

Editorial note

We are glad to present the second issue of ExELL. While the last issue was mainly dedicated to various cognitive approaches to English, this one only partly continues in that direction. The scope of research is now expanded to applied linguistics, delving into the areas of translation studies and second/foreign language acquisition.

In the first paper, Jasmina Hanić presents her cognitive linguistic analysis of the particle *OVER* as a formative element in verbs. Using Langacker's approach, she starts from the premise that all verbs formed with the particle *OVER* at a certain level of interpretation share the same schematic meaning, 'to be over in space, above or on the top of'. The analysis focuses on the role of metaphors of power and control in developing new meanings. Verbs formed with *OVER* are shown to behave differently depending on the metaphors which underlie them.

Tanja Pavlović analyses directionality in translation and its implication on the quality of translation. In traditional translation studies, translation into a non-mother tongue was completely rejected and disapproved. However, this type of translation is sometimes needed, especially in the countries where less disseminated languages or languages of limited diffusion are spoken. Her study shows that fundamentally there is no difference in the difficulty between the L1 and L2 translation. They both involve the same problems, and in equal measure. The only difference is how successful the translators are in finding solutions to these problems.

Vildana Dubravac examines learners' explicit and implicit foreign language knowledge with regard to their age. She tests two groups of learners of English: the first group consisted of learners completing eight-year long primary school and the second group are those completing four-year long secondary school. She uses three different tests to compare their knowledge of four target structures: indefinite article, modal verbs, noun plural and adverb placement. The results indicate that the level of explicit and implicit knowledge varies with regard to the age of learners.

The final part of this issue is a review of Alice Deignan, Jeannette Littlemore and Elena Semino's current publication about variation of figurative language across different genres and registers by Adisa Imamović.

We are using this opportunity to thank our peer reviewers for their thoughtful feedback.

Editorial Bord