

FROM PROBLEMS OF LANGUAGE AND MIND TO PSYCHOLINGUISTICS: AN OVERVIEW OF COURSES

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Abstract. *The paper aims to provide an overview of the development and changes in the courses at the Department of English in Niš, at the BA and MA level, as well as at the PhD level (in philology, Faculty of Philosophy, Niš), related to different linguistic approaches to the study of meaning (construction) and human cognition. These courses included in the curricula were initially influenced by the ideas stemming from the philosophy of mind and cognitive linguistics, and later by psycholinguistic research. We begin the paper with the general overview of the courses and we emphasize the main contributions to their development. Then we address in more detail some of the most important theoretical concepts which include the following: meaning construction, categorization, context, and a general overview of the main ideas in cognitive linguistics and psycholinguistics. We also stress the benefits of such a comprehensive approach for the students, and the thereby presented possibilities for further investigation.*

Key words: *cognitive linguistics, psycholinguistics, philosophy of mind, semantics, English language curricula*

1. INTRODUCTION

The main aim of the paper is to describe the research-driven changes in the curricula of the BA and MA studies in the English language and literature and the PhD studies in philology at the Faculty of Philosophy, University of Niš. It is part of the broader effort to commemorate the fiftieth anniversary of both the Department of English and Faculty of Philosophy and the present approach is complementary with that of Pavlović and Veličković (this volume). The introductory part will deal with the beginnings of dealing with topics related to language and cognition marked by the publication of the book *Problems of Language and Mind* (Vidanović

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1989) and several related monographs that followed. This will be followed by five sections, each of which will reflect the teaching and research foci at the department in the domain of linguistics and semantics, ending with the concluding remarks.

As compared to other English departments in the region, studies related to the links between language and cognition in Niš emerged quite early. Namely, during the late 1970s and throughout the 1980s, Đorđe Vidanović trod the path that led towards developing a range of courses related to cognitive approaches to linguistics and psycholinguistics: *Introduction to Cognitive Linguistics*, *Linguistics in Cognitive Sciences*, *Cognitive Semantics*, *Contemporary Theories in Cognitive Linguistics*, *Multimodality and Discourse*, *Semantics of Naming*, *(Introduction to) Psycholinguistics*, *Language, Cognition, Multimodality, Psycholinguistics and Meaning*, *Semiotics*, *Language Cognition and Language Acquisition*, etc. The early research endeavours were published as several papers (Vidanović 1981, 1986, 1987, 1990), but the main landmark of this period is the book *Problems of Language and Mind* (Vidanović 1989, published in Serbian as *Problemi jezika i uma*), which summarized the work of the first decade of the cognitive approaches to language in Niš.

In the *Problems of Language and Mind*, Vidanović aimed at assessing the potential procedural and methodological flaws in the Chomskyan approach to language and the mind, with the intention of providing additional philosophical grounding to generative linguistics and contributing to its ontological status. Vidanović uses findings coming from various assessments of language abilities following neurological impairments to stress the primacy of certain syntactic structures. Besides this, he scrutinizes the methodological implications of three positions pertaining to language competence: those of Katz, Fodor and Chomsky. Among many other important issues, Vidanović discusses the status of semantics with regard to the generative movement in linguistics, offers a pacifying view on Chomsky's and Popper's ideas regarding language acquisition and provides an analysis of Putnam's and Fodor's positions on the relation between the mind and meaning making. The book provided a steady pathway towards understanding the key issues in contemporary linguistics. The three decades that followed this monograph were marked by several research directions triggered by Vidanović's work. First, Mihailo Antović worked towards establishing links between the study of language and the study of music, using several theoretical approaches in cognitive linguistics (see Antović 2004, 2007, 2017) and resulting in a novel theoretical framework of *multilevel grounded semantics* (Antović 2021). Second, Dušan Stamenković examined the relationship between language and motion (Stamenković 2017) and explored several other issues which will be discussed in section 6. Finally, Vladimir Figar's research bound to cognitive linguistics has been directed towards exploring the application of conceptual blending to conceptual metaphors (Figar 2014) and metaphor clusters (Figar and Antović 2015; Figar 2019).

All these have had their reflections on the curricula at the Department of English – namely, introductory courses in linguistics have started having a cognitivist overtone in the nineties, and this led towards developing a set of new courses which dealt with different issues in contemporary linguistics and cognitive science. The following sections will cover each of these topics in more detail.

