *Existential Constructions*

Phrases like "*There is a book on the table*" employ *there* as a dummy subject. These constructions shift attention from a doer to the existence or presence of an entity, emphasizing information status and cognitive salience rather than action.

Cognitive Explanations for Impersonal Usage. From a cognitive standpoint, impersonal constructions help speakers:

- **Manage Information Flow:** By foregrounding results, states, or evaluations before agents.
- **Create Objectivity:** Often used in academic or bureaucratic texts to depersonalize statements.
- **Express Generalizations:** Allow the speaker to distance from personal responsibility or specify universal truths.

For example, the sentence "*It is said that...*" reflects a conceptualization where the information is detached from the speaker or any known source.

**Discussion.** Cognitive linguistics not only accounts for the structural peculiarities of impersonal sentences but also reveals their psychological and communicative motivations. The use of impersonal constructions is rarely arbitrary—it reflects the speaker's mental model of the situation, their stance toward the information, and their communicative goals.

In teaching English as a second language, understanding these motivations can help learners grasp why native speakers opt for impersonal phrasing in contexts like academic writing, weather reports, or public discourse. Moreover, cross-linguistic comparisons show that while impersonalization exists in many languages, the cognitive strategies employed may vary depending on cultural preferences for directness, individualism, or collectivism.

English tends to favor objectivity and agent suppression in formal contexts, often using constructions like "*It is assumed that...*" or "*There appears to be...*" to signal detachment. Such cognitive framing allows the speaker to avoid direct confrontation, emphasize neutrality, or manage politeness—functions closely tied to cultural models of communication.

The cognitive perspective offers a rich and nuanced framework for understanding the widespread use and variation of impersonal constructions in English. Rather than viewing these sentences merely as syntactic deviations or placeholder structures, cognitive linguistics frames them as deliberate conceptual strategies that speakers employ to organize and present information in alignment with communicative intent and cultural norms.

One of the central insights from this approach is the idea that impersonal constructions reflect how speakers mentally construe events, particularly in terms of agency, responsibility, and relevance. In English, where subject-verb-object (SVO) order dominates, the subject position is critical for assigning agency. However, when this position is filled by a dummy subject (*it*, *there*) or left agentless (as in passive constructions), the sentence signals a shift in focus from "who does" to "what happens" or "what exists." This aligns with the cognitive principle of *profiling*, where certain elements of an event are highlighted while others are backgrounded or omitted entirely.

For example, in "*It seems that the solution is working*," the use of *it* does not point to a specific referent but rather introduces a stance or evaluation. Here, the speaker foregrounds the *evidential status* of the claim while avoiding attribution to a specific source. This kind of construal is especially prevalent in scientific or formal writing, where objectivity is preferred, and speaker involvement is minimized. Similarly, constructions such as "*It is believed that...*" or "*It is known that...*" serve to project authority or shared knowledge without directly referencing the source, thus enhancing the *epistemic distance* between the speaker and the information presented.

Furthermore, impersonal sentences serve important discourse functions, especially in terms of information packaging and topicalization. In sentences like "*There is a problem with the report*," the speaker introduces new information in a neutral, non-agentive way. This allows for smooth topic progression and helps maintain coherence in discourse. From a cognitive viewpoint, the use of *there* structures aligns with the information status of the noun phrase—it typically introduces entities that are new, non-salient, or non-identifiable in the discourse model.

Another key cognitive principle relevant here is figure-ground organization, which refers to how we mentally separate the focal entity (figure) from the background (ground). In many impersonal sentences, the agent or doer is deliberately backgrounded or entirely omitted, as the action or state is construed as independent of any particular entity. This is especially true in weather expressions like "*It is snowing*", where *it* does not stand for any specific thing but rather indicates an environmental condition construed as ungoverned by human agency. Cross-linguistically, this strategy is common, but its expression varies—while English uses a dummy subject, other languages may use verbs without subjects or different syntactic strategies to convey the same idea.

