

**AN ANALYSIS OF THE ASSOCIATIVE NETWORKS OF RECENT
NOMINAL ANGLICISMS OF SERBIAN AND ENGLISH LANGUAGE
MAJORS¹**

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Abstract: The aim of this paper is to compare the associative networks of Serbian and English majors to determine possible links between the advanced study of EFL in an academic setting and the conceptualization of select monosemic recent nominal Anglicisms in Serbian. The study included an online questionnaire consisting of 80 stimuli, being 40 pairs of recent nominal Anglicisms and their Serbian equivalents, which were distributed to 100 respondents. The questionnaire required free and discrete associations. The results indicated a strong tendency of English language majors towards synonyms as responses to the Anglicisms, confirming existing claims that EFL proficiency leads to their more frequent occurrence. The English majors also showed a prevalence of hyponyms as lexemes with a more specific meaning as responses to the Anglicisms, as opposed to the Serbian majors, who opted for hypernyms. A diverse range of encyclopedic responses and hapax legomena were noted for the English majors, while an increased occurrence of no responses was noted for the Serbian majors. These findings support the existing claim that fewer responses are usually provided for L2 cues when compared to L1 cues. They further tie in with the conclusion that EFL proficiency is a key component in Word Association Tasks (WATs). Our analysis of prototypes and Idealized Cognitive Models (ICMs) as stable and abstract representations of our non-linguistic knowledge, identified among the associative responses, also proved that the types of responses of the English majors differ from those of the Serbian majors, in that the former opted for more specific and precise meanings in their descriptions of the select Anglicisms.

Keywords: L1 Serbian, L2 English, associative responses, recent Anglicisms, nouns

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1. Introduction

In the 1960s, a shift later labelled syntagmatic-paradigmatic was noted in the vocabulary development of L1 English speakers. It was assumed that it would also be mirrored in the domain of foreign language (FL) vocabulary acquisition and that learners of a FL would produce just as many paradigmatic responses as native speakers (Singleton 1999; for an opposing view, see Fitzpatrick and Izura 2011). Nevertheless, certain studies outlined different expectations: that native speakers will produce more paradigmatic, and non-native more syntagmatic word associations (Coulthard et al. 2000; Meara 2009), or that insufficient evidence of such a shift exists in FL studies (cf. Fitzpatrick and Thwaites 2020). Some studies found a positive link between levels of proficiency and paradigmatic responses (Politzer 1978; Soderman 1993), while others (Wolter 2002) found no such correlation. Conclusive empirical evidence is still lacking in the field. With the resurgence of interest in word association tasks (WATs) at the beginning of the 21st century, the most agreed-upon issue is the lack of studies on WATs involving a variety of different L1 speakers. To our knowledge, work on WATs in the Serbian linguistic environment is infrequent (publications in the associative dictionary compiled by Piper, Dragičević, and Stefanović 2005; and, *inter alia*, in Dragičević 2010; Janić 2017; Janković and Jakić Šimšić 2021). Therefore, this study is an attempt to analyze the effects of EFL study at the tertiary level on the conceptualization of English loanwords, which has to date not been analyzed on corpora consisting of Anglicisms in the Serbian language.

The subject matter of our study is the analysis and comparison of associative responses to a set of recent nominal Anglicisms provided by students majoring in Serbian (SLM) and students majoring in English (ELM), all native speakers of Serbian. The aim of the paper is to use their associative networks to determine whether, and to which extent, advanced study of EFL in an academic setting impacts the conceptualization of select recent nominal Anglicisms in Serbian.

The initial hypotheses are:

1) SLMs use synonyms more often as responses to recent Anglicisms than ELMs do.

2) ELMs use hypernyms and hyponyms more often as responses to Anglicisms than SLMs do.

3) Encyclopedic responses are more frequent among ELMs for Anglicisms, and more frequent for Serbian equivalents among SLMs.

4) The continued study of EFL leads to differences in conceptualization, as identified in the associative method of analysis, and thus the understanding of recent Anglicisms in Serbian.

The paper is structured as follows: section two provides a theoretical background of the study; section three presents an overview of the methodology; the analysis of various types of associative responses and the

ensuing discussion are given in section four; section five outlines the conclusions of the study.

2. Theoretical background

Due to the status that English holds as the most important lingua franca (Crystal 2003), especially with the decade-long trend of increased EU membership, Anglicisms have been studied in all major languages of the world. A more recent review of their impact on recipient languages can be found in Görlach (2001), Anderman and Rogers (2005), Rosenhouse and Kowner (2008), *inter alia*.

A result of the contact between English and numerous other European languages is the increased spotlight on translation, and therefore on borrowing. Translation, in effect, is a vehicle for conveying Anglicisms (Gottlieb 2005, 176). “Borrowing” a word without it undergoing any adaptation in terms of the morpho-phonemic features of the recipient language has even been referred to as the “simplest of all translation methods” (Vinay and Darbelnet 2000, 85). İşi and İşisağ (2022), for example, drew a clear link between the status of English as a lingua franca and the development of the translation and interpreting (T&I) industry. When it comes to translation, sometimes retaining Anglicisms has to do with precision (connotative, denotative), the lack of a corresponding term, or can even be a question of style. To quote İşi and İşisağ (2022, 123):

[T]ranslation now also involves translating and/or editing hybrid texts written collectively or individually by ELF users, translating and adapting for an international ELF readership, and translating into English as a second language, thereby challenging traditional notions and norms of translation.

By some estimates (House 2013), more non-native speakers of English are producing spoken and written material in this source language than native speakers are (according to Gottlieb (2005, 162), the population of native English language speakers has decreased by 21.6% from 1975 to 1999, and according to İşi and İşisağ (2022), native speakers number 372 million while non-native speakers number as many as one billion).