Finally, it is also worth noting that the cognitive *turn* in the study of meaning and language in general at the Department of English has motivated the founding of two important *bodies*. The first, *Centre for Cognitive Sciences* at the University of Niš, founded

in 2013, brings together scholars¹ from various disciplines from the University of Niš in an effort to gain broader insight into the cognitive mechanisms that serve as the scaffolding for human cognition in general. The second one, motivated primarily by the interest in psycholinguistic research is the *Language Cognition Laboratory*, at the Department of English, Faculty of Philosophy in Niš, founded in 2017/18. Laboratory members include staff from the English Department, and so far several studies have been carried out, including research conducted by PhD candidates.

2. THE PROBLEM OF MEANING

Any text or course which aims to engage with linguistic meaning faces, by the virtue of its object of inquiry, many of the same problems that a student of semantics does, with the key problem being – where to begin? The choice of an opening theme, a theoretical issue or a practical demonstration of some key aspect of meaning is anything but simple, with the adopted angle strongly guiding the structure of the remaining exposition. One reason for this is found in the object of the study itself: semantics as a linguistic subdiscipline studies a material so contested it might as well be considered a battlefield – linguistics, semiotics and philosophy (both general and that of language) all lay claim to meaning, providing at times definitions that are contradictory at best.

Having this state of affairs in mind, it can be legitimately argued that the most truthful approach to both the subject matter of semantics and the field itself is one that captures the embattled positions of the various disciplines and schools of thought that study linguistic meaning. Semantics, as taught at the English Department at the Faculty of Philosophy, University of Niš, stays true to both the subject matter and the disciplines studying it by presenting, in the scope of a single course, the challenges of studying meaning and the ways in which these challenges have been answered so far. The choice of Frank Palmer's *Semantics: A New Outline* (1976) as primary course material was motivated by these concerns, with the course borrowing from the book the overview of major trends in the study of meaning as performed throughout the early- to mid-20th century.

It is only appropriate then that a course in semantics begins with a problematization of the very notion of *meaning*, illustrating by way of various examples the range of phenomena that are usually subsumed under the heading of meaning – word meaning (given as a definition), sentence meaning (divorced from context), utterance meaning (given as an example of how sentence meaning gets transformed by context), and, finally, referential meaning (as the connection between linguistic and extralinguistic entities). Building on the everyday language uses of the term *meaning*, the course then introduces the position of semantics as a subdiscipline within the field of structuralist linguistics, positioning it as a counterpart to phonology, morphology and syntax. The sense in which semantics is considered a counterpart is closely tied to the structuralist notion of the sign as understood by Saussure, in that just as the sign is composed of a signifier and a signified, a form and the message carried by the form, so too is linguistics divided into two groups of disciplines, with phonology, morphology and syntax devoted to the study of signifiers and semantics devoted to the study of the signified (Palmer 1976, 3–8; Culler 1988).

¹ The list of members is available at <http://www.cogsci.ni.ac.rs>.

Adopting the structuralist position, at least for the sake of argument, invites the question of what exactly it is that language signifies, which brings the course in contact with different theories of signification, of which C. K. Ogden's and I. A. Richard's *semiotic triangle* is a useful unification. As such, the semiotic triangle is a figure representing the possible ways in which a sign can obtain its meaning – either through a symbolization of some thought or concept, here to be understood as a private thought, or through a reference to some referent, an object in the external world. The meaning of language, then, is to be found either in the concepts inhabiting the minds of the speakers of a particular language, or in the objects to be found in the world. The latter of the two positions brings the course in contact with perhaps the most influential account of linguistic meaning produced by the 20th century – that of Gottlob Frege and the tradition that would follow in his footsteps. Although rejected as unsubstantial by Palmer, the more mind-oriented theories of semantic meaning will be making their appearance again, answering a fundamental problem for the world-oriented, objectivist tradition of analytic philosophy.

Returning once again to Gottlob Frege, students attending the course are introduced to the twin notions of *sense* and *reference*, as conceptualized by Gottlob Frege. The introduction, however, is not purely Fregean, as the course at the same time articulates many of the criticisms that arose since the establishment of the philosophy of language in the analytic tradition. The students then, at the end of the first couple of lectures, are left with the basics of semantic theory as given by the various traditions of the 20th century – on the one hand, with mentalistic theories which seek meaning in concepts stored in the speakers' minds, and, on the other, with world-oriented theories of meaning, which see meaning in the ability of language to be a picture of the facts that obtain in the world (Palmer 1976, 19–34).

