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**Cognitive Approaches to English. An International Conference to Mark 30 Years of English Studies in Osijek (30YESO). Osijek, October 18-19, 2007.**

Josip Juraj Strossmayer University, Faculty of Philosophy and the School of English Studies organised an international conference to mark 30 years of English studies in Osijek on October 18-19, 2007, hosting a number of linguists from Croatia and abroad.

The opening address was delivered by Elvira Petrović, the founder of English Studies in Osijek, which was followed by reminiscences by Damir Kalogjera from the University of Zagreb, who 30 years ago helped in starting English studies in Osijek. The plenary lectures were held by prominent cognitive linguists, Klaus-Uwe Panther and Linda L. Thornburg from the University of Hamburg, Germany, and Zoltán Kövecses from Eötvös Loránd University in Budapest, Hungary. In the first lecture, *Figuration in Grammar*, Klaus-Uwe Panther and Linda L. Thornburg emphasised the importance of the term ‘figuration in grammar’ and explained that both conceptual-pragmatic and formal constraints govern the distributional patterns of constructions involving figurative language. Zoltán Kövecses tried to answer the question why conceptual metaphors are not universal, i.e. why they vary so extensively within and across linguistic and cultural communities. He believes this is due to the fact that our experiences as human beings in interaction with our environment as well as the ways in which we use cognitive processes in the creation of abstract thought also vary.

Regular papers were presented in six sections: Motivation in Grammar, Cognitive Linguistic Approach to Word Formation, Constructing Meaning, Between Lexicon and Grammar, Interlinguistic and Intercultural Variation and Cognitive Linguistic Approaches to TEFL, with three papers in each section contained.

The first section, Motivation in Grammar, was opened by Tanja Gradečak-Erdeljić from Josip Juraj Strossmayer University in Osijek, who talked about *Iconicity of the verbal expression - the case of ‘light’ verbs in English*. She presented her views on the role of structural and diagrammatic iconicity in constru-

ing event schemata on the examples of predicates that contain English ‘light’ verbs *have*, *take*, *make* and *give*. From the same university is Dubravka Vidaković, who demonstrated cognitive motivation for different locational, metaphorical and idiomatic uses of the English verb *stand* in the presentation entitled “The polysemy of *stand*.”

A very interesting lecture was held by Réka Benczes from Eötvös Loránd University in Budapest, Hungary. In her previous research she had investigated why people coin metaphorical and metonymical compounds for the words already existing in the lexicon, which is the case for *belly button* and *navel*. As one of the possible reasons for that she sees human effort to precisely communicate their intended meaning. In the same section, Adisa Imamović from the University of Tuzla, Bosnia and Herzegovina, talked about the topic of motivation of English *-ion* nominalizations and pointed out that *-ion* nominalizations can denote people, physical objects, time, place, manner and not just actions and processes. Gabrijela Buljan from Osijek presented a paper entitled *The meaning of English verb conversions: Quirky or not?*, in which she showed that different types of metonymy play a key motivational role in English verb conversions. Nihada Delibegović Džanić and Mirza Džanić from the University of Tuzla, Bosnia and Herzegovina, discussed the phenomenon of idiom modification within the framework of the Conceptual Integration Theory. They analysed the relations between the idiomatic expressions and their modifications. Luca Malatesti from the University of Hull, Great Britain, an expert in the philosophy of mind offered in his presentation, “Concept and consciousness: A challenge for naturalism,” some of his considerations on the normative dimension of phenomenal concepts.

In the section entitled *Between grammar and lexicon*, Nina Tuđman Vuković and Ana Opačak from the University of Zagreb, talked about the concept of *refusal* in the English language. They investigated near-synonymous verbs like *refuse*, *reject*, *decline* and *turn down* with respect to their morphosyntactic and semantic properties, as well as tense, aspect, voice, negation and semantic characteristics of their subjects and objects. Sanja Berberović, University of Tuzla, Bosnia and Herzegovina, examined in her lecture entitled “Would you like to be the Michael Jordan of linguistics? Construction of figurative meaning of personal names”, the types of domains involved in metonymic and metaphorical meanings of personal names in the constructions *the X of Y*, where *X* is a personal name and denotes humans and *Y* stands for human activities, such as politics, sport and music.

A host team from Osijek, consisting of Mario Brdar, Jadranka Zlomislić, Blaženka Šoštarić and Alma Vančura Malbaša concentrated in their presentation

on differences between metaphors and metonymies. In addition to the five major points of differences discussed in the cognitive linguistic literature, they suggested another important contrast, viz. the ways metaphors and metonymies get lexicalised in the language. They based their investigation on a collection of examples of metaphorical expressions, such as *skin* or *minefield* retrieved by means of Google searches and concluded that such expressions regularly appear in an extended form, containing a prepositional phrase that specifies the target domain. In contrast, metonymies are realised as more synthetic expressions. Authors believe that the reason for this might be the conceptual distance between the source and target meaning, which is larger in the case of metaphors and shorter with metonymies.

The conference also included a presentation of a grammatical compendium compiled by Mario Brdar and Dubravko Kučanda, *Concise Dictionary of Grammatical Terms for Students of English*, which is, with its brief descriptions and illustrations of 442 grammatical terms, intended for university students of English grammar and teachers of English.

Sections 5 and 6 were held on the second day, October 19. Guests from the University of Zagreb, Mateusz-Milan Stanojević, Jelena Parizoska and Lea Banović presented their paper, “Schematic idioms and cultural models,” in which they compared the semantic and syntactic composition of English constructions containing components *in ... eyes* with Croatian constructions containing components *u... očima* with the aim of showing that these constructions are idioms with a relatively stable structure.

Another interesting paper was presented by Goran Milić from Josip Juraj Strossmayer University in Osijek. He compared English and Croatian dysphemisms, based on lexical items *chickens* and *eels*. He also gave an overview of the conceptual integration network for the word *pobjegulja*, appearing in the domain of WAR (a person who fails to get involved in fighting because of lack of moral characteristics) and in the gay slang. The word is suggested as Croatian equivalent for the English word *chickenhawk*. This section was rounded off by Marija Omazić, Goran Schmidt and Romana Čačija from Osijek. In their paper entitled “The role of cognitive mechanisms- Conceptual metaphor and metonymy - in the translation process”, they demonstrated the role of conceptual metaphor and metonymy in translating, that is in using particular strategies while performing certain translation tasks.

The last section was dedicated to cognitive linguistics approaches in TEFL. Renata Geld and Snježana Đurđek from the University of Zagreb examined non-prototypical usages of the English Present Perfect tense and came to the conclu-

sion that learners of English rely largely on the learned rules about a form or function offered in their textbooks, which results in their incapacity to acknowledge or even notice those forms which are valid members of the same category. Višnja Pavičić Takač, Draženka Molnar and Vlatka Ivić in their presentation, "Concepts we learn by, concepts we teach by", examined the Croatian National Educational Standard and its current revisions. They also dealt with the issue of how teachers' beliefs and perceptions can effect the philosophy of teaching and learning. Renata Geld and Maja Šimunić from the University of Zagreb presented the results of a case study of a 16-year-old blind boy learning English since the age of 7, where they in particular focussed on how mental imagery effects the language learning.

The conference ended with a plenary lecture held by Danica Škara from the University of Zadar ("The body in mind: The human shape of modern society"), in which she tried to answer questions such as: What is a human body? How was it presented in the history? What are the most common body metaphors?

Summing up, it seems justified to say, as Mario Brdar pointed out in the closing address, that the high quality of papers presented during the conference, as well as lively discussions, bear witness to the vitality of the ever-growing cognitive linguistic community in Croatia.