The ways in which Anglicisms are now being used are manifold. We have been witnessing a proliferation in Anglicisms in recipient languages in areas other than those most affected by the media, such as politics, business, and even education (Rosenhouse and Kowner 2008). For example, educational institutions at all levels assist in the dissemination of the English language, and therefore of Anglicisms. This extends into the sphere of academia as well, where publishers favor scientific publications in English. In academic discourse, precision and proliferation of findings sometimes impose the use of Anglicisms in the translation process.

Furthermore, an Anglicism may, for example, convey a subset of the senses expressed by the same word in English and/or it may convey meanings typically expressed by a synonymous English word. In a sense, these Anglicisms may be taken as “additions” or “replacements” in a particular L1 semantic field, and end up competing with the existing equivalents (Laviosa 2006, 270).

It is therefore not uncommon that, in everyday communication, the individual speaker of a non-English language still often prefers using words that sound ‘native’ rather than foreign (Gottlieb 2005, 171). House (2003) concluded that English as a foreign language is not the language of choice for the emotional identification of foreign language speakers, who choose their L1s over English in such instances. ELF and the speakers’ L1 are therefore considered to be in some form of complementary distribution (House 2013; 2014). Some Anglicisms are translations, and considering the fact that every language has linguists who can be classified as ‘purists’, there are issues regarding whether or not translation plays a role in ‘corrupting language’.

Since Anglicisms are lexemes which entered the Serbian (or any other) language either from English, as the lingua franca, or through it (on Anglicisms in general see Blažević and Vaić 2012; Drljača-Margić 2011; Janić and Stamenković 2022; Prčić 2019), it is by no means surprising that they have become a part of everyday life in a variety of scientific and non-scientific fields. Different theoretical approaches have been adopted in their study, including de-contextualized ones (Filipović-Kovačević 2011; Panić-Kavgić 2006), such as the one in this study, and contextualized ones (for example, Stamenković and Tasić 2020).

It is not uncommon for studies to discuss the impact of the respondents’ L1 on WATs involving FL words, and some have even claimed that the L1 shapes the FL mental lexicon (cf. He and Deng 2015; Khazaenezhad and Alibabae 2013). For example, by comparing the mental lexicons of the respondents’ L1 and that of English as a FL, based on their associative responses, Jiang (2019) presented how the words the respondents’ used in response to the stimuli are associated with the other words in their mental lexicon. Further open questions refer to the role that FL proficiency plays in associative responses. Depending on FL proficiency, there may be an ‘intermediary’ step in the process of providing associative responses, one involving translation. Specifically, lower-level proficiency respondents first translate the stimulus into their L1, and only then proceed to provide an associative response (Fitzpatrick and Izura 2011; Kroll and Stewart 1994). Accordingly, differences are expected between less and more proficient bilinguals in terms of associative responses in a FL.

Since no consistent behavioral patterns have been determined (Fitzpatrick and Thwaites 2020, 9), further study is required. Initially, associative responses were meant to be used to evaluate levels of FL proficiency, but the focus is now on FL proficiency as an ‘informing factor’ (Fitzpatrick and Izura 2011, 375). In 2017, Zhang and Koda attempted to provide a more in-depth analysis of existing WAT research by incorporating FL proficiency in their findings and determining its role in a more systematic fashion; they concluded that there was insufficient data on how different levels of proficiency could impact WAT responses. Fitzpatrick (2009) stated that an increase in FL proficiency was reflected in a similar number of response types as in the L1 profile. However, later, a very specific paradox was determined, whereby higher levels of FL proficiency were just as likely to result in an increased number of lexemes as associative responses, as in decreased/more precise responses to WATs (Fitzpatrick and Thwaites 2020). Greidanus and Nienhus (2001) reported different types of WAT behavior based on the number of years spent studying a FL at university level, and that respondents with more years of study performed more successfully on WATs. A point was even made that proficiency might not be the best term to rely on, and that instead fluency should be the term of choice, as it ties in with all the aspects of knowledge of a word, not just depth.

This led us to consider the possibility of including prototype structures and ICMs (cf. Evans 2009) in this study, to compare the associative networks of our respondents. Depth of knowledge of a cue can be measured by the number of links it establishes with other words in the L1 or FL mental lexicon (cf. Fitzpatrick and Thwaites 2020). Zareva (2007) stated that the differences between L1 and FL mental lexicons are quantitative rather than qualitative in nature. The FL mental lexicon, as concluded by Jiang (2019, 10), is made up of words on a gradient scale, ranging from less to better known ones. It is therefore possible to test this hypothesis by organizing responses into prototypes, and comparing the L1 and FL lexicon in terms of the selected stimuli. The responses given indicate concepts, and could be the focus rather than the individual words. The same applies to the analysis of potential ICMs.

3. Methodology

The study included 100 respondents, 47 students of the Department of Serbian Language and Literature, and 53 students of the Department of English, Faculty of Philosophy, University of Niš, Serbia (males, N=13, females, N=87; average age 22.99 years). They included both undergraduate and postgraduate students in the 2021/22 academic year. All the respondents were native speakers of Serbian, of whom 16 claimed they knew English at the C2 level, 19

at the C1, 31 at the B2, 10 at the B1, 3 at the A2, and 2 at the A1 level. Thus, they provided individual approximations of their respective levels of English language proficiency. Prior to enrolling in university, the respondents had all studied English for a period of twelve years: during the elementary school education (eight years in total) and their high school education (4 years in total).

A specifically designed questionnaire was completed online, anonymously, from March to April 2022. The respondents provided informed consent for participation in the study. The stimuli chosen were recent nominal Anglicisms in Serbian and their nominal Serbian equivalents. The recent Anglicisms were extracted from the *Srpski rečnik novijih anglicizama* (2021). The inclusion criteria were that the Anglicisms were monosemic, and that they had an equivalent in the Serbian language.

The native-speaker norms against which respondents with higher levels of EFL proficiency (enrolment status in a higher degree program (cf. Fitzpatrick, et al. 2015; Lam and Sheng 2020), or the ELMs) were measured, were the responses provided by the SLMs. In other words, 'nativelikeness' was determined by the associative responses provided by the SLMs, whose EFL vocabulary was less affected by continued and in-depth study of the English language, as was that of the ELMs.