The stage is thus set for further discussion concerning the ability of language to reference entities in the world, different types of meaning and how they play into the theories mentioned above (social, pragmatic and non-literal meaning being the most often discussed), the influence of context and the ability to separate sentence meaning from context and other important factors.

3. MEANING AND CONTEXT

As part of the course *Semantics of Naming*, which is included in the curriculum of the BA studies at the Department of English in Niš, one of the important topics is the relationship between meaning and context. Following the systematic overview of literature provided in Frank Palmer's *Semantics: A New Outline* (1976), the course familiarizes students with the following lines of investigation: (i) the early approaches that proposed the exclusion of context (Katz and Fodor 1963), (ii) the distinction between the linguistic and non-linguistic context (Katz and Fodor 1963, Palmer 1976), (iii) the treatment of context by Malinowski (1946), (iv) the notion of *context of situation* (Firth 1950, 1962), and (v) the behaviorist approach to the study of context (Bloomfield 1933).

Katz and Fodor (1963) attempted to provide a methodological framework for the development and evaluation of a semantic theory. The authors also made a distinction between the linguistic and the nonlinguistic *setting* (i.e., context), where the former includes sense-relations, while the latter refers to the extralinguistic world, and is related to the notion of reference (Palmer 1976). Recognizing the complexity of the nonlinguistic setting, insofar as it would be virtually impossible to capture all of its relevant components, Katz and Fodor

(1963) eventually opted for the exclusion of setting. This was justified by the hypothesis that each sentence in isolation should contain all of the relevant meanings which can be realized in specific settings.

Malinowski (1946) conducted his investigations in the Trobriand Islands, and he recognized the fact that the correct interpretation of some words required very specific contexts of use. In effect, he understood context as a social process, but he eventually failed to provide a comprehensive account of the phenomenon. John Rupert Firth, whose work is often associated with Malinowski (Palmer 1976), understood context as a distinct level of linguistic analysis, and he introduced the term *context of situation* (Firth 1950). In that sense, he stressed the importance of the social dimensions of a communicative situation, and proposed the following systematic, schematic account of the phenomenon:

- A. The relevant features of the participants: persons, personalities.
 - (i) The verbal action of the participants.
 - (ii) The non-verbal action of the participants.
- B. The relevant objects.
- C. The effects of the verbal action (Firth 1950, 43).

Consequently, for Firth, *context of situation* includes not only the utterance, but also the broader circumstances and participants and their backgrounds.

Finally, in the domain of behaviorism, Bloomfield (1933) understood meaning as the actual situation in which the utterance is contained, and the response that the utterance provokes with the listener (Palmer 1976, 52). Essentially, for Bloomfield meaning was captured within the context of the situation alone.

Such an approach to the study of the relationship between meaning and context adopted in the course *Semantics of Naming* is expected to offer students a comprehensive insight into the phenomena under investigation, and prepare them for the study of meaning construction in the domain of cognitive linguistics, cognitive semantics, and psycholinguistics, discussed in the following sections. Namely, unlike the more traditional approaches to the study of meaning, the enterprise of cognitive linguistics has a built-in *pragmatic module* which acknowledges the role of context in meaning construction as default. In the following section we turn to another important phenomenon in the course of the development of linguistic theory in general, as well as one of the essential cognitive tools in the human cognitive arsenal – categorization.

4. CATEGORIZATION

Truth-conditional and world-oriented theories of meaning must, by design, delineate language structures that are referential from those that are not. For the sake of example, nouns (in particular personal names) are held to be directly referential, with a name such as *Socrates* directly referencing the famous Greek philosopher while linguistic elements such as prepositions are held to be meaningful in a sentential context while lacking a direct referential link to the objective world. The distinction is not clear cut with certain types of nouns proving problematic for the calculation of truth-value in ways that ordinary names are not. This group includes nouns referring to non-existing objects, nouns with abstract referents and nouns that reference entire categories. Although a great deal can be said about all three classes (in fact, there are many more), category nouns deserve a special focus for the role they played in the emergence of a new approach to categorization which we

encounter in cognitive semantics. The course *Cognitive Semantics* opens with a discussion of categories and the switch from the old, feature-driven model to the prototype model of category membership.