In cognitive terms, this reflects a schematic conceptualization—a general mental template for how such events are structured in the mind. Speakers of English have internalized that certain processes (e.g., meteorological events, time passing, impersonal evaluations) do not require agentive participants, and thus, the language allows for constructions that mirror these conceptual templates.

Moreover, the use of impersonal constructions is closely tied to cultural and pragmatic norms. English, especially in formal and scientific contexts, often prioritizes clarity, politeness, and detachment. Impersonal forms allow speakers to avoid assigning direct blame or to express criticism indirectly. For instance, a sentence like "*Mistakes were made*" obscures who made the mistakes, thus reducing face-threatening potential and promoting social harmony. This type of impersonalization aligns with Brown and Levinson's (1987) politeness theory, where indirectness serves as a face-saving strategy.

From a language acquisition perspective, understanding the cognitive motivation behind impersonal constructions can help learners better grasp their functions. Non-native speakers often struggle with why and when to use such forms, especially if their first languages follow different conceptual or syntactic patterns. For example, learners may attempt to assign referents to *it* in "*It is raining*", interpreting it as a concrete pronoun rather than a syntactic placeholder. Teaching these structures through cognitive models—explaining their conceptual roles and discourse functions—can improve both comprehension and production.

Finally, the cognitive approach to impersonal sentences sheds light on ongoing linguistic change and variation. As language evolves, speakers may develop new impersonal patterns to express shifts in thought, agency, or social norms. The increasing use of passive voice in digital communication, for instance, may reflect a broader societal move toward depersonalization, anonymity, or institutional neutrality.

Furthermore, the choice to use impersonal sentences reflects the metaphorical mappings in the conceptual system. For example, weather events are often treated as independent entities acting without human agency, which is why "*It's raining*" is accepted instead of attributing the rain to a specific cause.

Thus, the cognitive approach helps explain both the *form* and *function* of impersonal sentences in English, linking grammar to thought, culture, and communicative context.

In summary, cognitive linguistics reveals that impersonal constructions are not merely syntactic anomalies, but essential tools for expressing human cognition, perspective, and social interaction. They help speakers encode experiential realities, highlight or hide participants, and navigate complex social dynamics, all within the structural framework of English.

**Conclusion.** Impersonal sentences in English are not just syntactic outliers but cognitively motivated constructions that reflect how speakers conceptualize events, manage information, and interact with social norms. Cognitive linguistics offers a rich framework for understanding their functions and variations. Recognizing these patterns can enhance language teaching, translation studies, and cross-cultural communication research.

## References

1. Danieva M.Dj. The multifaceted nature of language. International journal of advanced research in education, technology and management. Vol.4, Issue 1 ISSN:2349- 0012. I.F. 8.1. 2025. -P. 167-176
2. Daniyeva M.Dj. Applied Linguistics. -Karshi: Tafakkur ziyosi, 2025. – 135 p.
3. Daniyeva M.Dj. The evolution theory of language// The 3rd International scientific and practical conference “Global trends in the development of educational systems” ISBN – 979-8-89692-741-9 DOI – 10.46299/ISG.2025.1.3. Bergen, Norway, 2025. – P. 137-141
4. Fauconnier, G., & Turner, M. (2002). *The Way We Think: Conceptual Blending and the Mind's Hidden Complexities*. Basic Books.

- 
5. Fillmore, C. J. (1982). *Frame Semantics*. In *Linguistics in the Morning Calm*. Hanshin Publishing Co.
  6. Goldberg, A. E. (1995). *Constructions: A Construction Grammar Approach to Argument Structure*. University of Chicago Press.
  7. Langacker, R. W. (1987). *Foundations of Cognitive Grammar: Theoretical Prerequisites*. Stanford University Press.
  8. Radden, G., & Dirven, R. (2007). *Cognitive English Grammar*. John Benjamins.
  9. Talmy, L. (2000). *Toward a Cognitive Semantics: Volumes I & II*. MIT Press.
  10. Taylor, J. R. (2002). *Cognitive Grammar*. Oxford University Press.