The frequency of types of responses of both subgroups of respondents were noted and classified for qualitative analysis. The responses given to the Serbian equivalents were not analyzed qualitatively, and instead were used to calculate the general frequencies of occurrence of all types of responses, and as a means of comparison to determine any possible differences between the SLMs and ELMs. The study does, however, provide data on the size and the depth of the lexicons of the respondents, both by presenting the number of classified responses in the form of percentages, and by organizing them into conceptualized wholes. Similarities were analyzed between the groups, as were differences and potential interactions between the responses (cf. Fitzpatrick and Izura 2011). Types of responses were taken into consideration, as well as what they revealed about the stimuli.

What follows is a list of the stimuli provided in the dictionary order of the Cyrillic alphabet, as they were presented to the respondents. The indexes running from 1 to 40 have been added here for clarity to mark the pairs of Anglicisms and their Serbian equivalents: *apstrakt*₁, *bajer*₂, *bartender*₃, *bekpek*₄, *benefit*₅, *bedž*₆, *blend*₇, *bos*₈, *brauzer*₉, *buzer*₁₀, *buking*₁₁, *vorkšop*₁₂, *gazda*₈, *gik*₁₇, *gift*₁₈, *glazura*₃₇, *gotovina*₁₉, *gubitnik*₂₁, *datoteka*₃₄, *destinacija*₁₃, *drajer*₁₄, *dresing*₁₅, *držač*₃₈, *esej*₁₆, *žurka*₂₄, *zajednica*₂₀, *zanesenjak*₁₇, *zvuk*₂₉, *značka*₆, *kancelarija*₂₃, *keš*₁₉, *kokice*₂₅, *komjuniti*₂₀, *korist*₅, *kupač*₂, *luzer*₂₁, *mešavina*₇, *moda*₃₆, *mušterija*₄₀, *nalepnica*₃₂, *nerd*₂₂, *odredište*₁₃, *ofis*₂₃, *parti*₂₄, *pijanica*₁₀, *pozornica*₃₁, *poklon*₁₈, *popkorn*₂₅, *portparol*₃₀, *preliv*₁₅, *premija*₃₉, *preprodavač*₂₈, *pretraživač*₉, *printer*₂₆, *prodavnica*₃₃, *radionica*₁₂, *ranac*₄, *rafting*₂₇, *rezervacija*₁₁,

*riseler*₂₈, *sažetak*₁, *sastav*₁₆, *saund*₂₉, *splavarenje*₂₇, *spouksmen*₃₀, *stejdž*₃₁, *stiker*₃₂, *stor*₃₃, *sušilica*₁₄, *tuča*₃₅, *fajl*₃₄, *fajt*₃₅, *fešn*₃₆, *frosting*₃₇, *holder*₃₈, *džekpot*₃₉, *šanker*₃, *šoper*₄₀, *štopač*₂₆, *štreber*₂₂.

4. The results and discussion

Figure 1 provides a quantitative general overview of the various types of associative responses to the Anglicisms and their Serbian equivalents among the subgroups of SLMs and ELMs. The analysis of WAT responses included synonyms, hypernyms, hyponyms, antonyms, derivatives (paradigmatic responses), encyclopedic responses, syntagmatic responses, and hapax legomena.

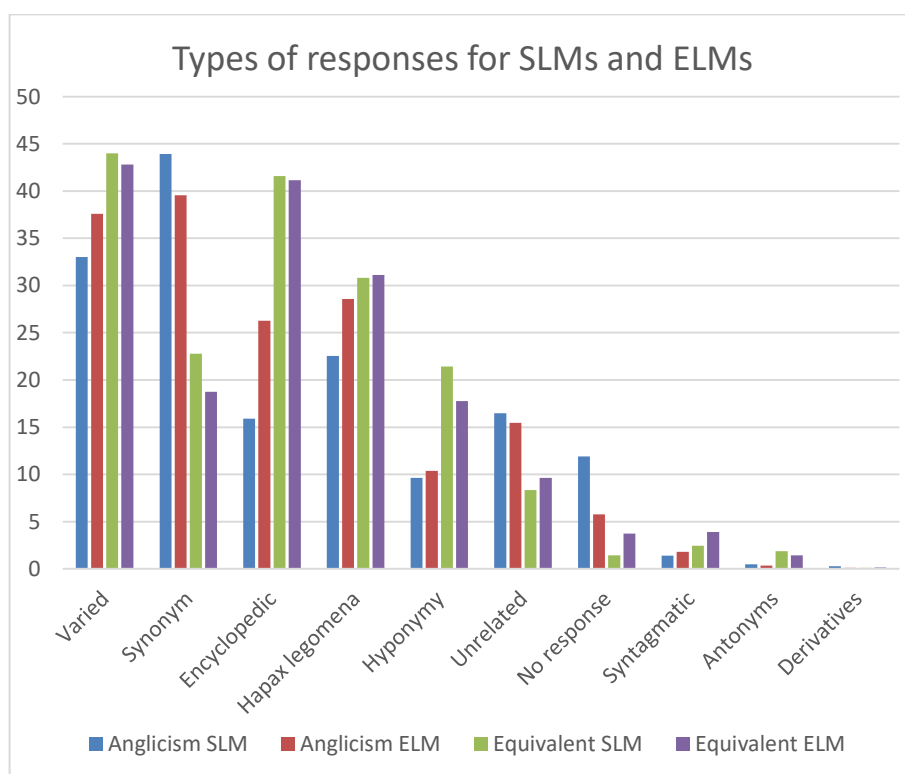


Figure 1. A bar graph of the types of responses for SLMs and ELMs

Due to the fact that not all types of responses were considered equally relevant for the qualitative analysis of EFL impact on the associative responses of our respondents, they were excluded. The sum of the average values of derivatives, syntagmatic responses, and antonyms made up only 3.6% of the responses obtained. Furthermore, the category of 'no response' was also excluded from our analysis due to a lack of significance of the results (the sum

of their average values made up 12.5% of all the responses). Since hapax legomena included related and non-related responses, as well as individual cases of no responses, it was difficult to determine which of these mutually competing subgroups played a key role in obtaining the final values, and they were also excluded from the analysis. All the lists of responses, for all types, are available on demand from the authors.