Returning once again to world-oriented theories of meaning, categories are important because a precise semantic theory must accurately model how category nouns refer to categories in the real world. The problem arises in the fact that many categories do not seem to be present in reality in the same way objects are; moreover, the traditional approach to category membership, originally devised by Aristotle, depends on category members having in common bundles of distinctive features, which, in actuality, is hardly ever the case, with categories having members that possess unequal numbers of features. This discrepancy served as the starting point for a highly influential series of experiments performed by Rosch (1973; 1975), which effectively demonstrated that categories are defined with reference to a central prototype, defined as the category member with the most shared distinctive features (Rosch and Mervis 1975). Echoing earlier theoretical work done by Wittgenstein, in particular his notion of *family resemblance* (Wittgenstein 2001), Rosch's experiments undermined a view that was orthodox for truth-conditional semantics by illustrating that category membership is not a binary affair. Instead, it entails many levels of membership, ranging from central to peripheral.

This brings the course in contact with work done by George Lakoff, in particular his highly influential book *Women, Fire, and Dangerous Things: What Categories Reveal about the Mind* (Lakoff 1987) and the introduction of the main theoretical underpinnings of *Cognitive Semantics* as a distinct paradigm within the study of meaning. Building on the earlier distinctions introduced in the course *Semantics of Naming*, students are given an example of a *mind-oriented* theory of meaning and semantic structure. Moreover, the basic observations of Lakoff (1987) serve as a scaffold for later segments of the course, tying theoretical constructs such as image schemata, idealized cognitive models, semantic frames conceptual metaphor theory, mental spaces theory, conceptual blending theory, and cognitive grammar. As such, the segment of the course devoted to the issue of categorization offers students much more than an overview of categorization as a cognitive process – it also elucidates its importance for the wider field of semantics.

One of the research directions at the Department of English (e.g., Stamenković 2017; Stamenković, Tasić and Pavlović 2017) applied prototype theory within a contrastive methodology aimed at comparing and classifying meanings of translation equivalents of English and Serbian motion verbs, by calculating and using prototypicality scores obtained by various methods. A cognitivist approach to verb research at the Department of English was also extended towards studies dealing with fictive motion and metaphors in verb and abstract noun collocations in Serbian (e.g., Stojičić and Stamenković 2016; 2017).

5. COGNITIVE LINGUISTICS

The first course dealing with cognitive linguistics that the students are introduced to at the Department of English in Niš is *Introduction to Cognitive Linguistics*. The course was initially developed by Đorđe Vidanović, and later further adapted by Mihailo Antović and Dušan Stamenković. Today, it is predominantly based on Ray Jackendoff's *Patterns in The Mind: Language and Human Nature* (1995), which deals with the unconscious schemata (i.e., *patterns*) that license the process of language acquisition, on the one hand, and the

overall development of linguistic competence in general, on the other. Additionally, some of the main points that the course also deals with include the acquisition of sign language (specifically the American Sign Language, ASL), and language acquisition under unusual circumstances. One of the major takeaways for students is the realization that linguistic competence, as understood in the domain of *linguistics*, is first and foremost a mental capacity, contained in the various transformations between (at least) the phonetic and syntactic structures, all of which takes place in the human mind.

In the course *Cognitive Semantics*, developed and elaborated by the same team of professors, the students are further familiarized with, as understood today, the main tenets of cognitive linguistics, which include human categorization (e.g., Rosch and Mervis 1975), conceptual metaphor theory (Lakoff and Johnson 1980; Saeed 2003), image schemata and embodied cognition (Johnson 1987), mental spaces theory (Fauconnier 1994, 2007; Saeed 2003), and conceptual blending theory (Fauconnier and Turner 2002; Saeed 2003).

Conceptual metaphor theory (CMT) and the interest in metaphor research is typically understood as the onset of the cognitive linguistics enterprise as we know it today. Defined as representing one concept (the target, typically more abstract and less familiar) as a function of another concept (the source, typically more tangible and more familiar), conceptual metaphor has found its use in various contexts, ranging from everyday communication to scientific discourse (Lakoff and Johnson 1980). As a result, conceptual metaphor has received attention from scholars from various disciplines, ranging from discourse studies (e.g., Charteris-Black 2004; Figar and Antović 2015), psycholinguistics (e.g., Holyoak and Stamenković 2018; Stamenković, Milenković and Dinčić 2019), music cognition (e.g., Antović 2004, 2009), multimodal metaphor (e.g., Forceville and Urios-Aparisi 2009; Stamenković and Tasić 2014), and even metaphor and gesture (e.g., Cienki and Müller 2008).