4.1. Synonyms as responses

Responses to the Anglicisms which were synonyms ranged from 1.88% (*rafting*) to 71.69% (*bekpek*, *gift*), and to Serbian equivalents ranged from 1.88% (*zvuk*) to 49.05% (*datoteka*). Having compared the percentages of the hapax legomena among the synonymous lexemes and phrases provided by the ELMs and SLMs to the Anglicisms and their Serbian equivalents, we arrived at the following conclusions:

1) The percentages of hapax legomena among the synonymous responses to the Serbian equivalents were quite similar among the ELMs (69% of the synonyms) and SLMs (66% of the synonyms), which was expected, considering that both groups are native speakers of Serbian;

2) A clear tendency emerged where the ELMs provided more hapax legomena synonyms as responses to the Anglicisms (41% of the synonyms) than the SLMs (27% of the synonyms). Calculated as a ratio, this amounted to 60%:40%. This confirms the fact that higher self-reported EFL proficiency includes the use of a greater number of synonymous lexemes and phrases (Fitzpatrick and Thwaites 2020).

In a semantic sense, for the following Anglicisms the responses were (relatively) similar in terms of the choice of synonymous lexemes or phrases among the SLMs and ELMs. The comparable percentages are cited in parentheses (cf. Table 1).

Stimulus	Reactions	SLM %	ELM %
apstrakt	<i>sažetak</i>	12.78%	5.67%
	<i>rezime</i>	6.39%	1.89%
bajer	<i>kupac</i>	8.52%	20.79%
	<i>mušterija</i>	0%	1.89%
bartender	<i>šanker</i>	23.43%	26.46%
	<i>barmen</i>	10.65%	3.78%
bekpek	<i>ranac</i>	63.9%	71.82%
bedž	<i>značka</i>	40.47%	15.12%
	<i>značka na majici</i>	2.13%	0%
	<i>stvar koja se iglom kači na odeću</i>	2.13%	0%
	<i>znak prikačen iglom</i>	0%	1.89%
blend	<i>mešavina</i>	17.04%	17.01%
	<i>miks</i>	4.26%	7.56%
	<i>mešanje</i>	2.13%	3.78%

bos	<i>šef</i>	23.43%	28.35%
	<i>gazda</i>	6.39%	1.89%
brauzer	<i>pretraživač</i>	42.6%	34.02%
	<i>pregledač</i>	2.13%	0%
buking	<i>rezervacija</i>	25.56%	13.23%
	<i>zakazivanje</i>	8.52%	9.45%
	<i>rezervisanje</i>	2.13%	5.67%
	<i>zakup</i>	0%	1.89%
	<i>hotelska rezervacija</i>	0%	1.89%
vorkšop	<i>radionica</i>	34.08%	49.14%
gift	<i>poklon</i>	85.2%	68.04%
	<i>prezent</i>	2.13%	0%
holder	<i>držač</i>	53.25%	54.81%
	<i>držač za nešto</i>	2.13%	0%
drajer	<i>sušilica</i>	17.04%	7.56%
	<i>sušač</i>	4.26%	3.78%
	<i>mašina za sušenje veša</i>	0%	1.89%
	<i>sušilica za veš</i>	0%	1.89%
dressing	<i>preliv</i>	14.91%	11.34%
	<i>preliv za salatu</i>	2.13%	5.67%
	<i>dodatak salati</i>	0%	1.89%
	<i>preliv u salati</i>	0%	1.89%
džekpot	<i>premija</i>	27.69%	13.23%
	<i>glavni dobitak</i>	0%	1.89%
	<i>pun pogodak</i>	0%	1.89%
keš	<i>gotovina</i>	12.78%	5.67%
komjuniti	<i>zajednica</i>	61.77%	45.36%
	<i>zajednica na društvenim mrežama</i>	2.13%	0%
	<i>savez</i>	2.13%	0%
	<i>društvena zajednica</i>	0%	1.89%
luzer	<i>gubitnik</i>	66.03%	47.25%
	<i>osoba koja je u nečemu loše prošla</i>	2.13%	0%
nerd	<i>štreber</i>	51.12%	62.37%
	<i>intelektualac</i>	2.13%	0%
	<i>učenjak</i>	2.13%	0%
	<i>gik</i>	0%	1.89%
popkorn	<i>kokice</i>	66.03%	51.03%
	<i>pucke</i>	0%	1.89%
printer	<i>štampač</i>	72.42%	69.93%
rafting	<i>splavarenje</i>	8.52%	1.89%
riseler	<i>preprodavac</i>	25.56%	52.92%
	<i>jadni preprodavac</i>	2.13%	0%
	<i>šaner</i>	2.13%	0%
saund	<i>zvuk</i>	66.03%	64.26%

<i>stor</i>	<i>prodavnica</i>	29.82%	28.35%
	<i>radnja</i>	19.17%	9.45%
	<i>šop</i>	6.39%	0%
	<i>prodaja</i>	0%	1.89%
<i>šoper</i>	<i>kupac</i>	46.86%	43.47%
	<i>potrošač</i>	0%	1.89%
<i>fajl</i>	<i>datoteka</i>	25.56%	24.57%
<i>fajt</i>	<i>tuča</i>	38.34%	45.36%
	<i>borba</i>	29.82%	15.12%
	<i>tapanje</i>	0%	1.89%

Table 1. The choice of synonymous lexemes/phrases among the SLMs and ELMs

A comparison of these synonyms, and their percentages, was made to determine which of them were prototypical. For each of the Anglicisms, a general, or shared, part of the associative meaning was provided, followed by specific aspects of the meanings provided by the SLMs and/or ELMs.

Similar synonyms / synonymous phrases were given as responses to the stimulus *benefit* (the percentage of frequency of the responses for SLMs and ELMs is given after each response): *korist* 29.82%:22.68%, *dobit* 17.04%:9.45%, *dobrobit* 10.65%:5.67%, *povlastica* 10.65%:11.34%, *privilegija* 4.26%:0%, *beneficija* 2.13%:0%, *dobitak* 0%:1.89%, *korist od nekog posla* 0%:1.89%. Accordingly, among the SLMs and ELMs the prototypical meaning was *korist* – a favorable effect, material value, something that is gainful, interest (see *Rečnik srpskoga jezika* (RSJ 2007: 571) for the definition in Serbian), with the addition that (to a greater extent among the SLMs) the meaning developed in the direction of *gain*, i.e., material gain, winnings (see *RSJ* 2007: 290), and therefore happiness, well-being, yield (see *RSJ* 2007: 292) and *privilege*, a special right awarded to someone (see *RSJ* 2007: 1035), and for both groups in the direction of a *perk*, as the right, or opportunity that someone uses to their own advantage (see *RSJ* 2007: 941).

Different synonyms / synonymous phrases were provided for the stimulus *gik*: *štreber* 36.21%:51.03%, *ljubitelj fantastike ili vrlo specifičnih polja* 0%:1.89%, *nerd* 0%:1.89%, *osoba koja je drugačija od ostalih* 0%:1.89%, *osoba koja voli igrice/računare* 0%:1.89%, *osoba koja puno uči* 0%:1.89%. The synonym identified as the prototypical one was *štreber*, and to a greater extent by the ELMs. We believe that the lexicographic definition of the lexeme *štreber* as a person who deliberately attempts to ingratiate themselves in order to achieve success (in school, at work, etc.), an upstart, a career opportunist (see *RSJ* 2007: 1556) is not in accordance with the current perception of the meaning of this lexeme, and thus the synonymous lexeme *gik*. Furthermore, the remaining associative meanings which were cited by the respondents were peripheral and referred to individuals who differ from others in terms of their narrow scope of

interest, and did not refer to *career opportunist* and *upstart*, as cited in the aforementioned dictionary definition.

Responses to the stimulus *destinacija* included: *odredište* 21.3%:13.23%, *lokacija* 6.39%:0%, *mesto* 4.26%:3.78%, *mesto dokle se putuje* 2.13%:0%, *cilj* 2.13%:1.89%, *mesto gde se završava putovanje* 0%:1.89%, *mesto gde se putuje* 0%:1.89%, *mesto na koje želim da stignem* 0%:1.89%, *cilj putovanja* 0%:1.89%. The prototypical synonym was determined to be *odredište* or a place where one is headed or is sending something to (see *RSJ* 2007: 862) for both subgroups, while on the periphery (for the SLMs) we found the synonym *lokacija* as in position, a place where some moveable or transferable object is located (see *RSJ* 2007: 652) and the synonym *mesto* (for the SLMs and ELMs) as in space, place, and the like (see *RSJ* 2007: 701). The Anglicism *destinacija* was to the least extent interpreted as the end goal (of a journey) by the SLMs and ELMs, even though the dictionary defines it as a goal, a place, a point, a limit one wants to reach (see *RSJ* 2007: 1490).

The responses provided for the stimulus *esej* included: *sstav* 12.78%:30.24%, *pismeni sastav* 2.13%:0%, *dugački sastav* 0%:1.89%, *duži sastav* 0%:1.89%. It was clear that the prototypical meaning was found in the synonym *sstav* (which was more prominent among the ELMs) as a piece of writing, usually for school, or a general piece of text (see *RSJ* 2007: 1194), with the addition that its peripheral meaning among the ELMs was a text with a greater number of words.

The synonyms provided as responses to the stimulus *ofis* included: *kancelarija* 83.07%:60.48%, *radna prostorija* 2.13%:0%, *ured* 2.13%:0%, *kancelarija prepuna raznih papira* 0%:1.89%, *radni prostor* 0%:1.89%, *soba u stanu koja služi kao kancelarija* 0%:1.89%. The synonym *kancelarija* as official premises for administrative and similar work (see *RSJ* 2007: 521) was prototypical, and was more prominent among the SLMs, whereby on the periphery we found the meanings of workspace, a room, or a similar office space containing a considerable amount of paperwork.

Synonyms as responses to the lexeme *parti* included: *žurka* 61.77%:51.03%, *zabava* 10.65%:7.56%, *žur* 2.13%:0%, *žurka u klubu* 0%:3.78%, *veselje* 0%:1.89%. The synonym *žurka* (and *žur*) as a catered event and party in a private residence, a gathering in the evening or at night, usually for young people (see *RSJ* 2007: 376) stood out as prototypical, but mostly among the SLMs. Further from the prototypical center we found the lexeme *zabava* as an official event, a public event, a dance, a ball (see *RSJ* 2007: 378), while on the periphery we found *žurka u klubu* and *veselje* as a collective party accompanied by song, dance, joyful voices (see *RSJ* 2007: 141).

The responses to *stejdž* that were synonyms included: *bina* 40.47%:18.9%, *scena* 29.82%:22.68%, *pozornica* 17.04%:15.12%. The prototypical synonym was *bina* as in stage, mostly among the SLMs, with the addition that we do not agree

that *bina* is a lexeme which is necessarily vernacular. Closest to the periphery we found the lexeme *scena* as in stage, theatrical activities, the theater (see *RSJ* 2007: 1296) and *pozornica* as a space where a play is performed (see *RSJ* 2007: 958), to a somewhat greater extent among the SLMs. The fact that the lexeme *pozorište* was not the first choice of synonym for the respondents is not surprising considering that it also has the meaning of a theater building, or theatrical art in general (see *RSJ* 2007: 958).