Interest in metaphor research at the Department of English in Niš has been sparked by Đorđe Vidanović's 1995 paper *Metaphoring and Metaphor: A Research Proposal*, and later elaborated in the work of Mihailo Antović and Dušan Stamenković. In effect, the course *Cognitive Semantics* presents students with an opportunity to learn more about the cognitive mechanisms, structure, use, and the variety of areas in which conceptual metaphor has proven to be very prominent. The MA program in English Language and Literature and the PhD program in philology later offer opportunities for more advanced empirical research.

Another cornerstone construct in cognitive linguistics is that of image schemata, defined as "a condensed redescription of perceptual experience for the purpose of mapping spatial structure onto conceptual structure" (Oakley 2007, 215). They are also understood as embodied gestalts since they represent "coherent, meaningful, unified wholes within our experience and cognition" (Johnson 1987, 41). It is also important to note that image schemata can undergo metaphorical projections, thereby serving as the base for more complex cognitive operations. Their importance has also been recognized in the developmental context, and it has been argued that they afford the scaffolding for the development of higher-level cognition (Mandler 2012).

Fauconnier's mental spaces are understood as "very partial assemblies constructed as we think and talk for purposes of local understanding and action" (Fauconnier 2007, 351). They are different from linguistic structure and more akin to mental models, but they are constructed based on specific linguistic expressions (i.e., spacebuilders) which serve as triggers for the construction of the corresponding mental spaces. Consequently, the theory offers a link between linguistic structure and the mental representations constructed in the human mind. Conceptual blending (Fauconnier and Turner 2002) poses as a logical extension of mental spaces, inasmuch as it offers the possibility for interaction and integration of mental

spaces. In that sense, the most prominent mechanism proposed in this framework is *compression* which licenses the integration of multiple mental spaces into a single space with novel structure that affords new inferences (Saeed 2003). Additionally, conceptual blending can also be understood as a continuation of CMT. Namely, as an approach that proposes a more dynamic interaction between mental spaces and the construction of novel structures it appears to be more plausible compared to the former approach (i.e., CMT) which only allows for unidirectional cross-domain mappings, where all the changes occur in the target domain.

Concerning the research conducted by the staff from the English Department, interest in conceptual blending can be found in Vidanović's 2012 paper *Conceptual blending and Intentionality*. Also, Antović (2018a) applied the conceptual blending paradigm to the analysis of musical multimedia, Antović (2018b) applied it to the analyses in the religious context, Antović and Tasić (2011) applied the paradigm in the analysis of musical meaning construction, Stamenković (2015) explored the role of blending in riddle solving, while Figar and Antović (2015) applied the paradigm to the analysis of metaphor clusters in the political discourse of daily newspapers. Elements of conceptual blending have also found their application in Antović's (2021) *multilevel grounded semantics*.

Overall, the approach to the study of cognitive linguistics and cognitive semantics described in the present section enables students to more easily understand the interdisciplinary nature of the target phenomena, and to apply that knowledge in more specific contexts of use. Additionally, the MA and PhD programs provide opportunities for further development and empirical research.

6. PSYCHOLINGUISTICS

Psycholinguistics as a separate course was first introduced by Mihailo Antović within the BA and MA studies of psychology (and recently the BA studies in the German language and literature). This course covered elements contained within the courses of *Introduction to Cognitive Linguistics*, *English Morphology* and *Syntax* (existing in the BA curriculum in English), enriched by psycholinguistic material coming from two coursebooks in cognitive psychology (Kostić 2014 and Sternberg 2011) and the theoretical overviews from Antović's (2007) *Linguistics, Musicality, Cognition*. Recently, an *Introduction to Psycholinguistics* has been added to the BA curriculum in the English language and literature as well, and this course is largely based on two primers in psycholinguistics (Cowles 2011, Field 2003). Apart from serving as an introductory course, it also focuses on applications of psycholinguistics in studies related to first and second language acquisition. In the meantime, starting from early 2018, Dušan Stamenković has taught *Psycholinguistics and Meaning* (a PhD course in the philology doctoral programme). This course entails some general elements of psycholinguistics, based mostly on Lise Menn's (2015) and Matthew Traxler's (2012) introductions to psycholinguistics, and then shifts towards issues related to exploring meaning. Within this course, students get some experience with empirical work with hardware and software available in the Department's *Language Cognition Laboratory* (founded in 2017/18), and are expected to frame independent research proposals at the end of the course.