The dominant synonym given as a response to the Anglicism *stiker* was *nalepnica* 70.29%:41.58%, which was more frequent among the SLMs. On the periphery we found the meaning *sličica* 2.13%:0% as in a small self-adhesive picture of animated characters, or athletes, etc. that children collect, or albums (*RSJ* 2007: 1240), and the phrase *dečije nalepnice za dnevnik i veske* 0%:1.89%.

Even though it was clear that the prototypical synonym for the Anglicism *fešn* in Serbian was *moda* 74.55%:58.59%, which was more pronounced among the SLMs, on the periphery we also found the meanings of *visoka moda* 2.13%:0% and *nova moda* 0%:1.89%, which indicated that the meaning of the Anglicism *fešn* in future might additionally be specified in relation to the lexeme *moda*.

A prototypical synonym for the stimulus *frosting* was the lexeme *glazura* 10.65%:17.01%, which was more prominent among the ELMs, while the synonyms / synonymous expressions on the periphery included *preliv* 2.13%:5.67% or something we pour over food (*RSJ* 2007: 1015), and *preliv za torte i kolače* 0%:1.89%.

In sum, the aforementioned proves hypothesis one.

4.2. Hypernyms and hyponyms as responses

For hypernyms or hyponyms, the percentages were relatively similar for the SLMs (9.63%) and ELMs (10.37%) for the Anglicisms, while a difference was evident for the Serbian equivalents (SLMs, 21.44%; ELMs, 17.78%).

For the SLMs the range of hypernyms/hyponyms was from 0% (*apstrakt, bajer, bekpek, bos, buzer, buking, vorkšop, gik, gift, luzer, nerd, popkorn, printer, riseler, saund, stejdž, fešn, šoper*) to 59.57% (*esej*) for the Anglicisms, and from 0% (*poklon*) to 76.6% (*zajednica*) for the Serbian equivalents, while the ELM responses to the Anglicisms ranged from 0% (*apstrakt, bajer, bekpek, bos, buzer, buking, vorkšop, gift, nerd, ofis, popkorn, printer, saund, holder*) to 69.81% (*keš*), and from 0% (*gubitnik, kupac, pijanica, rezervacija, splavarenje*) to 75.47% (*zvuk*) for the Serbian equivalents.

When we compared the ratio between the hypernyms/hyponyms as responses to the Anglicisms for the ELMs and SLMs, they were somewhat more frequent among the former (52%:48%), which we can explain by a higher level of EFL proficiency. On the other hand, the difference between the SLMs and ELMs was only slightly more in favor of the SLMs when it came to the Serbian equivalents. Even though our respondents' L1 is Serbian, the ratio of

percentages between the SLMs and ELMs was 54.5%:45.5%, which can be explained by the impact of their more advanced study of Serbian in an academic setting.

A comparison of hypernyms and hyponyms among the SLMs and ELMs as responses to Anglicisms led to their classification into three categories: identical, similar (a partial overlap), and different.

Identical responses were recorded for the SLMs and ELMs for the following three Anglicisms: *destinacija* (*putovanje* and *put*), *drajer* (*mašina*), *rafting* (*sport*).

The partial overlap in the hypernyms/hyponyms as responses to the Anglicisms is presented according to the stimuli, whereby responses provided by the SLMs are to be found in the second column, and responses from the ELMs in the third or final column (see Table 2).

Stimulus	SLMs	ELMs
<i>bartender</i>	<i>konobar</i>	<i>konobar, kelner</i>
<i>bedž</i>	<i>broš, amblem, znak, oznaka</i>	<i>znak, oznaka, odlikovanje, smajli</i>
<i>benefit</i>	<i>ekonomska korist, profit</i>	<i>profit</i>
<i>brauzer</i>	<i>Google, program, Google Chrome, Opera, aplikacija, program za rad na računaru</i>	<i>Google, Chrome, Chrome pretraživač, Google Chrome, Mozilla, Safari</i>
<i>dresing</i>	<i>sos</i>	<i>sos, preliv za jelo</i>
<i>džekpot</i>	<i>dobitak, izuzetan dobitak</i>	<i>dobitak, nagrada, pogodak, pobjeda</i>
<i>esej</i>	<i>rad, ogled, seminarski, tema, tekst, kratak prozni tekst naučnog sadržaja, kritika, naučni rad, pisani rad, pismeni zadatak, predisipitna aktivnost, referat, seminarski rad, stranica, tekst</i>	<i>tekst, domaći, ispit, pisana forma koja se sastoji iz 3 ili više paragrafa, rad, rad na temu, referat, reči, tekst o nečemu, tema</i>
<i>fajl</i>	<i>dokument, folder, fascikla, podatak</i>	<i>dokument, folder, dokument sa materijalom za ispit, podatak, fascikla</i>
<i>fajt</i>	<i>svađa, boks, dvoboj</i>	<i>nasilje, bitka, boks, svađa</i>
<i>frosting</i>	<i>šlag, toping</i>	<i>šlag, za tortu toping, hrana</i>
<i>keš</i>	<i>novac, pare, dolari, novčanice, papirni novac</i>	<i>novac, pare, novčanice</i>
<i>komjuniti</i>	<i>vweb-dizajner, internet, udruženje</i>	<i>društvo, ljudi, Egzit festival, Amerika, visoko društvo, grad, zgrada, narod, opština, selo</i>
<i>parti</i>	<i>dečji rođendan, izlazak, okupljanje, proslava</i>	<i>rođendan, provod</i>
<i>spouksmen</i>	<i>govornik, glasnogovornik, zastupnik, predstavnik</i>	<i>govornik, zastupnik, osoba, predstavnik</i>

<i>stiker</i>	<i>emodži, slika</i>	<i>bedž, emotikon</i>
<i>stor</i>	<i>dragstor</i>	<i>dućan, magacin, ostava, skladište</i>

Table 2. The partial overlap in the hypernyms/hyponyms among SLM and ELM responses presented according to the stimuli

Different hypernyms/hyponyms were provided by the SLMs and ELMs only for the Anglicism *blend*, which was interpreted both as a noun and as a verb, in accordance with the source language (*a/the blend* and *to blend*), which can be seen from the responses provided (*seći, smesa, umutiti : smuti, šejk, milkšejk, morfološki proces za stvaranje reči, sjedinjavanje namirnica u blenderu*).

The sum of percentages of all the hypernyms among the SLMs was 269.94%, and among the ELMs was 234.36%, which indicated that the former were more prone to responses of a general type. The most pronounced difference between the ELMs and SLMs was reflected in the expressed preference of the former for hyponyms (156.87%), while this preference was far lower among the SLMs (95.85%). Finally, responses of the same level of generality were more prevalent among the ELMs (24.57%) than SLMs (17.04%). Therefore, not only were the SLMs more prone to responses with a general meaning, but the ELMs were also prone to responses with a more specific meaning.

In sum, the aforementioned partly proves hypothesis two.

4.3. Encyclopedic responses

Encyclopedic responses were noted more frequently among the ELMs, especially for the Anglicisms (26.3% for the ELMs, 16% for the SLMs). Among the responses given to the Serbian equivalents, the difference between the two groups of respondents was negligible (41.59% for the SLMs, and 41.15% for the ELMs).

For the SLMs the range of responses to the Anglicisms was from 2.13% (*benefit, bos, brauzer, gik*) to 68.08% (*rafting*), i.e., from 0% (*zajednica*) to 82.98% (*kokice*) to the Serbian equivalents. For the ELMs the range of responses to the Anglicisms was from 5.66% (*komjuniti*) to 66.3% (*rafting*), i.e., from 0% (*korist*) to 84.9% (*rezervacija*) to the Serbian equivalents.

In sum, the number of encyclopedic responses given to the Anglicisms was greater among the ELMs compared to the SLMs (1037.95%:562.7%). A similar, but somewhat lower tendency was also noted for the Serbian equivalents, again in favor of the ELMs compared to the SLMs (1713.63%:1461.33%). The extensive difference noted in the data for the Anglicisms can be explained by the scope of the culturological approach to the study of English. The culturological elements contained in EFL courses led to more diverse encyclopedic responses among the ELMs. The smaller differences noted for the Serbian equivalents can be explained by native speaker idiosyncrasies.

The greatest number of different responses per Anglicism for the SLMs was noted for *bedž* (14)², *rafting* (14) and *destinacija* (10). For the ELMs it was for *stiker* (19), *bedž* (15), *buking* (11), *rafting* (11), *bekpek* (10), *nerd* (10), *spouksmen* (10), *fajt* (10), and *šoper* (10). A greater distribution of encyclopedic responses to stimuli which are recent Anglicisms was noted, which supports the conclusion that the level of proficiency does affect the level of acceptance of recent Anglicisms, as well as their interpretation and comprehension.

The distribution of encyclopedic responses enabled us to present the given responses in a structured manner in the form of idealized cognitive models (ICMs). This shed light on the way our subgroups interpret the Anglicisms as stimuli and how they incorporate them into their existing networks of lexical units. The same ICMs were noted for 25% of the Anglicisms, similar for 32.5%, related for 12.5%, and different ones for 30%.

The same ICMs were noted for the stimuli *apstrakt* (various types of written work), *benefit* (money), *blend* (mixing), *drajer* (drying), *dresing* (salad), *popkorn* (watching movies, snacks), *printer* (printing), *fajl* (computers), *frosting* (cakes), and *holder* (objects that have holders).

Similar ICMs were noted for the stimuli *bajer* (SLMs: shopping in general, ELMs: shopping in pharmacies), *buzer* (SLMs: energy drinks, ELMs: various types of drinks), *buking* (SLMs: holiday arrangements, ELMs: travel arrangements), *destinacija* (SLMs: holiday travel, ELMs: destination vacation and vacation as escape), *esej* (SLMs: a literary course at an advanced level, ELMs: education at the tertiary level), *gik* (SLMs: glasses, ELMs: negative reactions to people who wear glasses), *parti* (SLMs: what is needed for a party, ELMs: places where a party can be held and what is needed to have a party), *rafting* (SLMs: white-water activities, ELMs: sailing in a kayak), *saund* (SLMs: music, ELMs: music and environmental sounds), *stiker* (SLMs: children exchanging stickers, ELMs: places where to put stickers, virtual stickers, and children exchanging stickers), *fajt* (SLMs: exchanging punches, ELMs: physical altercations in public), *džekpot* (SLMs: games of chance, ELMs: gambling).

Related ICMs were noted for the stimuli *bartender* (SLMs: a place to serve liquor, ELMs: serving alcoholic beverages), *riseler* (SLMs: reselling, ELMs: selling second-hand goods), *stejdž* (SLMs: music, ELMs: performing), *fešn* (SLMs: being in style and in vogue, ELMs: fashionable clothing), *šoper* (SLMs: grocery bags, ELMs: places where people can shop).

Different ICMs were noted for the stimuli *bekpek* (SLMs: packing, ELMs: mountain climbing, hitchhiking, and various uses for backpacks), *bedž* (SLMs: clothes on which to wear a badge and a description of a typical badge, ELMs: accolades, prints on badges, and where a badge can be worn), *bos* (SLMs: games,

² The parentheses include the absolute values of the repeated responses, without taking into consideration the differences between groups in terms of their respective sizes.

ELMs: *high-ranked jobs*), *brauzer* (SLMs: a non-definable ICM, ELMs: *computers*), *vorkšop* (SLMs: *places where work is sought*, ELMs: *group work in an academic setting*), *keš* (SLMs: *places where one can keep money and access it*, ELMs: *financial transactions*), *komjuniti* (SLMs: *communication*, ELMs: *being surrounded by friends*), *luzer* (SLMs: *Đorđe Balašević*, ELMs: *competition*), *nerd* (SLMs: *shyness*, ELMs: *a book smart person*), *ofis* (SLMs: *a job*, ELMs: *office space*), *spouksmen* (SLMs: *anxiety conveyed verbally*, ELMs: *politics and the media*), *stor* (SLMs: a non-definable ICM, ELMs: *online shopping apps*).