One part of the course is directed towards the psycholinguistic approaches to metaphor, as the linguistic study of metaphor has been one of the Department's focuses since Vidanović's 1995 research proposal named *Metaphoring and Metaphor*. Given that research directions directed towards figurative language are still quite abundant in open

questions and dilemmas (see Holyoak and Stamenković 2018), students are encouraged to get involved in this line of inquiry, especially having in mind that the initial empirical efforts in the realm of psycholinguistics of metaphor have already been made in the department (Stamenković, Ichien and Holyoak 2019, 2020). Right along these metaphorical lines, two doctoral dissertations with a clear psycholinguistic orientation have recently been submitted for defence at the University of Niš (Figar 2021, Milenković 2021). One of the most important frontiers is to get as many students as possible involved in experimentation with participants, on the one hand, and meta-analytic procedures and systematic reviews, on the other. The latter will likely be in line with the recent meta-analytic approaches pertaining to figurative language (e.g., Morsanyi, Stamenković and Holyoak 2020, Morsanyi and Stamenković 2021).

7. CONCLUSION

The present paper has outlined some of the main changes and improvements in the curricula pertaining to courses dealing with semantics, cognitive linguistics, and cognitive semantics, at the BA and MA level at the Department of English, Faculty of Philosophy, University of Niš, as well as in the PhD program in philology at the Faculty of Philosophy, University of Niš. Starting from the initial efforts stemming primarily from the philosophy of mind and generative linguistics, both the range and the scope of courses have evolved following the main directions of research in the fields of cognitive sciences and psycholinguistics. As a result, the current curricula present students with an opportunity to gain a comprehensive insight into the interdisciplinary nature of the relationship between language and the human mind. Namely, after the initial introduction to the main aims and ideas that provide the *grounding* for the study of meaning construction in general, students can familiarize themselves further with experimental paradigms and methodologies, as well as with empirical research in the *Language Cognition Laboratory*.

As outlined above, some of the main topics covered in our courses include the general study of meaning (construction) in the domain of cognitive linguistics and cognitive semantics, the role of context in meaning construction, the importance of human categorization, and the main theories and paradigms within the domain of cognitive linguistics (conceptual metaphor theory, mental spaces theory, conceptual blending theory, and image schemata and embodied cognition). Additionally, the new curriculum also offers an *Introduction to Psycholinguistics* at the BA level, thereby adding an additional interdisciplinary dimension to the already present approaches to the study of the relationship between language and mind.

In conclusion, the early cognitive turn in the study of meaning construction and the relationship between language and the human mind at the Department of English in Niš, initiated by Đorđe Vidanović, has set the constant pace of improvement and adaptation of the curricula in accordance with the novel theoretical paradigms and current trends in contemporary research both in the domains of linguistics and the broader field of cognitive sciences.

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OD PROBLEMA ODNOSA JEZIKA I LJUDSKOG UMA DO PSIHOLINGVISTIKE: KRATAK PREGLED KURSEVA

Cilj rada jeste da pruži uvid u razvoj i izmene u predmetima na nivou osnovnih i master akademskih studija na Departmanu za anglistiku Filozofskog fakulteta u Nišu, kao i na programu doktorskih akademskih studija filologije na Filozofskom fakultetu u Nišu. Skoncentrisali smo se na grupu lingvističkih predmeta koji se bave odnosom jezika i ljudskog uma, problemom izgradnje značenja i ljudskom kognicijom. Ovakav pravac razvoja kurikuluma na Departmanu za anglistiku isprva je bio motivisan teorijskim postavkama koje potiču iz domena filozofije uma i kognitivne lingvistike, a kasnije i interdisciplinarnim istraživanjima iz domena psiholingvistike. U uvodnom delu rada najpre dajemo pregled najvažnijih predmeta iz ciljne grupe i navodimo članove nastavnog osoblja Departmana za anglistiku koji su svojim radom najviše uticali na razvoj kurikuluma. U narednim poglavljima dajemo kratak pregled najznačajnijih teorijskih pojmova i paradigmi sa kojima studenti imaju prilike da se upoznaju, a koji obuhvataju izgradnju značenja, kategorizaciju, kontekst, kao i opšti pregled najvažnijih ideja u oblasti kognitivne lingvistike i psiholingvistike. Takođe naglašavamo i činjenicu da ovako sveobuhvatan pristup izučavanju ciljnih fenomena i paradigmi pruža studentima Departmana za anglistiku odličnu osnovu za dalji rad, usavršavanje, i sprovođenje empirijskih istraživanja na nivou master akademskih studija anglistike i doktorskih akademskih studija filologije.

Ključne reči: kognitivna lingvistika, psiholingvistika, filozofija uma, semantika, kurikulumi nastave engleskog jezika