In sum, the aforementioned partly proves hypothesis three. Based on the data outlined in sections 4.1, 4.2, and 4.3 we can conclude that our overall analysis confirms hypothesis four.

5. Conclusion

The associative responses of the SLMs and ELMs (L1 Serbian speakers) to recent nominal Anglicisms and their Serbian equivalents were analyzed and compared, with the aim of determining whether the identified associative networks of the subgroups were impacted by advanced levels of study of English at university, and with the aim of understanding the conceptualization of the select monosemic Anglicisms in Serbian. All the hypotheses outlined at the onset of the study were later confirmed either in full (hypotheses 1 and 4) or partly (hypotheses 2 and 3).

Synonyms which take the form of hapax legomena, provided by the ELMs and SLMs as responses to the Serbian equivalents, are largely similar in number for both subgroups, considering their shared L1. There is a clear tendency for the ELMs to provide more synonyms in the form of hapax legomena as responses to the Anglicisms. This confirms the fact that higher levels of EFL proficiency mean using more synonymous lexemes and phrases as responses. Our analysis of the synonyms within the framework of prototype theory for both subgroups confirmed the conclusions of Fitzpatrick and Thwaites (2020) regarding how L2 lexemes need not be distinct from L1 concepts, as evidenced in the structure of the prototypes (identical, similar, and relatively similar responses), indicating a link between them.

The sum of percentages of all the hypernyms indicates that, in semantic terms, the SLMs are more prone to reactions of a more general type rather than a specific one. The ELMs indicate a more pronounced tendency towards hyponyms. Responses of the same level of generality are more prevalent among the ELMs than the SLMs.

Encyclopedic responses to the Anglicisms, which are quite diverse, emerged more frequently among the ELMs. This confirms the conclusion that levels of proficiency impact the extent to which Anglicisms are adopted, as well as how they are interpreted and understood.

The frequency of hapax legomena and varied responses (Figure 1) confirms the conclusion of Fitzpatrick and Izura (2011) about a smaller number of responses often being provided to stimuli from the respondents' L2. That the level of EFL proficiency has an impact on associative responses was confirmed in various studies (Fitzpatrick and Thwaites 2020; Jiang 2019, *inter alia*). The differences noted in the types of responses as well as their frequency, obtained within this study, confirm the claim. When the responses are organized and analyzed as part of prototypical structures and as part of ICMs, in addition to clear overlaps, tendencies were noted for the ELMs to opt for more specific meanings of the given stimuli. This provides additional support for the conclusion of Fitzpatrick and Thwaites (2020) on how an increase in L2 proficiency leads to an increase in the number of different and associated meanings and connotations of words from the L2 lexicon, in this case, Anglicisms.

The limitations of the study primarily refer to the self-reported approximate level of knowledge of the English language provided by the respondents. Further studies could improve the quality of the existing findings by testing the respondents' level of English language knowledge by means of standardized testing, to ensure precise results. Potentially, only respondents with similar levels of English language proficiency might be grouped, and their responses analyzed individually to check for possible different effects of L2 proficiency. Additionally, respondents could also be recruited from other study centers throughout Serbia, to both broaden the scope of the sample of respondents, and possibly analyze other factors that may impact their performance on a test of associative responses.

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АНАЛИЗ АССОЦИАТИВНЫХ СЕТЕЙ БОЛЕЕ СОВРЕМЕННЫХ ЗАИМСТВОВАННЫХ ИЗ АНГЛИЙСКОГО ЯЗЫКА СУЩЕСТВИТЕЛЬНЫХ СРЕДИ СТУДЕНТОВ СЕРБИСТИКИ И АНГЛИСТИКИ

Предметом данной работы является сравнение речевых ассоциаций студентов, изучающих сербский и английский языки и литературу, с целью определения возможных связей между уровнем владения английским языком как иностранным в университетской среде и концептуализацией избранных недавних заимствований существительных из английского языка. Данное исследование основано на онлайн опроснике из 80 стимулов, то есть 40 пар недавних заимствований существительных из английского языка и их устоявшихся аналогов, который заполнили 100 испытуемых, указав свободные и дискретные ассоциации. Результаты свидетельствуют о сильно выраженной склонности студентов английского языка к реакциям в форме синонимов, что подтверждает существующие утверждения о том, что более высокий уровень владения английским языком приводит к более частому выражению синонимической реакции. Кроме того, студенты англистики стремились к гипонимическим реакциям, как лексемам с более конкретным значением, на более новые англицизмы, тогда как студенты сербистики стремились к гиперонимам. Увеличенное разнообразие реакций энциклопедического типа наблюдалось у студентов англистики, что свидетельствует об общем влиянии уровня владения английским языком на характер речевых ассоциаций и их интерпретацию. Такая же тенденция наблюдается и в группе гапаксных реакций, при этом большее количество отсутствующих реакций зафиксировано у студентов сербистики. Вышеприведенные данные подтверждают мнение о том, что меньшее количество речевых ассоциаций обычно наблюдается для стимулов, происходящих из соответствующего родного языка, из чего следует вывод о том, что более высокий уровень владения английским языком можно считать неизбежной частью интерпретации полученных речевых ассоциаций. Наш анализ прототипов и

идеализированных когнитивных моделей, выявленных среди речевых ассоциаций, внес конкретный вклад в вывод о том, что характер речевых ассоциаций студентов англистики отличается от того, который был получен от студентов сербистики, причем студенты английского чаще выбирают конкретные и точные значения избранных заимствований из английского языка.

Ключевые слова: сербский как родной, английский как иностранный, речевые ассоциации, более современные заимствования из английского языка, существительные.